



## **DAUNTSEY'S SCHOOL**

### **Health & Safety Policy and Procedures Manual**

**This Policy and Procedures Manual was prepared by  
Safesmart Ltd**

**It is designed to meet the requirements of  
The Health and Safety at Work etc. Act 1974, and  
The Management of Health and Safety at Work  
Regulations 1999**

## AMENDMENT SHEET

<b>HEALTH AND SAFETY POLICY AND PROCEDURES MANUAL</b>		
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	42-49	First Aid Policy
	76	School Kitchen
17 <sup>th</sup> October 2017	100 - 145	Pool Safety Operating Procedure
17 <sup>th</sup> October 2017	143 - 160	Visits and Activities Out of School – A Policy
17 <sup>th</sup> October 2017	161 - 171	School Transport Risk Assessment
6 <sup>th</sup> November 2017	172 - 270	Safety Management System for Jolie Brise Version 1
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19 <sup>th</sup> September 2018	101 - 144	Pool Safety Operating Procedure
1 <sup>st</sup> December 2018	43-50	First Aid Policy
1 <sup>st</sup> December 2018	145-163	Visits and Activities Out of School Policy
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1 <sup>st</sup> December 2019	301-329	Safeguarding and Child Protection policy updated
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1 December 2020	42-54	Personal Emergency Evacuation Plans (PEEPs) inserted
1 December 2020	55-63	First Aid Policy updated
1 December 2020	192-end	Safety Management System for Jolie Brise updated
16 December 2020	65	HSE's role in the investigation of work-related road accidents inserted
This document was prepared and written by Safesmart Ltd for and on behalf of Dauntsey's School		

## **INTRODUCTION**

The prevention of accidents and ill health is one of the most important functions of Management because:

- We do not want any employee, student other person to suffer as a result of our work.
- We intend to comply with all Health and Safety legislation.
- We recognize that accidents, unsafe and unhealthy working conditions can be a considerable drain on the financial resources of the school and demonstrates a lack of efficiency in the business.

This document has, therefore, been prepared to define the way that Dauntsey's School intends to manage health and safety and to meet the requirements of Section 2 (3) of The Health and Safety at Work Act 1974 which requires an employer to prepare a statement of general policy with respect to the health and safety of employees and others not in their employment but for whom they are responsible, and the organization and arrangement set up to carry out the policy.

It has been drawn up taking into account the general duties of the Health and Safety at Work Act 1974 which are simply summarized as follows (note that this is not a legal interpretation of the Act):

- The employer must ensure, so far as is reasonably practicable, the health and safety at work of his employees and others not in his employment but for whom he is responsible by providing:
  - A safe system of work
  - Safe plant and equipment
  - Safe means of handling & transporting articles & substances
  - Adequate training, instruction, information & supervision
  - A safe place of work with safe access & egress from the place of work
- Employees must look after their own health and safety and ensure that they do not endanger others. They must also co-operate with the employer to assist in meeting statutory requirements. No person must recklessly or willfully interfere with anything provided for health and safety

Failure to comply with these duties or to breach any of the specific Regulations for health and safety can lead to Prohibition or Improvement Notices which will interfere with the progress of work and/or prosecution of Dauntsey's School, individuals or employees with substantial fines and for certain offences, imprisonment.

**Note that the arrangements refer to appropriate legislation and guidance which must be applied to our work.**

**DAUNTSEY'S SCHOOL**  
**POLICY FOR HEALTH, SAFETY AND WELFARE**

1. The Governors of Dauntsey's School recognise and accept their responsibility as employers for providing, so far as is reasonably practicable, safe and healthy work places, work practices and working environments for all their employees, pupils and visitors.
2. The Governors will take all reasonable steps to meet this responsibility paying particular attention to;
  - a) the provision and maintenance of plant, equipment and systems of work
  - b) the making of safe arrangements for the use, handling, storage and transport of articles and substances
  - c) the provision of information, instruction, training and supervision
  - d) the provision of a place of work with safe access and egress
  - e) the provision of an environment for safe and healthy working and adequate welfare facilities.
3. Without detracting from the primary responsibility of the heads of both teaching and non-teaching departments for ensuring safe conditions of work, the Governors will continue to keep under review arrangements for providing competent technical advice on safety and health matters where this is necessary.
4. The Governors are committed to ensure that the School operates in accordance with current legislation and where necessary additional resources will be provided to facilitate this.
5. The Governors recognise the need for the involvement of both teaching and non-teaching staff in achieving a successful safety policy, will co-operate with safety representatives, where appointed and will provide them with such facilities and training as may be necessary for them.
6. The Governors will ensure appropriate committee arrangements for the consideration of safety matters.
7. The Head or the Bursar is expected to report to Governors termly on any significant health and safety matters affecting the School.
8. Employees are reminded of their own duties to take care of their own safety and that of other employees, pupils and other persons who might be affected by their work activities and the duty to co-operate with the Governors to enable the governors to carry out their health and safety responsibilities successfully.
1. A copy of this statement is issued to all employees. It will be reviewed and added to or modified from time to time and as necessary. Details of the organisation and arrangements for carrying out the policy are to be found in parts B and C of this document.

## **ORGANISATION FOR HEALTH AND SAFETY**

### **for Dauntsey's School, including the Manor**

The Head of the School is responsible for ensuring compliance with the school's Health and Safety Policy which comprises of three parts - the General Policy Statement, the Organisation for Health and Safety, and the Arrangements.

These responsibilities are set out in the Annex I. Some parts of these duties have been delegated to others. This document describes these delegations and also describes the advisory arrangements within the School.

#### **1. Executive Responsibility for Safety**

Every head of department and employees with a supervisory role is responsible for ensuring in accordance with current legislation, the health and safety of employees, pupils and other persons in their area of responsibility and also anyone else who may be affected by their work activities. In particular, the responsibilities listed in Annex I [**sections C, D, E, F, G, H, K and O**] are assigned to such persons for their areas.

The Bursar is responsible for duty [**B and N**] and in collaboration with the appropriate departmental head or supervisor duties [**E**].

All those with executive responsibility should notify me and the Bursar of any planned, new or newly identified significant hazards in their areas and also of the control measures needed to avert any risks involved.

As it is my duty to ensure adherence to the school's Health and Safety Policy, I instruct every head of department and employee with a supervisory role to report to me any breach of the safety arrangements.

When heads of departments, supervisors or others in charge of areas, employees, pupils or visitors are to be or are absent for significant periods, adequate substitution must be made in writing to me and the other persons as are affected. For short periods of absence the alternative arrangements must be found.

The following employees have executive responsibility throughout the School to ensure compliance with the Policy as it applies to their special function:

- \* The Bursar is responsible for making arrangements for visitors (including contractors) and this will involve carrying out suitable risk assessments as appropriate.
- \* Control of Electrical Safety in accordance with this Policy is vested in Clerk of Works. Additionally, he is responsible for arranging for a summary of the results of the inspections/tests of portable electrical equipment to be provided annually to the Safety Committee.

#### **2. Advisory Responsibility for Safety**

I have appointed those listed below to advise me on matters of health and safety within the School. If their advice is not taken by any employee (or pupil) of the School, I must be informed. Exceptionally, if they discover any risk which requires immediate action, they are authorised to take the necessary action and inform me subsequently.

- \* The Bursar is responsible for advising me on the measures needed to carry out school work without risks to health and safety; co-ordinating any safety advice given in the School by specialist advisors and those with enforcement powers; monitoring health and safety within the School and reporting any breaches of the health and safety policy to me.
- \* To assist in this work, the School has appointed Safesmart Ltd. as specialist advisors.
- \* The Bursar will provide general advice on fire control activities. In addition, the Bursar has executive responsibility to carry out and keep appropriate records for, (or delegate in writing,) the duties listed in Annex I under J, L and M, and the appropriate parts of B, C, D, E, G, H, K and N.

In the case of a fire practice or actual alarm the Fire Officer has executive authority to clear the building and to manage such roll calls or checks as may be necessary up until the time when responsibility is handed over to the attending Fire Service officer or the practice is satisfactorily completed.

- \* The Radiation Protection Supervisor (Head of Science) is responsible for liaison with the Radiation Protection Advisor for ensuring compliance with the Ionising Radiation Regulations 1999 and Local Rules made to comply with these Regulations. The RPS is also responsible for ensuring compliance with the Radioactive Substances Act 1993 and exemption certificates granted under them.
- \* In addition, I have set up a School Safety Committee.

The members are:	Chairman of Estates Committee Bursar Second Master Assistant Bursar (Estates & Facilities) (Chairman) Science Safety Officer (Head of Science) Director of Sport Head of PE Head of Art Head of DT Facilities Manager	Catering Manager Jolie Brise Representative Head Grounds-man Clerk of Works Manor Rep. Technical Support Staff Rep. Boarding House Rep. Senior Sister Sports Complex Manager Senior Technician (Science)
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The Assistant Bursar (Head of Estates and Facilities) will act as Chairman.

The Bursar's Secretary will act as Secretary to the Committee. Other members will be co-opted and invited to meetings, as appropriate.

The purpose of the Committee is to oversee and monitor the effective implementation of the safety policy within the school and to regularly review the contents of the safety policy. It will meet termly.

A copy of the Dauntsey's Health and Safety Committee Terms of Reference is at Annex 2.

### 3. Other Functions

- a) The Medical Centre staff are responsible for first aid provision during term time.
- b) All accidents, dangerous occurrences and near misses, should be reported immediately to the Bursar. The reporting of accidents to the Health & Safety Executive at the South-west Area Office, Bristol is the responsibility of the Bursar.

#### **4. Individual Responsibility**

All school employees, pupils and all other persons entering onto the school's premises or who are involved in School activities are responsible for exercising care in relation to themselves and others who may be affected by their actions. Those in charge of visitors (including contractors) should ensure that the visitors adhere to the requirements of the School Health and Safety Policy where appropriate.

Dauntsey's School expects individuals to:

- a) Make sure that all their work is carried out in the approved way and in accordance with School Policy.
- b) Protect themselves and others by wearing the personal protective equipment provided, and by using any guards or safety devices provided.
- c) Obey all instructions emanating from me in respect of health and safety.
- d) Warn their immediate supervisor and ultimately me and the Bursar of any new hazards to be introduced or newly identified risks found in present procedures.
- e) When appropriate, give their visitors (including contractors) a named contact within the School with whom to liaise.
- f) Offer any advice and suggestions that they think may improve health and safety.
- g) Report all fires, incidents and accidents immediately to the Bursar.
- h) Familiarise themselves with the location of fire fighting equipment, alarm points and escape routes, together with the fire procedures.
- i) Consult their supervisor, the Bursar, or if necessary, me, if in doubt about any matter of health and safety.

#### **5. Specific Arrangements**

The following areas/activities present identified and significant risks in this School and are the subject of separate rules and documentation:

Calor gas installation

Science Department

CDT Department

Mini buses

School trips, including sailing/yachting

Swimming pool chemicals

Sport

Art

Responsibilities of individual heads of departments are appended.

#### **6. Consultants**

Safesmart Ltd and Envesca are appointed as the School's expert health and safety advisers and are to assist in keeping the school compliant with the relevant legislation. Safesmart will also keep the

school updated with changes in health and safety requirements and legislation. The school's Radiation Protection Adviser is University of Bristol who use the services of

Mr Tony Butterworth  
Radiation Protection Advisor/Radioactive Waste Advisor  
Safety and Health Services  
University of Bristol  
1-9 Old Park Mill  
Bristol  
BS2 8BB  
Tel: 01179288323/07747600386

**M J Lascelles**  
**Head Master**

## **DUTIES**

### **Annex I**

It is my responsibility as Head of Dauntsey's School directly, or through delegation (which is detailed and in writing), in accordance with the law -

- A To ensure adherence in all respects to the Health and Safety Policy of the School and in particular to ensure that the necessary resources for implementation are available.
- B To plan, organise, control, monitor and review the arrangements for health and safety including the arrangements for any visitors (including contractors).
- C To carry out general risk assessments and specific risk assessments as required by health and safety legislation.
- D To ensure that all work procedures under my control are safe and without risks to health.
- E To ensure that training and instruction have been given in all procedures including emergency procedures.
- F To provide occupational health surveillance where appropriate.
- G To investigate and keep a record of all cases of ill health, accidents, hazardous incidents and fires.
- H To post warning notices and signs and to keep them up to date.
- I To appoint qualified first aiders and to have first aid boxes checked regularly.
- J To see that adequate fire fighting equipment and appliances are provided and to take prompt action to remedy deficiencies.
- K To ensure that fire escape routes are kept clear.
- L To test emergency lights, fire detection and alarm systems regularly.
- M To have fire drills at regular intervals.
- N To make sure that the conditions of local authority licences etc. are observed.
- O To ensure the safe disposal of hazardous wastes is in compliance with the School's requirements.

## **Annex 2**

### **DAUNTSEY'S SCHOOL**

#### **Health and Safety Committee Terms of Reference**

##### **ROLE**

This Committee is responsible on behalf of the Governing Body to ensure the School provides a safe and healthy environment for pupils, staff, parents and visitors.

##### **COMPOSITION**

The Committee shall consist of:

1. The Governor nominated by the Governing Body to oversee Health and Safety on behalf of the Governing Body. (Normally Chairman of the Estates, Infrastructure and Assets Committee).
2. The Second Master with responsibility for Health and Safety.
3. The Bursar.
4. Assistant Bursar (Estates and Facilities)(Chairman).
5. List of Attendees:

Chairman of the Estates Committee  
Second Master  
Bursar  
Assistant Bursar (Chairman)  
Manor Housemistress  
Senior Sister, Medical Centre  
Facilities Manager  
Clerk of Works  
Catering Manager  
Head of Grounds  
Head of Art  
DT Representative  
Head of PE  
Director of Sport  
Sports Complex Manager  
Representative Technical Support Staff  
Jolie Brise Representative  
Performing Arts Technician  
Senior Science Technician

A quorum is at least 50% of the membership.

##### **MEETING FREQUENCY**

The Committee will normally meet twice in the Autumn and Spring Terms and once during the Summer Term.

## **TERMS OF REFERENCE**

### **The Committee shall:**

1. Have executive powers to:
  - a) Monitor issues of Health and Safety at Dauntsey's School.
  - b) Review and amend the Health and Safety Policy annually.
  - c) Advise the Head Master where deemed necessary to take action to ensure the safety of all pupils, staff and visitors with regard to the building and grounds.
  - d) Consider improvements or replacements to the buildings and grounds that are necessary or desirable with regard to Health and Safety for recommendation to the Governing Body via the Estates, Infrastructure and Assets Committee.
2. Advise the Governing Body on priorities regarding Health and Safety, for the maintenance and development of the School's premises.
3. Ensure that staff well-being is given due consideration.
4. Ensure that the procedures mentioned in the School's Health and Safety Policy are kept up-to-date and that positive arrangements are in place to ensure that all staff and pupils are aware of and comply with its contents. The Health and Safety Policy will be reviewed annually.
5. Ensure that the policy contains rigorous and comprehensive systems for active monitoring (auditing health and safety management systems, inspections, risk assessments) and reactive monitoring (accident/incident investigation) and rectifying identified faults within the School.
6. Ensure there is adequate provision both in staffing, facilities and resources to allow the School to meet both its legal and moral obligations with respect to health, safety and welfare.
7. Oversee procedures which ensure the health and safety of outside users of the School premises or for extended services, subject to governing body policy.
8. Keep under review the Accessibility Plan.
9. Ensure the security of School premises.
10. Review the accident register and report termly to the Committee. Additionally the Chair of H&S Committee is to review accident register annually.
11. Review issues concerning the swimming pool, grounds, fire safety and relevant staff training at least annually.
12. Annually review the Health and Safety training delivered across the School
13. Promote a positive and pro-active Health and Safety culture.

### **CONDUCT OF MEETINGS**

In accordance with Dauntsey's practice decisions will normally be arrived at through discussion and concerns rather than of voting.

## ARRANGEMENTS FOR DAUNTSEY'S SCHOOL

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## RISK ASSESSMENTS

Regulation 3(1) of the Management of Health and Safety at Work Regulations requires all employers and the self-employed to assess the risks to the health and safety of workers and any others who may be affected by the work carried out for the purpose of identifying measures needed to be taken to comply with other legislation. Carrying out these assessments will help to identify all the protective and preventive measures that must be taken to comply with Regulations.

A risk assessment should usually involve identifying the hazards present in any working environment or arising out of commercial activities and work activities, and evaluating the extent of the risks involved, taking into account existing precautions and their effectiveness.

- Hazard        a hazard is something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment & other aspects of work organisation).
- Risk        a risk is the likelihood of potential harm from that hazard being realised. The extent of the risk will depend upon:-
  - the likelihood of that harm occurring
  - the potential severity of that harm, ie of any resultant injury or adverse health effect
  - the population which might be affected by the hazard, ie the number of people who might be exposed

All health and safety risks should be assessed by trained personnel and should be reviewed and revised as necessary if:-

- There is a reason to suspect the assessment is no longer valid (this may become apparent through accidents, safety complaints, ill-health trends, or the employer may become aware that a relevant piece of legislation has fallen out of date), or
- There has been a significant change in the matters to which the assessment relates (such as the introduction of new work equipment, changes in management personnel, new markets or applications for the school's products, increases / decreases in pupil numbers etc)

All significant findings should be recorded and made known to relevant personnel.

An employer shall not employ a young person unless a risk assessment specifically related to that young person has been carried out.

## **EMPLOYMENT OF YOUNG PERSONS**

Specific legislative requirements concerning the Protection of Young Persons are contained in the Health and Safety (Young Persons) Regulations 1997. These Regulations define a “**young person**” as being **someone who has not attained the age of 18**, and a “**child**” as being **someone who is not over compulsory school age**. This legislation applies to the employment of all young people, regardless of the number of hours worked or the duration of the period of work, including those on any relevant training schemes.

### **Specific Risk Assessments**

The employer must make a risk assessment specifically related to the young person before employing him/her, and it should consider:-

- The immaturity and inexperience of the young persons and any consequential lack of awareness risks.
- The health and safety training to be given.
- The extent of exposure to any chemical, biological or physical agents.
- The nature and layout of the work area.
- The types of equipment, methods of use and work activities to be undertaken.

### **Reduction of Risks**

A young person should not be expected to do any of the following:-

- Work beyond their physical or psychological capabilities.
- Work involving harmful exposures to radiation.
- Work involving risks to health from noise, vibration or extreme heat/cold.
- Work involving harmful exposure to any agents which can chronically affect health, including those with toxic or carcinogenic effects, or those causing genetic damage or harm to an unborn child.
- Work involving the risk of accidents which it may be assumed cannot be recognized or avoided by young persons owing to their insufficient attention to safety or lack of experience or training.

### **Specific Requirements for the Employment of Children**

Where a child is employed, the findings of the risk assessment, together with protective/preventive measures to be taken, must be recorded and communicated to the person having parental responsibility/rights for the child (e.g. parent, guardian etc).

Under the Employment of Children Act 1973, the employment of children is prohibited in the following circumstances:-

- Where a child is under 13 years of age.
- Before the close of school on any day that they are required to attend school.
- For more than two hours on any day that they are required to attend school.
- Before 7am and after 7pm, and for more than two hours on any Sunday.

## **EMPLOYMENT OF EXPECTANT AND NEW MOTHERS**

Under the Management of Health and Safety at Work (Amendments) Regulations 1999, a specific risk assessment must be undertaken for expectant and new mothers, who may be at risk from a work process, working condition or physical, chemical or biological agent.

Women covered by these Regulations are:-

- Expectant mothers.
- Women having given birth within the last six months.
- Women who are breast-feeding.
- 

Specific risks can be:-

- Physical              Shock, vibration or other movement  
                            Manual handling of loads  
                            Noise  
                            Ionising and non-ionising radiation  
                            Temperature extremes  
                            Postures/movements that cause mental and/or physical fatigue  
                            Hyperbaric (high pressure) atmospheres
- Biological            Bacteria, viruses and other micro-organisms known to cause abortion or physical/neurological damage
- Chemical             Mercury, lead, substances absorbed through the skin,  
                            Cytotoxic drugs (anti cancer- kills cells), carbon dioxide and chemicals labeled with the following phrases – possible risk of irreversible effects; may cause cancer; may cause heritable genetic damage; may cause harm to unborn child; may cause harm to breast-fed babies

If measures cannot control the risk identified, the employer **must** alter the working conditions, or hours of work of the woman, or in extreme cases suspend the woman from work in order to avoid the risk.

When altering the hours of work or working conditions that are not reasonable and would not avoid the identified risk, the expectant or new mother has the right under the Employment Protection (Consolidation) Act 1978 to be offered suitable alternative work, with no detriment in terms or conditions, where it is possible in her employer's undertaking.

If such work is available and not offered prior to suspension, then the expectant or new mother has the right to complain to an Industrial Tribunal. However if suitable alternative works is not available, the employer must suspend the expectant or new mother for as long as necessary to avoid the risk.

Expectant mothers can be suspended from night work if a registered medical practitioner or midwife signs a certificate stating that such work should be suspended on the grounds of health and safety.

However, the employer is not obliged to take the above actions until the expectant or new mother has provided written notification that she is pregnant or has given birth in the last six months or is breast feeding.

Under the Workplace (Health, Safety and Welfare) Regulations 1992, the employer has to provide suitable rest facilities for pregnant women and nursing mothers.

## ASBESTOS

### Introduction

Many of the people now dying from asbestos-related diseases worked as building tradesmen, such as carpenters, electricians and plumbers, and it is thought that their repeated low level exposures to asbestos fibres have led to these diseases. Asbestos containing materials (ACMs) were very commonly used in buildings until the 1980s and may have been used in some buildings in the early nineties. Many premises still contain asbestos so tradesmen, maintenance workers, computer and cable installers etc. are still at risk.

Asbestos can be found:

- in sprayed form and loose packing form, generally used as fire breaks in ceiling voids
- in molded or performed sprayed coatings and lagging, generally used in the thermal insulation of pipes and boilers
- in sprayed mixtures with hydrated cement, generally used as fire protection in ducts, firebreaks, panels, partitions, soffit boards, ceiling panels and around structural steel work
- in insulating boards used for fire protection, thermal insulation, partitioning and ducts
- in some ceiling tiles
- in millboard, paper and paper products used for insulation of electrical equipment and as a fire proof facing
- as cement type products such as roofing sheets, wall cladding, gutters, rainwater pipes and water tanks
- as certain textured coatings
- in old laboratory equipment such as fume cupboards, ovens and heat resisting mats
- in vinyl or thermoplastic floor tiles

The asbestos will only pose a risk to health if fibres are released into the air and can be inhaled. This can happen when the material is worked on (especially when broken, sawn, drilled or sanded) or when it is in a poor state of repair.

There is a duty under **The Control of Asbestos Regulations (2012)** (CAR) to institute an asbestos management plan where ACMs are present and to presume that materials contain asbestos unless there is strong evidence to the contrary. The CAR (2012) came into effect in 2012 and the following has either stayed the same or has changed:

What has stayed the same?

- If existing asbestos containing materials are in good condition and are not likely to be damaged, they may be left in place; their condition monitored and managed to ensure they are not disturbed.

- If you're responsible for maintenance of non-domestic premises, you have a 'duty to manage' the asbestos in them, to protect anyone using or working in the premises from the risks to health that exposure to asbestos causes.
- If you want to do any building or maintenance work in premises, or on plant or equipment that might contain asbestos, you need to identify where it is and its type and condition; assess the risks, and manage and control these risks.
- The requirements for licensed work remain the same: in the majority of cases, work with asbestos needs to be done by a licensed contractor. This work includes most asbestos removal, all work with sprayed asbestos coatings and asbestos lagging and most work with asbestos insulation and asbestos insulating board (AIB).
- If you are carrying out non-licensed asbestos work, this still requires effective controls.
- The control limit for asbestos is 0.1 asbestos fibres per cubic centimeter of air (0.1 f/cm<sup>3</sup>). The control limit is not a 'safe' level and exposure from work activities involving asbestos must be reduced to as far below the control limit as possible.
- Training is mandatory for anyone liable to be exposed to asbestos fibres at work. This includes maintenance workers and others who may come into contact with or disturb asbestos (e.g cable installers), as well as those involved in asbestos removal work.

What has changed?

- From 6 April 2012, some non-licensed work needs to be notified to the relevant enforcing authority.
- From 6 April 2012, brief written records should be kept of non-licensed work, which has to be notified e.g copy of the notification with a list of workers on the job, plus the level of likely exposure of those workers of asbestos. This does not require air monitoring on every job, if an estimate of degree of exposure can be made based on experience of similar past tasks or published guidance.
- By April 2015, all workers/self employed doing notifiable non-licensed work with asbestos must be under health surveillance by a Doctor. Workers who are already under health surveillance for licensed work need not have another medical examination for non licensed work. BUT medicals for notifiable non-licensed work are not acceptable for those doing licensed work.
- Some modernization of language and changes to reflect other legislation, e.g the prohibition section has been removed, as the prohibition of supply and use of asbestos is now covered by REACH (Registration, Evaluation, Authorisation and Restriction of Chemicals Regulations 2006).

The duty to manage asbestos is directed at those who manage non-domestic premises: the people with responsibility for protecting others who work in such premises, or use them in other ways, from the risks to ill health that exposure to asbestos causes.

The revised ACOP L143 'Managing and working with asbestos' contains updated information about the requirements to manage asbestos under regulation 4 of CAR 2012. The information was previously available in the ACOP L 127 'The management of asbestos in non-domestic premises' which has now been withdrawn.

What is the duty?

The duty to manage asbestos is contained in regulation 4 of the Control of Asbestos Regulations 2012. It requires the person who has the duty (ie the 'dutyholder') to:

- take reasonable steps to find out if there are materials containing asbestos in non-domestic premises, and if so, its amount, where it is and what condition it is in

- presume materials contain asbestos unless there is strong evidence that they do not
- make, and keep up-to-date, a record of the location and condition of the asbestos – containing materials – or materials which are presumed to contain asbestos
- assess the risk of anyone being exposed to fibres from the materials identified
- prepare a plan that sets out in detail how the risks from these materials will be managed
- take the necessary steps to put the plan into action
- periodically review and monitor the plan and the arrangements to act on it so that the plan remains relevant and up-to-date
- provide information on the location and condition of the materials to anyone who is liable to work on or disturb them.

There is also a requirement on others to co-operate as far as is necessary to allow the duty holder to comply with the above requirements.

Who has the duty?

The duty holder is the owner of the non-domestic premises or the person or organization that has clear responsibility for the maintenance or repair of non-domestic premises, for example through an explicit agreement such as a tenancy agreement or contract.

The extent of the duty will depend on the nature of that agreement. In a building occupied by one leaseholder, the agreement might be for either the owner or leaseholder to take on the full

duty for the whole building; or it might be to share the duty. In a multi-occupied building, the agreement might be that the owner takes on the full duty for the whole building. Or it might be that the duty is shared – for example, the owner takes responsibility for the common parts while the leaseholders take responsibility for the parts they occupy. Sometimes, there might be an agreement to pass the responsibilities to a managing agent.

In some cases, there may be no tenancy agreement or contract. Or, if there is, it may not specify who has responsibility for the maintenance or repair of non-domestic premises. In these cases, or where the premises are unoccupied, the duty is placed on whoever has control of the premises, or part of the premises. Often this will be the owner.

In public buildings, such as hospitals, schools and similar premises, the identity of the duty holder will depend on how the responsibility for maintenance of the premises is allocated. For example, for most schools, the duty holder will be the employer. Who the employer is varies with the type of school. For Dauntsey's the governors are the employers. Budgets for repair and maintenance of school buildings are delegated to the Bursar.

How do duty holders comply?

There are four essential steps:

1. find out whether the premises contain asbestos, and, if so, where it is and what condition it is in.  
If in doubt, materials must be presumed to contain asbestos
2. assess the risk from asbestos present in the premises
3. make a plan to manage that risk and act on it
4. provide this information to other employers (e.g. building contractors) who are likely to disturb any asbestos present, so that they can put in place appropriate control while the work is being done.

Here are some basic principles to consider when managing asbestos:

- asbestos is only dangerous when disturbed. If it is safely managed and contained, it doesn't present a health hazard
- don't remove asbestos unnecessarily – removing it can be more dangerous than leaving it in place and managing it
- not all asbestos materials present the same risk. The measures that need to be taken for controlling the risks from materials such as pipe insulation are different from those needed in relation to asbestos cement
- if you are unsure about whether certain materials contain asbestos, you should presume they do and treat them as such
- remember that the duty to manage is all about putting in place the practical steps necessary to protect maintenance workers and others from the risk of exposure to asbestos fibres – it is **not** about removing all asbestos.

Do I need a licensed contractor to remove/work on asbestos in my premises?

If ACMs need to be sealed, encapsulated or removed, remember you will need to employ a licensed contractor if the materials are high risk (eg pipe insulation and asbestos insulating panels). If the materials are lower risk (eg asbestos cement sheets and roofing) then an unlicensed but competent contractor may carry out this work. Further details on non-licensed work with asbestos is available online.

Asbestos Licensing Regulations effectively prohibit any Dauntsey's School employees from work with asbestos.

The Asbestos Management Plan (The duty to manage asbestos is not restricted to workplaces, it also applies to common parts of domestic premises owned by the school and where the school is a landlord it is required to take reasonable care for tenants and visitors inside their individual domestic units).

- A type 2 survey of all school premises has been carried out by OSRM and details are with the Clerk of Works and the Bursar.

Details in written form have been provided on:-

the location of any "visible" ACM  
the form of the asbestos (lagging, ceiling tiles, partition board etc.)  
the condition of the asbestos (is there a risk of fibres being released?)  
and preferably the type of asbestos.

Sampling and analysis of materials should only be undertaken by suitably trained persons. Laboratories that analyse samples must have accreditation to ISO 17025 or equivalent and be UKAS accredited.

- Decide what to do –

Asbestos in good condition which is not liable to be damaged is likely best to be kept in place. Managers should keep an asbestos register noting the details above and where it is acceptable, label the asbestos with a warning sign. Managers should make sure that all those, who might work on or disturb the material, including contractors, are formally told that materials contain asbestos and that they must not carry out work except as described below (keeping in mind the fact that only the visible asbestos has been

identified). If intrusive works are planned than a risk assessment and/or an intrusive survey must be carried out before the work starts. Managers should arrange to inspect and record the condition of the asbestos regularly to ensure its condition remains safe. Inspection every six to twelve months would likely be reasonable.

Some damaged asbestos can be made safe by repair to prevent the fibres becoming airborne. If this can be done safely, have the repair carried out as described below, sign the area and then treat as recommended in the paragraph above. If the asbestos is likely to release dust or if damaged areas cannot be easily repaired and protected or if it is likely to be disturbed during routine maintenance work, managers are recommended to have it removed as described below.

➤ Work on asbestos materials –

Materials already known to contain asbestos should be apparent from warning labels and from the asbestos register. Often however, asbestos is not known to be present but its presence is foreseeable or may be suspected. There is now a legal presumption that materials contain asbestos unless there is strong evidence to the contrary. Whenever work is to be carried out which could involve the disturbance of materials which may contain asbestos (for instance work on wallboards, old fire doors or pipe insulation) then the person in charge of the work must first make an assessment of the composition of the materials involved and this might well involve having samples taken of suspect materials for identification by an accredited laboratory.

All work on asbestos, including sealing and removal but excluding non-invasive work with asbestos cement, must be carried out by a contractor licensed by the Health and Safety Executive (HSE).

The contractor must confirm that he is aware of the CAR and the associated Approved Codes of Practice. (The work must be carried out in accordance with the Regulations and Approved Codes of Practice).

The material to be removed/worked on must be clearly identified and the contractor must have a copy of the results of analysis of the material.

The contractor should provide a copy of his current HSE license and indicate whether the work requires notification to the HSE.

The contractor must provide a copy of his written risk assessment and method statement.

The contractor must provide an assurance that he will take reasonable steps including signing to ensure that no persons other than his employees will enter any designated asbestos area or respirator zone.

Following completion of the work, visual inspection and air monitoring should be carried out by an accredited laboratory. Clearance levels of less than 0.01 fibres per ml are required before any enclosure is removed. A copy of the laboratory's report must be provided by the contractor.

➤ Ongoing safety

This is determined by monitoring and reviewing the effectiveness of the risk control measures.

All ACMs are to be inspected periodically by the Clerk of works to check that they have not deteriorated or been damaged and as stated previously monitoring should take place every six to twelve months. The frequency of the inspections will depend upon the condition/location of the material e.g. ACMs in positions where they might get damaged will need to be inspected more frequently than those which are not. Any changes in the condition of the ACMs will necessitate a review of the assessment process above to determine whether the plan needs revising.

Similarly, periodic reviews should be undertaken to check that the management plan is working effectively and that relevant employees are fully appraised of its requirements.

### **Removal or Encapsulation Work**

When damaged or frayed asbestos is identified or suspected specialist advice will be sought.

Where asbestos is to be worked on, removed or encapsulated the following procedures are to be followed:

- A contractor holding a current Health and Safety Executive license will be engaged.
- If unknown, the type of asbestos will be identified by laboratory analysis. Samples must not be taken by school personnel. Specialist help is to be used.
- Arrangements are to be made for a meeting of interested parties, e.g. the contractor and the Clerk of Works is to take place before work begins. The purpose of the meeting will be to discuss the detailed arrangements for the work (see below for details of the safety matters to be discussed). Notes of the meeting are to be circulated to those present and made binding on the contractor. All work is to be carried out in accordance with the Asbestos (Licensing) Regulations and the Control of Asbestos at Work Regulations.
- Air tests showing clearance levels of below 0.01 fibres per ml are to be obtained before school personnel are permitted to re-enter the work area.

### **Work on Asbestos by School Personnel**

**School personnel are not permitted to carry out work on asbestos insulation, coating or board.**

### **Meeting Before Work on Asbestos Begins**

The following matters are to be discussed and clarified:

- details of the contractor's current license to be provided to the school
- the contractor's awareness of the Control of Asbestos at Work Regulations and the associated Approved Codes of Practice. The school requires that the work be carried out in accordance with the Regulations and Approved Codes of Practice.
- before work starts, the contractor will be required to provide the school or person placing the contract with a copy of his written assessment. This will be kept on site.
- the school will require an assurance that the contractor will take all reasonable steps to ensure

that unauthorised personnel do not enter any designated asbestos area or respirator zone. All such areas and zones should be properly demarcated.

- the contractor will be required to provide the school or person placing the contract with a copy of the latest test certificate for his exhaust ventilation equipment.
- any vacuum cleaners on site are to meet British Standard BS 5415: Part 2, Section 2.2, Supplement No 1, type H tested with absolute filtration.
- the material to be removed must be clearly identified and the contractor provided with information on the type of asbestos.
- access to the areas concerned is to be agreed, as will the positioning of any decontamination unit, etc.
- the integrity of any enclosure in the work area is to be tested using a smoke test observed by someone on behalf of the school.
- negative pressure equipment will be left running continuously unless otherwise agreed.
- the contractor's employees must use protective clothing to Health and Safety Executive approved standard (normally red overalls in the dirty area, white in the clean area). waste must be doubly sealed in the work area, using red inner plastic bags and further sealed in plastic bags bearing the contractor's name and telephone number. The arrangements for the transfer of waste from the work area need to be agreed. Sealed bags of waste asbestos will be stored in a locked container before being removed from the site.
- following completion of the work, visual inspection that the work has been carried out in accordance with the contract and air monitoring should be carried out by a NAMAS accredited laboratory. Clearance levels of less than 0.01 fibres per ml should be required before the enclosure is removed.
- hazards known to the school which might affect the safety of the contractor must be identified to the contractor.

# **CONSTRUCTION (DESIGN AND MANAGEMENT) REGULATIONS 2007**

## **Introduction**

The Construction (Design and Management) Regulations 2007 (CDM 2007) impose duties on Dauntsey's School with regard to good design and good safety management of construction projects. These Regulations are in addition to existing safety regulations associated with construction.

The Regulations apply to:

- new building construction; alteration; maintenance and renovation of a structure; temporary works

Exceptions to the above are: where the work lasts for thirty days or less; involves less than five hundred person days of construction work; involves four or less people on site at any one time; and, where the work involves maintenance or removal of insulation on pipes, boilers or other parts of heating or water systems;

- site clearance; demolition and dismantling of structures;
- the design of all projects

## **Notification**

Projects involving a construction phase longer than thirty days and/or involving more than five hundred person days of construction work are subject to written notification to the local office of the Health and Safety Executive. The responsibility for deciding whether notification is needed, and for ensuring that the necessary notification is made under the Construction (Design & Management) Regulations rests with the School and will be the specific responsibility of the Bursar. Notification will normally be made on a HSE form 10 (rev) by the planning supervisor.

## **Construction Projects**

Construction projects may be divided into five stages and there are duties and requirements under the Regulations at each of the following stages: concept and feasibility; design and planning; tender/selection; construction phase; commissioning and handover.

## **Planning Supervisor**

The School must appoint a planning supervisor when work covered by the Regulations is involved. The appointed architect may act as planning supervisor or may recommend others, but in any event, the School must ensure that the person appointed is competent and willing to act.

The duties of the planning supervisor at the key stages of the project are:

- Concept and feasibility
  - to advise on the designer's competence and adequacy of provision for health and safety made by the designer(s);
  - to ensure, as far as is reasonably practicable that designers comply with their duties under the Regulations;
  - to co-ordinate matters of health and safety for the project.

- Design and planning
  - advise the School on the designer's competence and adequacy of provision for health and safety;
  - ensure designers co-operate and comply with their duties;
  - ensure the pre-tender stage health and safety plan is prepared;
  - ensure the preparation of the health and safety file begins;
- Construction phase
  - advise the School on the adequacy of the principal contractor's health and safety plan;
  - ensure designers comply with their duties and co-operate;
  - continue to prepare the health and safety file.
- Commissioning and handover

Deliver the health and safety file to the School.

### **School's Duties as Client**

Discharging of the principal duties on the School will be undertaken by the Bursar.

His main duties are:

- Concept and feasibility
  - determine if the project falls within the Regulations;
  - appoint a planning supervisor;
  - be reasonably satisfied that the planning supervisor and designers are competent;
  - provide planning supervisor and designers with relevant health and safety information;
  - discuss the project with any trades union safety representatives in the School.
- Design and planning
  - See items above.
- Tender/selection
  - appoint a principal contractor who is competent;
  - ensure adequate provisions for health and safety have been made.
- Construction phase
  - ensure that construction work does not begin until the principal contractor has prepared a suitable health and safety plan;
  - comply with health and safety legislation where the client's work activities may be affected by the construction work;
  - be reasonably satisfied that any contractors involved have made adequate provision

for health and safety.

➤ Commissioning and handover

Ensure health and safety file is complete at the end of the work and is available for inspection. Forward contents of health and safety file to the department(s) concerned.

### Duties on Designers

The requirements on designers, apply to all construction projects whether or not the exceptions to the Regulations apply.

➤ The main duties of designers are as follows:

- to give adequate regard to risk control when designing;
- to ensure the design includes adequate information about health and safety;
- to co-operate with the planning supervisor and any other designer involved in the project;
- to ensure adequate provision for health and safety is made in the design.

Detailed guidance for designers is to be found in the Health and Safety Executive's publication "Designing for health and safety in construction".

### Health and Safety Plans

Health and safety plans must be prepared for all projects covered by the Regulations. Plans are required at the pre-tender stage and for the construction phase. The responsibility for preparing a suitable plan rests with the project planning supervisor.

➤ Pre-tender stage health and safety plan

Items that may be included in the pre-tender plan are as follows:

- nature of the project;
- the existing environment;
- available drawings;
- design including hazards identified, precautions needed and any specific problems;
- hazards from construction materials;
- site wide elements such as access/egress, traffic, pedestrian routes, storage areas etc;
- overlap with existing School activities;
- site rules.
- liaisons necessary.

➤ Construction phase health and safety plan.

Items to be included are:

- nature of project;
- any restrictions affecting the work;
- management structure;
- health and safety standards to which project will be carried out;
- means of informing contractors;
- methods of ensuring competent contractors;

- methods of communication on health and safety matters
- activities with risks to health and safety;
- emerging procedures;
- accident reporting and welfare provisions;
- site rules;
- arrangements for monitoring.

## **Health and Safety File**

A health and safety file must be prepared for each project. The file is basically the record of information for the end user which focuses on health and safety. The responsibility for preparing the health and safety file rests with the planning supervisor. A copy of all health and safety files is to be kept with the Bursar.

- Information to be included in the health and safety file is as follows:

- record or 'as built' drawings and plans;
- design criteria;
- details of the construction methods and materials used;
- details of the equipment and maintenance facilities within the structure;
- maintenance procedures and requirements for the structure;
- manuals of operating and maintenance procedures together with schedules for plant and equipment installed as part of the structure;
- details of the location and nature of utilities and services, including emergency and fire fighting systems.

## **CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH REGULATIONS (COSHH)**

These Regulations set out the measures that must be taken to control hazardous substances and to protect people exposed to them.

The Regulations are comprehensive and apply to activities such as science, art, pottery, technology, school cleaning, office work, work carried out by the maintenance department, grounds men, contractors and to a wide variety of substances found on the school's premises e.g. the chemicals for the swimming pool, weed killers and drain cleaners. The Regulations also apply to hazardous substances produced by any activity e.g. dusts from woodworking and fumes from welding.

The Regulations require an assessment of the risks to health associated with all the school's work activities involving hazardous substances before employees and others (including pupils) are exposed. In many cases the risk assessments need to be in writing.

In some circumstances, departments will make use of existing written assessments available in specialised texts e.g. CLEAPSS Risk Assessment for Technology in Secondary Schools. There are also COSHH "aids" available e.g. the CLEAPSS Hazards which are used in Science are very useful. However, it is likely that for many hazardous substances such ready prepared assessments will not be suitable, sufficient or available. For instance substances hazardous to health are used in art, photography and pottery, and for these, standard assessments are not widely available. Risk assessments will therefore have to be prepared as necessary.

### **Scope**

The Regulations, in addition to requiring a primary assessment of the risks to health that may arise from the use of hazardous substances, require the establishment and maintenance of the necessary control measures, and if appropriate, monitoring of exposure and health surveillance. Monitoring of exposure and health surveillance however will not be required at present.

Hazardous Substances are:-

- \* Substances classified as being very toxic, toxic, harmful, corrosive or irritant. These substances are commonly labelled with a hazard pictogram
- \* Substances with a workplace exposure limit (WEL)
- \* A biological agent.
- \* Dust of any kind, when present as a substantial concentration in air.
- \* Substances similar to those in the above categories.

Not all hazardous substances are commercially obtained. Hazardous substances are often by-products of processes carried out in the school e.g. fumes produced from soldering, dusts from

woodworking, legionella pathogens which may be contained in some of the clean water systems, pathogens and dangerous atmospheres found in dirty water systems and deep drains, and allergens from the bodies of laboratory animals and insects

## **Prohibitions**

Schedule 2 to the Regulations lists a range of substances for which there are various prohibitions, e.g. recognised carcinogens and benzene, and these will not be used in the school.

The use of benzene and any substance containing benzene in a concentration equal to or greater than 0.1 per cent by mass is prohibited for all purposes except use in industrial processes and for the purpose of research, development and analysis.

## **Assessment of Health Risk**

There is a requirement for the school to make suitable and sufficient assessments of the risks created by the particular work with substances hazardous to health and of the steps that need to be taken to meet the requirements of the Regulations. In addition, the assessments will be reviewed regularly (at least every five years) or when it is suspected that previous assessments are no longer valid for some reason e.g. after there have been significant changes in the work or legislation. A form, which should be used for the full written assessments, appears at the end of this document.

Heads of departments are responsible for ensuring that all the hazardous substances used in the individual School departments are identified, listed and that systems are devised to keep the inventories up-to-date.

Technical data sheets are available from the suppliers of the substances and these must have been obtained for all the hazardous substances used.

When preparing the assessments any appropriate WEL must be identified and taken into account as should the other identified hazards shown on the technical data sheets. Assessments must also consider:

- Whether it possible to use a non hazardous or a less hazardous substance;
- The risks of using the substance in the particular activities under consideration. This means taking into account the quantities used, the dilutions and where the substances are used e.g. in a confined area or in open air;
- Risks associated with spills etc. of substances which can be as important as those associated with normal usage. It is essential that comprehensive spill kits are provided where appropriate.

## **Control of Exposure**

It is necessary, so far as is reasonable practicable, to prevent or adequately control exposure to

hazardous substances by measures other than personal protective equipment. This usually means the provision of control measures like fume cupboards and local exhaust ventilation (LEV) e.g. for woodworking machines, for brazing processes etc.

Control measures must be properly designed, work effectively and must be properly used. (For example the LEV should be designed so that fumes are drawn away from the breathing zone.)

Respiratory protective equipment (RPE) which is provided will be suitable for the wearers, the exposure and be HSE approved or manufactured to an approved standard. RPE is to be stored when not in use in a clean, dry place. Employees have a legal duty to use the RPE when provided by the school. Anyone requiring RPE must be subject to fit testing on the respirator concerned.

## **Maintenance of Control Measures**

Control measures are to be maintained in efficient working order and in good repair.

Engineering controls need to be thoroughly examined and tested. In the case of the school's local exhaust ventilation plant and dust extraction equipment; this will be carried out at least once in every 14 months.

Non-disposable respiratory protective equipment must be examined, and if appropriate, tested, at suitable intervals i.e. filter respirators must be in good condition and filters must always be within the "use by" date. Heads of department must ensure that respirators are inspected for visual defects once per month.

Records of all inspections, examinations and tests are to be kept for at least 5 years.

## **Information, Instruction and Training**

Staff (and pupils) working with any substance hazardous to health are to be provided with information, instruction and training sufficient for them to know the nature of any risks created by the exposure, the precautions which need to be taken [including the results of air monitoring, and information on the collective results of any health surveillance].

## **Hazardous Materials Register**

The school will maintain a hazardous materials register to indicate the whereabouts (if any) of asbestos, lead paintwork, bulk store for flammable liquids, store for radioactive sources etc.

The Bursar will ensure that contents of this register are made known to relevant employees and contractors before they commence any work which would foreseeably affect the hazardous

materials and create risks to themselves, pupils, employees or others. Where this latter is the case a written specific risk assessment will be prepared.

## **Conclusions**

Carrying out the necessary assessment work is a vital part of compliance with the Regulations. The purpose of carrying out assessments is to ensure that sensible decisions are reached about how to work with hazardous substances. The precautions which are to be taken are determined by the nature and the degree of risk in the circumstances of each case.

An assessment form is included on the next page. Heads of departments may wish to make use of this or prepare their own.

**DAUNTSEY'S SCHOOL**

**COSHH ASSESSMENT**

<b>Substance in Use</b>			
<b>Activity</b> (How is the substance being used)			
<b>Is a Material Safety Data Sheet Available? (MSDS)</b>			
<b>Has the MSDS been used as part of this assessment?</b>			
<b>What is the hazard classification of the substance?</b> (Irritant, harmful, caustic, toxic, very toxic.)			
<b>Physical form of substance</b> Solid, liquid, gas, fumes, vapour, powder, aerosol.			
<b>WEL</b> (Workplace Exposure Limits)			
<b>Number of People affected</b>			
<b>Maximum Exposure Time per day / week</b>			
<b>Control Measures in use</b> (Total enclosure, partial enclosure, general workplace ventilation, local exhaust ventilation, wet methods to control dust, minimum number of people, Safe Systems of Work, PPE)			
<b>Local Exhaust Ventilation (LEV)</b>	Is it checked weekly? Is it inspected every 14 months? Are these inspections retained?	Yes Yes Yes	No No No
<b>Maintenance</b> (e.g. LEV, air conditioning filter changes etc.)	What procedures are in place for routine maintenance? <hr/> Are they documented? Yes No If not, include as "Action Required"		
<b>Emergency Procedures</b> (e.g. for cleaning up a spillage)			
<b>Storage of Hazardous Substances</b>			
<b>Disposal</b>			
<b>Health Surveillance Requirements</b> e.g. Checks for dermatitis, hearing tests.			
<b>Information, Instruction and Training Requirements</b>			

<b>Assessment of Risk</b> Select a score from Frequency, Severity and Likelihood and multiply together.  [e.g. A substance that is rarely used (1), but could cause a LTA (lost time injury) (3) and the likelihood of injury is possible (2) would generate a risk score of $1 \times 3 \times 2 = 6$ = Low risk ]	RATING GUIDELINES			
	SCOR E	FREQUENCY	SEVERITY	LIKELYHOO
	1 RARELY	TRIVIAL	UNLIKELY	
	2 SOMETIMES	MINOR	POSSIBLE	
	3 OCCASIONA L	LTA	PROBABLE	
	4 FREQUENT	MAJOR	LIKELY	
	5 CONSTANT	DEATH	CERTAIN	
<b>Note:</b> Low <b>Risk Acceptable</b> Medium <b>Reduction of risk required</b> High <b>Reduction of risk urgently Required</b>	<p>The risk matrix is a vertical stack of three colored boxes. From top to bottom, they are red (High risk), orange (Medium risk), and green (Low risk). Each box contains its respective risk range: 'High 50+' above the red box, 'Medium 11 - 49' above the orange box, and 'Low 1-10' above the green box.</p>			
<b>Risk Reduction Action Plans Required / Comments</b> (If needed, include the requirement to document maintenance procedures).				
<b>Assessment carried out by:</b> Name: _____ Signature: _____ Position: _____ Date: _____	Approved by Dauntsey School Head of Department Name: _____ Signature _____ Date: _____			

## WASTE MANAGEMENT

### **Refuse (Domestic-type Office & Domestic-type Industrial)**

With the enhancement and amendment of UK legislation by European Directives, the laws relating to waste disposals have changed dramatically in recent years.

All persons who dispose of waste (other than true domestic waste) must comply with the Duty of Care imposed by the Environmental Protection Act 1990, Section 34. The school will:

- Ensure that the waste is always placed in a suitable container. If it is bagged, the bags are to be of good quality, since it is a breach of the Duty of Care to allow waste to escape. (e.g. when a bag splits);
- Ensure that the waste is transferred only to an authorised person. The Council Refuse Collectors are authorised persons. If waste is collected by, or delivered to a third party, they must be registered under the Act and will be required to produce their Registration Certificate for the school;
- Ensure that all waste is described in writing and that all parties involved in its handling are identified. Where a service is used regularly, this will be done on an annual basis by completion of an Annual Waste Transfer Note. Annual Waste Transfer Notes can be obtained from the local authority.
- Ensure where the disposal of waste is NOT covered by an Annual Waste Transfer Note, that all disposals of waste will be accompanied by suitable identification. Authorised persons should be able to supply an appropriate Transfer Note for completion. If the nature of the waste changes during the operation of an Annual Waste Transfer Note, the carrier will be notified. Local authorities will give guidance on which types of refuse must be disposed of to specialist registered carriers. Local authorities are not permitted to collect clinical waste and in such cases, specialist carriers, (e.g. Rentokil) are to be engaged for the purpose. Such controlled waste must not be handled by members of the school cleaning staff and the waste must be deposited direct in containers supplied by the registered carrier.

### **Disposal of Hazardous Wastes**

The Disposal of Hazardous Wastes is subject to Regulatory requirements. Premises that dispose more than 500kg of hazardous waste in any 12 month period must be registered as a hazardous waste producer. Dauntsey's School is currently registered as a hazardous waste producer.

In addition to waste hazardous chemicals the following are now classed as hazardous wastes under the Regulations;

- Computer monitors;
- Batteries of all types;
- Aerosol spray cans;
- Oils and associated oil contaminated products;
- Components containing mercury (light bulbs and electrical switches);
- Non water based paints and varnishes; photographic and imaging wastes.

A consignment note must be raised for all hazardous waste and this must be retained for the prescribed period.

**Note:** All hazardous wastes must be disposed of via a school bursary approved contractor. Advice on approved contractors can be obtained from the Bursar. For up to date records of licensed waste carriers, consult the EA Public register.

## **ELECTRICITY AT WORK REGULATIONS 1989**

Dauntsey's School undertakes to comply with the Regulations in all respects. The Regulations most appropriate to school activities and premises cover the following:

### **Regulation 4**

All electrical systems shall be constructed and maintained to prevent danger and all work activities are to be carried out so as not to give rise to danger as far as is reasonably practicable.

### **Regulation 5**

No electrical equipment is to be used where its strength and capability may be exceeded so as to give rise to danger.

### **Regulation 6**

Electrical equipment sited in adverse or hazardous environments must be suitable for the conditions as far as is reasonably practicable.

### **Regulation 7**

Live conductors should be, as far as is reasonably practicable, permanently safeguarded or suitably positioned.

### **Regulation 8**

Equipment must be earthed or other suitable precautions must be taken to prevent danger e.g. fitting of residual current devices, use of double insulated equipment or reduced voltage equipment, etc.

### **Regulation 9**

Nothing is to be placed in an earthed circuit conductor which might give rise to danger by breaking the electrical continuity or introducing high impedance unless precautions are taken to prevent danger.

### **Regulation 10**

Every joint and connection in a system must be mechanically and electrically suitable for use.

### **Regulation 11**

Efficient means should be installed in each system to prevent excess current which would result in danger.

### **Regulation 12**

Where necessary to prevent danger, suitable means shall be available for cutting off the electrical supply to any electrical equipment.

### **Regulation 13**

Adequate precautions must be taken to prevent electrical equipment, which has been made dead in order to prevent danger, from becoming live whilst any work is carried out.

### **Regulation 14**

No work can be carried out on or near live electrical equipment unless this can be properly justified. If such work is carried out, suitable precautions should be taken to prevent injury.

### **Regulation 15**

Adequate working space, adequate means of access and adequate lighting shall be provided at all electrical equipment on which, or near which, work is being carried out in circumstances that may give rise to danger.

## **Regulation 16**

No person shall engage in work that requires technical knowledge or experience to prevent danger or injury, unless he or she has that knowledge or experience, or is under appropriate supervision.

### **Additional Internal Requirements**

Contractors employed to carry out additions, alterations and tests to the distribution system, must be registered with the National Inspection Council for Electrical Installation Contracting.

As-installed drawings of the fixed installation are to be progressively made available and modified and updated when necessary.

Routine inspections and tests of all wiring and fixed electrical installations are carried out and records of the test results obtained are kept by the Clerk of Works.

Temporary systems, for example the stage lighting and its control gear, is inspected and tested after initial set up and regularly thereafter. Records are kept by the Head of Drama.

The school is not responsible for electrical items brought onto site by contractors.

In addition to normal employee vigilance, there is an adequate maintenance scheme for all school owned and used (e.g. employee owned) portable electrical items\*, to ensure that they are safe and suitable for use. The inspection and, where appropriate, test is carried out by trained persons. Inspection includes a visual examination for defects and a check on the suitability of any fuse fitted.

Tests are for earth continuity and insulation resistance.

Portable electrical items are clearly and uniquely identified i.e. by marking or labelling them with an identifying number. The date of the last inspection/test is kept in a register or indicated on the appliance label.

Employees have been instructed never to use defective equipment or allow it to be used. Such equipment will be removed from general circulation for repair which must be carried out before the equipment is allowed back into use.

Pupil owned domestic type electrical appliances which are used in boarding houses are not routinely tested. Written rules are provided for the pupils and their parents indicating that electrical equipment used in the School must meet appropriate UK or European standards and be suitable for a UK distribution system. These electrical appliances will be inspected alongside other items/matters during routine visits to boarding accommodation. Equipment purchased outside the EC may not be brought into the School by pupils unless permission is obtained from the Bursar.

All portable electric tools used (generally excluding those used in the teaching process but including those belonging to and used by contractors) will, wherever practicable, be operated at 110 volts.

Where there is a possibility during the teaching process of **any persons**, including pupils, coming into contact with live conductors at voltages above 25v where injury is likely to result, the teacher in charge must be electrically competent and must work in accordance with the guidance given in Health and Safety Executive Guidance Note GS23.

Residual Current Devices will be provided and fitted progressively and are to be tested in accordance with the manufacturer's instructions.

**Note** Technical details on the practical application of the Regulations are found in the supporting Memorandum of Guidance issued by the Health and Safety Executive and British Standard 7671: 1992 "Requirements for Electrical Installations" (The IEE Wiring Regulations).

\*Regulation 4 requires that all portable electrical equipment be maintained, as far as is reasonably practicable, so as not to give rise to danger. This has generally been interpreted in past years to mean there is a need for an inspection and test by a competent person on an annual basis. The Health and Safety Executive have, however, provided written advice on how to maintain portable electrical equipment in offices and other low risk environments in IND(G)160L "Maintaining Portable Electrical Equipment in Offices and Other Low Risk Environments".

This guidance recommends visual inspection only for items in offices and other low risk areas. Examples of items which no longer need testing are desktop computers and screens, photocopiers, fax machines, refrigerators, audio-visual equipment, all other office equipment, printers, vacuum cleaners and double insulated hand held equipment i.e. marked with symbol

[] (e.g. some electric drills). The visual inspection which can be carried out by any competent employee in the school should be as follows:

After disconnection from the mains, the person carrying out the visual inspection should look for signs of:

- \* damage such as cuts and wear to the cable covering
- \* any non-standard joints in the cable
- \* the outer covering of the cable not being gripped where it enters the plug, such that the coloured insulation of the internal wires is visible
- \* damage to the plug itself such as cracked casing or bent pins
- \* any burn marks or staining indicating that overheating has taken place
- \* damage to the outer cover of the equipment.

In addition the parent HSE Guidance on electrical testing (Health and Safety Executive Guide HS(G)107 "Maintaining Portable and Transportable Electrical Equipment" ISBN 0 7176 0715 1) states that the inspection could also include removal of the plug cover to check that a proper fuse is being

used, that the wires are attached to the correct terminals, that the terminal screws are tight and that there is no sign of internal damage. The school is recommended to carry this out on the initial inspection and five yearly thereafter. Inspection of the plug does not apply to moulded plugs where only the fuse can be checked.

All the steps of inspection should be carried out in a systematic and formal way. Any item which shows any adverse sign should be taken out of use and repaired by a competent electrician.  
Examples of items still requiring annual testing are:

Science Departments

- scientific apparatus running off mains voltage and being used in the laboratory (but not refrigerators or office type equipment).

DT Departments and Maintenance and other workshops	<ul style="list-style-type: none"> <li>- all woodworking and other machinery not permanently wired in to the distribution equipment, hand tools not doubly insulated.</li> </ul>
Kitchens	<ul style="list-style-type: none"> <li>- all machinery and tools not permanently wired in to the distribution equipment</li> </ul>
Boarding Accommodation	<ul style="list-style-type: none"> <li>- items belonging to the school with multi-pupil use, e.g. toasters.</li> </ul>
All departments	<ul style="list-style-type: none"> <li>- extension leads, electric kettles and floor cleaners but frequency of testing two years.</li> </ul>

## **EMPLOYMENT OF CONTRACTORS**

### **GENERAL**

Contractors are routinely employed to work in the school on the installation, modification and maintenance of plant and equipment and in building operations.

Everyone working on the premises either under the control of the school or whose work could affect the school, the pupils or the public, must be aware of the health and safety standards they have to achieve.

### **The Law and the Contract**

The Health and Safety at Work etc. Act 1974 places similar duties on both the employer and the contractor to protect the health and safety of employees and other people who may be affected by the work.

Such legal duties cannot be delegated by contract. However, when a formal contract is used it can play a useful role in defining the rights and responsibilities of each party and it is vital when agreeing contracts that adequate time and money is allowed for properly addressing health and safety issues.

The contractor will be made clear about:

- The School's Health and Safety Policy arrangements and any local rules, so that he can comply with them as necessary;
- Items identified as necessary for health and safety;
- Hazards known to the school such as the extent of areas where asbestos, flammable liquids, chemicals are present, and where necessary for clarification, technical documentation and diagrams, should be provided to the contractor. All known hazards under School control and relevant to the contract must be brought to the contractors attention;
- Arrangements for matters such as site demarcation, site access, the use of permanently installed plant, the control of equipment and the control of exposure to hazardous substances.

The contract will require the contractor to produce relevant information about any sub-contractors to be used and the methods to be employed to control the health and safety performance of these sub-contractors.

### **Selecting the Contractor**

Contractors invited to submit tenders are to be made fully aware of the standards of health and safety management expected of them.

The contractor must supply the School with a copy of his Health and Safety Policy, Details of lost time and RIDDOR reportable accidents, examples of risk assessments and method statements and examples of similar sized projects they have carried out. An assessment then should be made to ensure its compatibility with our own policy and its appropriateness for the particular work and location. It should adequately cover the issues relating to hazards which will be met in carrying out the work and detail the precautions necessary to eliminate or satisfactorily control them.

### **Planning the Work**

Successful use of contractors requires effective management and planning. Health and safety matters must be considered at the planning stage.

Together, the School and the contractor will consider:

- The School's own operations which may affect the contractor's work. All known hazards must be brought to the contractor's attention;
- How the contractor's work may affect the School's employees, pupils or visitors. Identify the written method statements, risk assessments and work permits that will be required to control the risks.
- Which party has overall responsibility for the control of work on site and control of all subcontractors? (Those with overall control usually have responsibility for health and safety);
- Health and safety responsibility is clearly defined even if the work areas are not. e.g. during commissioning of newly installed plant, or when several contractors are working concurrently.
- Consideration of CDM regulations

## **Control on Site**

The school will nominate a competent person to liaise with the contractor and to monitor those working methods, risk assessments and work permits which have been designed to control risks which could affect school employees, pupils and visitors.

It is to be a condition of all contracts that the contractor will appoint a senior member of his staff to maintain liaison with the school.

The School and the contractor are expected to keep each other informed about all known hazards which may affect each other and relevant changes to plans or systems of work.

There will be regular site meetings between the contractor's and the school representative to ensure that good communications are maintained.

The contractor will be expected to regularly monitor his own health and safety performance

## **Information**

The contractor is responsible for ensuring that his own employees and any sub-contractors used are informed of the rules for safe working, the local hazards and necessary precautions. All involved should be clear about the delineation of the contractors' area of work and any restricted areas. There should be no confusion over the school's local rules, e.g. use of 110v portable electrical tools, Portable Appliance Testing and the procedures for contractor's employees during an emergency at the school e.g. when the fire alarm sounds.

## **PRACTICAL GUIDANCE ON SAFE WORKING PRACTICES BASED ON HEALTH AND SAFETY EXECUTIVE ADVICE**

The Education Services Advisory Committee of the Health and Safety Commission (HSC) has produced a comprehensive set of guidelines "Building Contracts Undertaken on Educational premises - Strategies for the Health and Safety of Staff and Pupils" on matters which need to be taken into account when building works are being carried out on school premises.

Pupils need to be made aware of any risks presented by contract works and additional supervision at break-time and lunch-time may be required.

The guidelines stress the need for health and safety to be given a high priority when building works etc. are being planned. Proper account must be taken of the needs and requirements of the school for example:

- access/exit to premises from the street;
- access/exit to and within the buildings;
- playing facilities;
- service arrangements, e.g. food and stores deliveries;
- access routes for Emergency Services

The HSC expect certain matters to be discussed before work commences. Examples are:

- access/exit requirements from the street and to and within the buildings;
- proposals for the use of scaffolding and ladders;
- proposals for separating the work areas from open access areas;
- proposals for the positioning and fencing of skips and storage areas;
- any dangerous, noxious or offensive substances or processes to be used and the contractor's proposals for protecting staff and pupils;
- proposals for the contractor's essential services (sanitation, telephone, power, parking etc);
- whether visitors to the building works need to report to the school office as well as to the site office.

The HSC say that during the course of the work, if the school feels that the contractor is disregarding safety procedures, or that staff or pupils will be put at risk by the contractor's actions, the school's representative should

- if there is an imminent risk to staff and pupils remove them from the area and then contact the contractor responsible for the works/or immediately contact the contractor responsible for the work
- consult directly with the contractor with a view to eliminating the risk.

On no account will specific advice be given by the school on matters which appear to be giving rise to risk.

### **Summary of the detailed recommendations of the HSC in respect of different types of work**

#### **Work Sites**

- Wherever it is reasonably practicable to do so, work areas should be physically separated from areas used by staff and pupils etc. and if possible should be enclosed within a boarded or sheeted perimeter fence at least 2 metres high.
- The contractor should take precautions to eliminate so far as is reasonably practicable the dangers to staff and pupils arising from the movement of all contractors' vehicles about the site.
- Parts of the site that must remain open to the school or public should be provided with all necessary footways and guard rails to ensure safe passage.
- Fire exits are to be kept clear at all times.

#### **Access Equipment**

- When ladders, scaffolds, cradles, etc., are to be in position for less than a working day a clear demarcation of warning tapes should be provided and maintained at least 2 metres clear of the equipment. During this period the equipment must not be left unattended. When such items of equipment are erected and positioned for more than a working day a substantial barrier should be provided and maintained to prevent unauthorised access.
- All scaffolds, hoists etc. should only be erected or dismantled when the surrounding areas are clear of staff and pupils. Similarly mobile scaffolds and ladders should only be moved in occupied or open access areas when these are clear of staff and pupils.
- Ladders and ropes should be secured out of reach of children and unauthorised people.

#### **Overhead Working**

- When work is undertaken at heights above or adjacent to occupied rooms or access areas the occupants/passers by must be given all necessary protection or such rooms/areas should be taken out of use for the duration of the work.

#### **Excavations**

All excavations in open access areas must be covered while they are not in immediate use. All excavations more than one metre deep must be fenced and appropriate warning signs erected.

#### **Substances**

- The contractor should provide the school with relevant information on any hazardous substance to be used on site which might present a risk to the health and safety of staff and pupils. Matters to be considered include storage, restrictions on the use of buildings and open access areas by staff and pupils, restrictions in working hours by the contractor etc.

- If any of the contractor's work involves the disturbance of asbestos, amongst other things, a written system of work should be agreed by all parties before the work begins. If work being undertaken encounters asbestos it should be left undisturbed and the school contacted immediately. See Asbestos Policy Document.

### **Stripping Paint**

- All paint work which is to be stripped should be treated as containing lead unless it is proved to be lead-free.

## FIRE

Dauntsey's School have issued general fire orders which are contained in Fire Instructions Manual.

The Assistant Bursar has been appointed as School Fire Officer.

Precautions to prevent injury in case of fire must be adequate in the circumstances and in accordance with any Fire Authority requirements. Fire control activities supplement the precautions and receive the special attention of the Fire Officer.

Fire exit routes are to be kept freely accessible and clear of obstructions. Fire doors are not to be propped open. (If fire doors need to be regularly kept open for any reason, their location should be notified to the Fire Officer. It may be possible to fit magnetic catches releasable by the activation of the fire alarm.)

Final fire exit doors must always be open or be able to be without a key (unless it is in a break glass compartment) during times when the premises are occupied. These final fire exit doors will be fitted, wherever practicable, with appropriate emergency exit door furniture.

Final fire exit doors and fire doors are to be identified by signs. Fire exit route directional signs are to be posted in all corridors and communication spaces.

Fire evacuation instructions, in appropriate safety sign colours, are displayed in every classroom, every other room which is occupied on a regular basis and in other areas as appropriate.

There is an adequate provision of fire extinguishers and other fire fighting equipment e.g. hose reels and fire blankets.

Fire extinguishers are never to be obstructed. Where practicable they are held on brackets attached to permanent structures approximately 1 metre from the floor.

Employees and pupils receive fire procedures training and employees receive instruction on the use of fire extinguishers.

There is a termly practice evacuation of the boarding houses. These are recorded in the Fire Log Book. All staff and students practice a whole School evacuation on an annual basis at the start of the Autumn Term.

Fire alarm points and systems including detection systems, emergency lights and fire fighting equipment are inspected, tested and maintained. Records of weekly testing of fire alarms points, are kept in the building fire log book. Records of 6 monthly testing of emergency lights and annual inspection of fire fighting equipment and testing of fire alarm systems as appropriate are kept by the Clerk of Works.

**A Fire Risk Assessment for the school including boarding houses and the Manor House is conducted by Safesmart Ltd on an annual basis, during the Autumn half term, and the results of that assessment are implemented by the school. A copy of the assessment is kept by the Assistant Bursar and electronically on the Safesmart Log.**

## **Personal Emergency Evacuation Plans (PEEPs)**

In addition to guidance on fire safety produced by the Government there is a guide entitled **Fire Safety Risk Assessment - Means of Escape for Disabled People (Supplementary Guide)** which provides additional information on accessibility and means of escape for disabled people.

It can be accessed and downloaded from:

<https://www.gov.uk/government/uploads...data/.../9446%20Means%20of%20Escape%20v2.pdf>

This supplementary guide must be complied with in its entirety and be used in conjunction with this document; other guides in the Fire Safety Risk Assessment series; and other corporate guidance on fire safety.

The supplementary guide can be used to assist in completing the record of significant findings from the fire safety risk assessment and should include a detailed account of the measures that are in place to facilitate and assist disabled people to leave the building.

The guide also provides examples and information to help carry out the fire safety risk assessment and record the Personal Emergency Evacuation Plans (PEEPs).

It should be noted that the Fire Brigade's role in fire evacuation is to ensure that the means of escape and associated fire safety measures provided for all those who may be in a building are both adequate and reasonable, taking into account the circumstances of each particular case.

Under current fire safety legislation it is the responsibility of the person(s) having responsibility for the building to provide a fire safety risk assessment that includes an emergency evacuation plan for all people likely to be in the premises, including disabled people, and how that plan will be implemented.

Such an evacuation plan should not rely upon the intervention of the Fire Brigade to make it work.

The Disability Discrimination Act 1995 (ODA) does not make any change to these requirements, it underpins fire safety legislation by requiring employers and organisations providing services to the public to take responsibility for ensuring that all people, including disabled people, can leave the building safely in the event of a fire.

Where an employer or service provider does not make provision for the safe evacuation of disabled people from its premises, this may be viewed as discrimination. It may also constitute a failure to comply with the requirements of fire safety legislation.

Public bodies have additional duties that require them to proactively promote the equality of disabled people. This requires public bodies to do even more to ensure that disabled people do not face discrimination by not being provided with a safe evacuation plan from a building.

## **Personal Emergency Evacuation Plans (PEEPs) and Generic Emergency Evacuation Plans (GEEPs)**

A Personal Emergency Evacuation Plan (PEEP) is a means by which arrangements are made to ensure that an individual's physical or mental abilities or other circumstances do not prevent this from happening. The responsible person should ensure that a PEEP is generated for *every* member of staff or student with a disability, where this may affect their ability to respond to an emergency. The PEEP shall set out the adjustments necessary for maintaining their personal safety.

The purpose of a Generic Emergency Evacuation Plan (GEEP) is to enable visitors to the premises with restricted mobility or those who may not be able to evacuate unaided to become familiar with the layout, evacuation procedures, available equipment and communication devices.

It is the responsibility of Service Heads, Head Teachers, or any other persons with management responsibility for a service to ensure that the Emergency Evacuation Policy is implemented in all premises for which they have overall responsibility.

**The checklist below identifies key actions involved in ensuring adequate management of emergency evacuation arrangements for persons requiring assistance.**

1. Have you identified all persons that may require assistance during an evacuation, including those requiring assistance on a temporary basis /short term e.g. leg in cast?
2. Have you developed a Personal Emergency Evacuation Plan (PEEP) with the person requiring assistance and did it include the staff that will be involved in the evacuation for your school/area/building (i.e. evacuation assistants) and the premises manager?
3. Have evacuation assistants been provided with all the relevant training and information to undertake their role including information on the structure of the building as it relates to emergency evacuation; disability dignity and evacuation etiquette?
4. Is there a system in place for evacuation assistants to practice their skills and report back following evacuation drills?
5. Have persons requiring a PEEP been consulted regarding involvement in an evacuation drill?
6. If disabled persons cannot take part in an evacuation drill has a system of communicating drills to such persons been established?
7. Has a system of testing evacuation methods been put in place whether as part of a drill or otherwise?
8. Have all PEEPs for a building been reflected in the evacuation plan for the building?
9. Is there a system of review in place for PEEPs, General Emergency Evacuation Plans (GEEPs) and building evacuation plans?

10. Is evacuation equipment inspected and maintained?
11. In public buildings have GEEPs been developed and made available for visitors?
12. Do meeting rooms have notices regarding evacuation arrangements for people requiring assistance?

If you have answered **no** to any of these questions further action must be taken to adequately manage the fire evacuation provision.

#### **Personal Emergency Evacuation Plan (PEEP) - Forms**

The following forms are to be used when completing a Personal Emergency Evacuation Plan (PEEP).

1. PEEP 1 - Personal Emergency Evacuation Plan Checklist
2. PEEP 2 - Personal Emergency Egress Plan
3. PEEP 3 - Request for Reasonable Adjustments to Facilitate Emergency Evacuation of Disabled Persons from Council / School Premises

**PEEP 1 and PEEP 2 MUST be completed for all Personal Emergency Evacuation Plans**

**PEEP 3 must be completed if PEEP 1 and PEEP 2 identify that reasonable adjustments are required.**

## PEEP 1 - Personal Emergency Evacuation Plan Checklist

### Section 1 - General information

<b>Name of Assessor:</b>		
<b>Name of Person Plan Prepared For:</b>		
<b>Assessed Person's Building/ School:</b>		
<b>Date of Assessment:</b>		
<b>Nature of Impairment(s)/Disability:</b>		
<b>Area(s) (1) Covered By The Assessment</b>		
<b>What times / days<sup>(2)</sup> are covered by this assessment?</b>		
<b>Does the building Fire Risk Assessment<sup>(3)</sup> denote that the proposed building has suitable access/egress.</b>	<b>YES</b>	<b>NO</b>

- The PEEP should, as far as practicable, be specific to individual areas of work/ study/ residence. However, if, for example, a number of activities are proposed to take place in adjacent areas from which escape will be effected using the same emergency provisions then it may be possible to assess the provisions on one form. Hearing impaired persons will normally be able to be assessed on one form since the provisions made for this class of persons are likely to be the same regardless of location.
- It is important to distinguish in the PEEP whether the area to be accessed will be used inside or outside of "normal" working areas. It is likely that certain areas of buildings will be inaccessible outside of normal working hours e.g. to assure security. The PEEP needs to demonstrate that this has been adequately considered.
- If a building assessment deems that a particular area does not meet the general access requirements for person being assessed then alternative management arrangements will need to be identified. Once these arrangements have been identified then a new PEEP will need to be undertaken to ensure that the new location(s) is/ are adequate. Additionally, the Assessor should complete form PEEP2 and send to the person in overall control of the building to arrange for an evaluation of possible "reasonable adjustments" to the existing building to permit future access.

Please indicate which other Council Buildings / Schools you will be using and whether a PEEP has been completed for them:

Other Council Buildings/ Schools used:	PEEP Completed?
	YES/ NO

**One of the following forms should be completed by the assessor and the assessed person.**

**Form A - Mobility Impairment Form B -**

**Visual Impairment Form C - Hearing**

**Impairment**

**Form D - General - For all other disabilities not falling within Forms A- C.**

**Completed questionnaires should then be attached to this header sheet along with a copy of any remedial actions deemed necessary on PEEP2.**

**In order that an effective PEEP can be prepared for you it may be necessary to share some of the information provided with other relevant members of the Council/School staff, i.e. Fire Controller; Fire Wardens; Floor Fire Officers; Security; Line Management; Head teacher; Senior Leadership Team.**

**I understand that these details will only be disclosed if they are required to meet the needs of my Personal Emergency Egress Plan.**

**Signature: .....**      **Date: .....**

## FORM A - MOBILITY IMPAIRED PERSONS

Name:	Name of Department/ School:		
Building to which this PEEP applies:			
Floors used:			
	Personal Emergency Evacuation Plan Checklists	yes	no
1	Have the general emergency procedures been explained to you?		
2	Could you raise the alarm if you discovered a fire (operate the call point)?		
3	Can you open the fire escape door on the floor(s) you will be using?		
4	Could you use a telephone in the area to call the emergency services?		
5	Are you able to and have you been shown how to use the refuge communications equipment?		
6	If you are (or you will be) resident in a property in the course of your work has a PEEP been prepared for your accommodation? (If not please ask for one to be prepared)		
7	Do you use a manual wheelchair?		
8	What is the approximate width of your wheelchair	mm	
9	If you use another type of mobility aid, what is it? (insert details)		
10	Could you transfer to an Evacuation Chair in an emergency with assistance?		
<b>b) Activities on the Ground Floor</b>			
11	At the intended time of use, how many fire exits are available for disabled use?		
12	If only 1 emergency exit is available, how far, approximately, is the exit from the area where you are starting to escape?		
13	How long, approximately, would it take you to evacuate, unaided, from the building? (please record a time for each of your available exits up to a maximum of 4)	mins	
		Mins	
		Mins	
		Mins	
14	Are the escape routes free from any structural features that will present either a hazard or a barrier to you using any of the available fire exits?		
<b>c) The following questions need to be answered by all "ground floor based" mobility impaired persons that will be assisted by full time "helpers".</b>			
15	Who will be providing this assistance? (insert names)		
16	Who will cover this "help" role when your normal helper is absent e.g. due to sickness, leave etc? (insert names)		

	<b>d) Activities based above the Ground Floor (or in a basement with access by stairs)</b>		
17	<b>ASSESSOR:</b> Have all possibilities for relocating the activity or service provision on the ground floor (of this or any other building) been exhausted?		
18	Is the area to be used above the 5m floor?		
19	Is there a "fire lift"?		
20	At the intended time of use, how many fire exits from the floor to be used are available for use? (Insert number in column)		
21	Do any of the escape routes involve escape into an adjoining building allowing horizontal evacuation?		
22	Have refuges been provided on, or adjacent to, each fire escape route (where applicable)?		
23	Where refuges have been provided, are these appropriate for use at the intended time of occupancy?		
24	Where refuges are not provided on all escape routes, does the existing fire escape signage clearly lead you to other refuges that are available?		
25	Are the refuge doors of the self closing type and operating correctly?		
26	Do refuges have communication points that are accessible for you to use i.e. telephone or speaker connected to building fire control point or Security?		
27	Are you able to use an "evac" chair?		
28	Can you transfer to an "evac" chair without being lifted?		
29	Is there an evacuation chair provided in the building?		
30	Where are the nearest alternative chairs kept?		
31	How long, approximately, would it take you, unaided, to reach a place of safety in an emergency? (Please record a time for each of your available exits up to a maximum of 4.)	min	
		min	
		min	
		min	
	<b>e) The following questions need to be answered by all "non-ground floor based" mobility impaired persons that will be using / provided with full time "helpers".</b>		
32	Who will be providing this assistance?		
33	Who will cover this "help" role when your normal helper is absent e.g. due to sickness, leave etc.?		

#### ASSESSMENT SIGN-OFF:

Signed (Assessor)	
Signed (Building User)	

## FORM B - VISUALLY IMPAIRED PERSONS

Name:	Name of Department / School:		
Building to which this PEEP applies:			
Floors used:			
<b>Personal Emergency Evacuation Plan Checklists</b>			
<b>AWARENESS OF EMERGENCY EGRESS PROCEDURES</b>		<b>yes</b>	<b>no</b>
1	Have the general emergency procedures been explained to you?		
2	Could you raise the alarm if you discovered a fire (operate the call point)?		
3	Can you open the fire escape door on the floor(s) you will be using?		
4	Could you use a telephone in the area to call the emergency services?		
5	If you are (or you will be) resident in a property in the course of your work has a PEEP been prepared for your accommodation? (If not please ask for one to be prepared)		
6	Do you require the emergency escape procedure to be on tape?		
7	Do you require the emergency escape procedures to be in Braille?		
8	Do you require the emergency escape procedures to be in large print?		
9	Can you read the fire escape signs?		
10	How long would you estimate that it would take to evacuate the building under assessment, unaided (other than with the help of any items identified above), in the event of an emergency?		min
11	How many escape routes are available to you in the event of an emergency?		
12	Have any hazardous "projections" or other structural components been identified on your escape routes?		
<b>b) The following questions need only be answered by those visually impaired persons possessing some degree of visual capacity</b>			
13	Are all escape routes clearly sign posted to meet YOUR requirements?		
14	Where applicable, are all escape corridors designed so as to prevent visual confusion in YOUR circumstances?		
15	Where applicable, are all escape staircases fitted with adequate colour contrasting nosing and a suitable handrail?		
<b>c)The following questions need to be answered by all visually impaired persons that will be using / provided with full time "helpers" while in the building for which this peep is being prepared.</b>			
16	Who will be providing this assistance?		
17	Who will cover this "help" role when your normal helper is absent e.g. due to sickness, leave etc. (insert names)		
18	<b>ARE YOU AWARE OF ANY OTHER MEASURES THAT COULD BE INTRODUCED IN THE BUILDING UNDER ASSESSMENT THAT COULD FURTHER AID YOUR EVACUATION IN CASE OF AN EMERGENCY</b>		

### ASSESSMENT SIGN-OFF:

Signed (Assessor)	
Signed (Building User)	

## FORM C - HEARING IMPAIRED PERSONS

Name:	Name of Department/ School:		
Building to which this PEEP applies:			
Floors used:			
<b>Personal Emergency Evacuation Plan Checklists</b>			
<b>AWARENESS OF EMERGENCY EGRESS PROCEDURES</b>		<b>yes</b>	<b>no</b>
1	Have the general emergency procedures been explained to you?		
2	Could you raise the alarm if you discovered a fire (operate the call point)?		
3	Can you open the fire escape door on the floor(s) you will be using?		
4	Could you use a telephone in the area to call the emergency services?		
5	If you are (or you will be) resident in a property in the course of your work has a PEEP been prepared for your accommodation? (If not please ask for one to be prepared)		
6	Can you hear the fire alarm in normal circumstances?		
7	Do you require the building emergency procedures to be provided to you in an alternative format to the standard written instructions?		
8	Do you require written emergency procedures to be supported by BSL interpretation?		
9	Is your work room fitted with a "hard wired" flashing light, (and a vibrating pillow if a study bedroom) linked to the fire alarm?		
10	Is your toilet (or shower/bathroom in halls) fitted with a flashing beacon linked to the fire alarm?		
11	<b>ARE YOU AWARE OF ANY OTHER MEASURES THAT COULD BE INTRODUCED IN THE BUILDING UNDER ASSESSMENT THAT COULD FURTHER AID YOUR EVACUATION IN CASE OF AN EMERGENCY</b>		

### ASSESSMENT SIGN-OFF:

Signed (Assessor)	
Signed (Building User)	

Thank you for completing this form the information provided will be used to help produce a Personal Evacuation Escape plan to meet your needs.

## GENERAL - FORM D

Name:	Name of Department / School:		
Building to which this PEEP applies:			
Floors used:			
<b>Personal Emergency Evacuation Plan Checklists</b>			
<b>AWARENESS OF EMERGENCY EGRESS PROCEDURES</b>		<b>yes</b>	<b>no</b>
1	Have the general emergency procedures been explained to you?		
2	Could you raise the alarm if you discovered a fire (operate the call point)?		
3	Can you open the fire escape door on the floor(s) you will be using?		
4	Could you use a telephone in the area to call the emergency services?		
5	If you are (or you will be) resident in a property in the course of your work has a PEEP been prepared for your accommodation? (If not please ask for one to be prepared)		
6	Can you hear the fire alarm in normal circumstances?		
7	Do you need assistance to get out of your place of work/study in an emergency?		
8	Is anyone designated to assist you to get out in an emergency?		
9	Is the arrangement with your assistant a formal arrangement?		
10	In an emergency could you contact the person in charge of evacuating the building in which you work and tell him where you were located?		
11	Do you require the building emergency procedures to be provided to you in an alternative format to the standard written instructions?		
12	Can you move quickly in the event of an emergency?		
13	<b>ARE YOU AWARE OF ANY OTHER MEASURES THAT COULD BE INTRODUCED IN THE BUILDING UNDER ASSESSMENT THAT COULD FURTHER AID YOUR EVACUATION IN CASE OF AN EMERGENCY</b>		

### ASSESSMENT SIGN-OFF:

Signed (Assessor)	
Signed (Building User)	

Thank you for completing this form the information provided will be used to help produce a Personal Evacuation Escape plan to meet your needs.

*You should now move on to complete PEEPS 2*

## PEEP 2 - PERSONAL EMERGENCY EGRESS PLAN

NAME OF PREMISES..... . .. . .. . .. . .. .

### 1. PERSONAL DETAILS

Name:	
-------	--

### 2. LOCATION:

Building	
Floor	
Room Number	
Times when the PEEP is applicable?	

### 3. AWARENESS OF PROCEDURES:

I have received the emergency evacuation procedures:

In Braille		On Tape	
In B. 5. L.		In Print	
In Large Print		In SSE	

### 4. ALARM SYSTEM:

I am informed of an emergency evacuation by:

Existing alarm system		Visual alarm system	
Vibrating Pager		Other (please specify below)	

### 5. DESIGNATED ASSISTANCE:

Where applicable, the following people have been designated to give assistance when I need to get out of the building in an emergency.

Name:	Location:

My designated assistants have been trained in the emergency procedures drafted to assure my safety:

Yes

No

**6. EGRESS PROCEDURE (To be provided by the Assessor):**

Details of the specific emergency procedures from first alarm up to the building user reaching a "place of safety". The details provided here should include a step by step account of how the Responsible Person will ensure that the building user will reach a place of safety from first alarm actuation to final exit. A diagram should be provided, where necessary, highlighting the position of specific escape routes, refuges and any equipment provided to ensure the safety of the person under assessment.

**7. ANY MATERIAL PROBLEMS IDENTIFIED**

Complete PEEP 3 and send to Corporate Facilities Management. If satisfactory complete section 8.

**8. ASSESSMENT SIGN-OFF:**

Signed (Assessor)	
Signed (Building User)	

### **PEEP 3**

#### **Request For "Reasonable Adjustments" to Facilitate Emergency Evacuation of Disabled Persons from Council / School Premises:**

##### **Section 1 - Assessor's details:**

Name:	
Department /School	
Contact details (extension / email):	
Address	

##### **Section 2 - Details of Reasonable Adjustment(s) Required:**

Exact Location where adjustment(s) required:	
Type of Adjustment(s) Required:	
Reason(s) Adjustment Required?	

##### **Section 3 - Disabled User Details:**

Is the Disabled User already at the Premises / School?	Yes	No
If you answered NO to question 3.1, when will they be arriving at the Premises / School?		
Have alternative interim arrangements been identified?		

Signed:		Date:	
---------	--	-------	--

Where adjustments are requested, a copy of this form should be sent to Corporate Facilities Management/ School Premises to progress requests.



## **DAUNTSEY'S SCHOOL**

### **FIRST AID POLICY**

#### **STATEMENT**

1. Dauntsey's School believes that First Aid facilities and knowledge are very important to the welfare of the pupils, staff and visitors to the School. We aim to ensure that staff are up to date with current first aid procedures.
2. All staff should be aware of the first aid arrangements for the School. Everyone should read and follow the procedures outlined. A copy of this policy is available on the intranet.
3. During term time first aid can be obtained 24 hours per day at the Medical Centre.
4. The School has a number of qualified First Aiders to act as the first responders in any situation where first aid is required.

#### **FIRST AID PROVISION**

5. The Medical Centre is responsible for the first aid provision in the School and is the immediate treatment centre for medical and first aid emergencies. Twenty-four-hour cover in the Medical Centre ensures a swift and efficient service at all times.

#### **FIRST AID BOXES**

6. First aid boxes are situated around the School site where an accident is considered possible or likely. Groups leaving the School carry with them a first aid kit to ensure that adequate medical provision is made for the health and welfare of all pupils and staff. First aid boxes are situated in the Library, Kitchen, Memorial Hall, Evans House, Fitzmaurice House, Jeanne House, Hemens House, Farmer House, Mercers House, History, DT, Drama, Sports Hall, Swimming Pool, Dance Studio, Lower School Centre, Art School, Maintenance, Squash Court, School Shop, The Manor, Chemistry (4), Biology, Physics, Olive Building, Pavilion Kitchen and Pavilion Office. They must be:

- Maintained in good condition.
- Suitable for the purpose of keeping the contents in good condition.
- Readily available for use.
- Prominently marked as a first aid container with a white cross on a green background.
- Containers should be checked and restocked in the Medical Centre on a regular basis.
- Heads of Departments are responsible for ensuring the maintenance of these kits and informing the Medical centre when supplies have been used to enable them to be restocked.
7. The Medical Centre Assistant will check and sign the contents of each First Aid Kit on a monthly basis and will obtain supplies if so required. The departmental first aid boxes contain:
- Guidance leaflet
  - Assorted plasters
  - Assorted wound and eye dressings
  - Saline pods
  - Alcohol wipes
  - Triangular bandage
  - Safety pins
  - Gloves
- Additional items may be added following department request.
8. Eye wash facilities are available in the Medical Centre/Science Labs/DT departments and kitchen.

## **DEFIBRILLATOR**

9. The School has 6 Automated External Defibrillators (AEDs) on site located in the glass house, Medical Centre, Awdry Sports Centre, the Pavilion, the Manor and a portable AED for Sports staff. Members of staff and the public follow the guidance given in the AEDs should they encounter an individual undergoing cardiac arrest. AEDs are easy to use, compact, portable and very effective. They are designed to be used by lay persons; the machine guides the operator through the process by verbal instructions and visual prompts. They are safe and will not allow a shock to be given unless the heart's rhythm requires it.

## **WHAT TO DO IN AN EMERGENCY SITUATION**

10. All staff should take precautions to avoid infection and follow basic hygiene procedures. Staff should use disposable gloves, (which are provided in all first aid kits), and should take care when dealing with blood or other body fluids and dressings or equipment. No sponge must be used for injuries on the rugby field.

**11. In the case of a severe accident or incident at the School:**

The Medical Centre Sister should be called on 576.

**a. Term Time**

- i. An ambulance will be called if it is deemed necessary by the Medical Centre Sister or a member of staff.
- ii. The casualty will be accompanied to hospital by the parent if present or a member of house staff or Medical Centre Assistant or the duty matron. All staff act in loco parentis.
- iii. The Head Master/Second Master or Medical Centre Sister are responsible for contacting the parents as soon as possible and if at all possible relieving the member of staff at the hospital.
- iv. The Medical Centre Sister will ensure that the Head Master is informed of any serious accident /incident.
- v. There are policies on Asthma/Epilepsy/Diabetes and Anaphylaxis. All staff should make themselves aware of these. Pupils with these and other conditions are also listed, with specific care instructions where necessary.

**b. School holidays** – phone the Assistant Bursar 513 or School Office 516 and you will be directed to a First Aider.

- i. An ambulance will be called by the Duty First Aider or a responsible member of staff.

**THE ACCIDENT BOOK**

12. All accidents resulting in personal injury will be recorded in Dauntsey's School's accident book. This is located in the Medical Centre and contains information that must be recorded under law.
13. The accident book will be reviewed regularly by senior management to ascertain the nature of incidents that have occurred in the School and this will be reported to the Health and Safety Committee and upwards to Governors. This review will be in addition to an individual investigation of the circumstances surrounding each incident.

## **RECORD KEEPING**

14. The nursing staff keep records of visits to the Medical Centre. The Accident Book is kept in the Medical Centre during term time and in the Clerk of Works office during the School holidays. Staff present at the accident are expected to complete the Accident Book entry.
15. The Bursar/Assistant Bursar/Senior Sister report significant accidents to the HSE under RIDDOR regulations. A copy of the Dauntsey's School RIDDOR Policy is at Annex A.

## **ACCIDENT REPORTING PROCEDURE – VISITORS/CONTRACTORS**

16. Any non-employee who is involved in an accident or near-miss incident whilst on Dauntsey's School premises must report the incident immediately to the person responsible for his or her presence on site. If the person responsible is not available, the visitor/contractor must obtain the assistance of a responsible person to ensure that Dauntsey's School procedure is adhered to.
17. All injuries must be reported in the accident book, however minor. Visitors and contractors who are unable to enter their own account into the book must arrange for another person to make an entry on their behalf. Visitors and contractors should also notify their own employer where applicable.

## **ACCIDENT REPORTING PROCEDURE – MEMBERS OF THE PUBLIC**

18. If an injury occurs to a member of the public on Dauntsey's School premises that results in their removal from site for hospital treatment, this is immediately notifiable to the local enforcing authority

## **USEFUL NUMBERS**

Medical Emergency	999
Medical Centre	01380 814576 Mobile: 07977 221297
School Office	814516
Salisbury Hospital	01722 336262 – 24-hour A & E Department
NHS Direct	111

This policy will be reviewed annually and, particularly after any incident, to ensure that First Aid provision is adequate.

Carol Wilkinson  
Senior Sister  
Medical Centre

Annex A -- Dauntsey's School RIDDOR Policy

Reviewed: October 2020  
Next Review: October 2021

ANNEX A  
TO DAUNTSEY'S SCHOOL'S  
FIRST AID POLICY

**DAUNTSEY'S SCHOOL**

**RIDDOR POLICY**

**1.0 POLICY STATEMENT**

- 1.1 Dauntsey's School recognises its' responsibility under Section 2(1) of the Health and Safety at Work Act 1974 to "ensure so far as is reasonably practicable, the health safety and welfare at work of employees".
- 1.2 Dauntsey's School will ensure, in compliance with Sections 3(1) and 3(2) of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations of 1995, that all incidents considered reportable will, within 10 days of the accident, be reported to the relevant enforcing body on a form approved for the purposes of this regulation, unless within that period the person responsible makes a report to the Executive by some other means so approved.
- 1.3 This policy sets out Dauntsey's School's Policy regarding the reportable RIDDOR related incidents.
- 1.4 This policy intends to cover the reporting of incidents of injury over a three – day period, serious illness, death or any dangerous occurrence compliant with Section 7(1) of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations of 1995.

**2.0 DEFINITION OF RIDDOR**

- 2.1 HSE Definition – 'The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR), places a legal duty on: employers, self-employed people and people in control of premises to report work-related deaths, major injuries or over-three-day injuries, work related diseases, and dangerous occurrences (near miss accidents).'
- 2.2 A minor injury (any injury with duration of less than three days) is not considered RIDDOR reportable unless involving a serious breech of health and safety protocols. In this case a report is issued as a dangerous occurrence.

### **3.0    LEGAL FRAMEWORK**

- 3.1 Employers are made generally responsible by Sections 3, 4, 5 and 6 of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 for the health and safety of all of their employees and others who may be affected by their work activities. Dauntsey's School must supply HSE of written notification, within 10 days of the event, of any incident covered in the Regulations (1995), inclusive of (but not limited to) occupational diseases, hazardous operation of machinery and injuries sustained whilst undertaking manual handling.
- 3.2 It is the responsibility of all staff to report incidents to the Medical Centre within the timeframe specified in Section 3(2) of RIDDOR. It is then the responsibility of the Medical Centre Sister to send final reports to HSE.

### **4.0    ORGANISATIONAL OBJECTIVES**

- 4.1 Dauntsey's School seeks to ensure that all incidents considered RIDDOR reportable are reported in the proper manner and within the boundaries of the terms described in the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.
- 4.2 Staff are required to take reasonable care of their own health and safety and that of others and should not act in a way that puts themselves or others at risk.
- 4.3 The objective of this policy is to:
  - Ensure the correct action is taken in regards to RIDDOR reportable incidents.
  - Ensure staff and management are aware of the process by which incidents are reported.
  - Promote knowledge of the incidents that are covered under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.
  - Promote to staff the necessity of reporting to the Divisional Risk Manager within 3 days of the incident, not inclusive of the day of injury.

### **5.0    ORGANISATIONAL STRUCTURES AND ACCOUNTABILITY**

- 5.1 The Head Master has overall responsibility for the reporting of RIDDOR incidents to the Health and Safety Executive (HSE) and adhering to guidelines issued by the HSE in regards to RIDDOR 1995.

### **6.0    RIDDOR PROCEDURE**

- 6.1 Examples of RIDDOR Reportable Incidents are as follows:
  - Deaths

- Major Injuries, including:
  - Dislocation
  - Fractures other than to fingers, thumbs or toes
  - Loss of Sight
  - Chemical or Metal Burns to the Eye
  - Electric Shocks or Burns
  - Hypothermia or Heat Induced Illnesses
  - Exposure to Harmful Substances or Biological Agents
  - Acute Illness requiring Medical treatment
- Reportable Over 3 Day Injury:
  - An over 3 Day Injury is one which is not major but results in the injured party being away from work or unable to do their full range of normal duties for more than 3 Days.
- Diseases, including:
  - Certain Poisonings
  - Some Skin Diseases including Skin Cancer, Occupational Dermatitis, Chrome Ulcer, Oil Folliculitis/Acne
  - Lung Diseases including Occupational Asthma, Farmers Lung, Asbestosis, Mesothelioma and Pneumoconiosis
  - Infections such as Leptospirosis, Hepatitis, Anthrax, Tetanus, Tuberculosis and Legionellosis
  - Other Conditions such as Decompression Illness, Hand-arm Vibration Syndrom, Occupational Cancer and certain Muscoskeletal Disorders.
- Reportable Dangerous Occurrences, including:
  - Electrical Short Circuit or Overload causing Fire or Explosion
  - Dangerous Substance being conveyed by road is involved in a fire or released
  - Explosion or Fire causing Suspension of Work for over 24 hours
  - Sudden uncontrolled release in a building of 10kg or more of Flammable Gas
  - Accidental release of any Substance which may Damage Health
- Reportable Gas Incidents, including:
  - Accidental Leakage of Gas

- 6.2 All RIDDOR Reportable Incidents should be recorded on the Dauntsey's School Accident Report Form and sent to the Medical Centre within 24 hours.
- 6.3 Where possible Over 3 Day Injuries should be annotated in the 'estimated duration of absence' box. If this is unknown at the time it is the Employees and their Managers Responsibility to inform the Risk Management Department within 10 working days to enable compliance with RIDDOR Regulations 1995.

## **7.0 CONTROL MEASURES**

- 7.1 It is the responsibility of all staff to ensure that correct and accurate details are given regarding any RIDDOR reportable incidences.
- 7.2 Following any incident it is essential that the lessons learned from the experience are used and that feedback is given. This is for the future prevention of any reoccurrence of a given hazard as much as is possible.

## **8.0 MONITORING AND REVIEW**

- 8.1 The HSE RIDDOR website will be used by the Medical Centre to report incidents directly.

## **9.0 TRAINING**

- 9.1 Dauntsey's School recognised the importance of Training and Education in increasing awareness of risk and safety issues. All staff will receive information, instruction and supervision in relation to Health and Safety, Risk Management and RIDDOR Incident Handling.

# **HSE'S ROLE IN THE INVESTIGATION OF WORK-RELATED ROAD ACCIDENTS AND ADVICE ON RESPONDING TO ENQUIRIES ON MANAGING WORK-RELATED ROAD SAFETY**

## **Background**

1. The general duties under health and safety at work law to protect workers and others from risks arising out of work activities are very broad. They overlap with other legislation and are capable of application to work related driving. It has been the policy of successive Government's that we should not generally seek to enforce health and safety at work legislation where public and worker safety is adequately protected by more specific and detailed law enforced by another authority.
2. This policy is not, however, intended to exclude the use of health and safety legislation in respect of all work-related road traffic incidents. Where safety cannot be adequately regulated by other more specific legislation, such as the Road Traffic Acts and the Motor Vehicles (Construction and Use) Regulations, there may be a need to use health and safety legislation, particularly in cases of serious management shortcomings.
3. There are a number of terms used to describe the management of risks encountered when driving at work. HSE refers to work-related road safety (WRRS) but others use the terms work-related road risk (WRRR), occupational road risk (ORR) or management of occupational road risk (MORR).

## **Enforcement of road traffic legislation**

4. Road traffic law is enforced by the Police and others such as the Vehicle and Operator Services Agency (VOSA). The police will in most cases take the lead in the investigation of road traffic incidents on the public highway. The police will also be responsible for enforcing road traffic legislation in some other public places such as hospital grounds and supermarket car parks (OC 789/4 refers).
5. Inspectors should note that it is open to the police/Crown Prosecution Service/Procurator Fiscal in Scotland to prosecute employers under "cause or permit" provisions of road traffic law. Employers have been found guilty of aiding, abetting, counselling and procuring the commissioning of road traffic offences by employees. The offence usually requires proof of knowledge on the part of the employer that the vehicle, driver or activity was unlawful. Decided cases have cited the following terms when employers have been found guilty of causing or permitting a road traffic offence:
  - 'shutting ones eyes to the obvious';
  - 'allowing a servant to do something in circumstances where a contravention is likely, not caring whether it takes place or not';
  - 'company knew that its drivers had been breaking the law by driving for excessive periods and had not taken steps to remedy this or acquaint them with the law';
  - 'employer had failed to adopt any system to ensure that reasonable checks on the employees driving licenses were made and had permitted him to drive'
6. Examples of specific road traffic regulation which can constitute an offence by employers include:
  - Road Traffic Regulation Act 1984, Part VI, Section 89(4), if an employer schedules a journey or gives any directions that it should be completed within a specific time and this results in an employee speeding, the employer may be liable for procuring the offence.
  - Road Traffic Act 1988, Section 40A, an employer can be guilty of an offence if he causes or permits another to use a motor vehicle or trailer on the road when its condition, purpose for which its being used, number of passengers or weight, position or security of the load is such that it involves danger of injury to any person.
  - Road Traffic Act 1988, Section 87(2), it is an offence for a person to cause or permit another person to

drive a motor vehicle without a license.

- Other offences include, causing or permitting another to use a vehicle while not insured, leaving a vehicle or trailer at rest on a road in such a position or condition that it involves danger to other road users and causing or permitting another person to use a hand held mobile phone while on the road.

Management failures can constitute the underlying causes of these and other road traffic offences.

7. Inspectors should also be aware of Association of Chief Police Officers (ACPO) Road Deaths Investigation Manual (RDIM) (in particular pages 119-121). This was developed in association with a wide range of interested parties including HSE. RDIM helps identify the circumstances in which health and safety management failures may have significantly contributed to an accident and where referral should be made to HSE because failures cannot be addressed by 'cause and permit' provisions of road traffic law, see para 5 above.

### **Enforcement of health and safety law on the public highway**

8. The Health and Safety (Enforcing Authority) Regulations 1998 set out the enforcement allocation arrangements for health and safety in Great Britain. The Regulations specify in Schedule 1 the main activities which determine whether local authorities will be the enforcing authorities. All other activities are reserved to HSE, even if they take place in LA enforced premises.

9. All work activities taking place on the public highway fall to HSE's enforcement, except for mobile vendors ([OG 00075](#) refers). Local authorities have no health and safety enforcement responsibilities in relation to the public highway. They will, however, have responsibility for road traffic incidents occurring within the curtilage of premises for which they are the enforcing authority, e.g. car parks. LAs also have duties in relation to roads as Highway Authorities.

10. The consequence of these allocation arrangements is that when vehicles and workers leave LA enforced premises and pass onto the public highway HSE becomes the health and safety enforcing authority.

### **RIDDOR and road traffic incidents**

11. The Reporting of Injuries Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) reg.10(2) places restrictions on the general reporting requirements in relation to accidents involving moving vehicles on roads, as defined in the Road Traffic Act 1988, s.192, that is to say a road to which the public has access. Road traffic incidents arising from the movement of a vehicle on the road are only reportable where either the injured person was engaged in, or a person was injured as a result of:

- exposure to a substance being conveyed by a vehicle;
- vehicle loading and unloading activities but not picking up or dropping off passengers;
- construction, demolition, alteration, repair or maintenance activities on or alongside public roads; and
- an accident involving a train.
- 

12. Work-related dangerous occurrences on public highways, relating to exposure to a substance being conveyed by a vehicle, are covered by RIDDOR, and so too are work-related incidents and dangerous occurrences on private roads, (ie those not covered by the Road Traffic Act 1988).

13. The exemption from the reporting requirements of RIDDOR for most types of incident on the road means that HSE will not receive large numbers of RIDDOR notifications of road traffic incidents. However, notifications of both reportable and non-reportable work-related road incidents will be received by HSE from employers, members of the public, local authorities, the police and others.

14. The fact that a road traffic incident was non-reportable under RIDDOR would not prevent its investigation by HSE. When deciding if HSE has a role in relation to particular incidents inspectors should consider the principles and practices set out in these Operational Minutes.

## **GAS SAFETY**

The Gas Safety (Installation and Use) Regulations 1998 address all dangers arising from the transmission, distribution, supply or use of gas and apply equally to natural gas distributed by UK gas companies and to privately owned systems where LPG is supplied via a storage vessel.

The school will ensure that all gas installation work and other work carried out on the premises in relation to storage vessels (excluding cylinders or cartridges designed to be disposed of when empty) or fittings (including appliances but not portable appliances supplied with gas from a cylinder) is carried out in accordance with the Regulations and by competent, Gas Safe registered engineer.

Any school employee who carries out work on gas safety will be a Gas Safe registered engineer.

Gas appliances intended for use in bathrooms or shower rooms will be room sealed appliances. A room sealed appliance means an appliance whose combustion system is sealed from the room in which the appliance is located and which obtains air for combustion from a ventilated uninhabited space within the premises or from the open air outside the premises and which vents the products of combustion to open air outside the premises.

All gas fires, other space heaters or gas water heaters intended for use in sleeping accommodation will be room sealed or, if it is a fire, other gas space heater or a gas water heater of 14 kilowatt heater input or less, will incorporate a safety control designed to shut down the appliance before there is a build up of a dangerous quantity of the products of combustion in the room concerned.

The school will ensure that all gas installations, pipework and appliances, which are located on the premises whether the premises are let or otherwise, are maintained in a safe condition.

Where the school premises are let out from time to time and gas appliances are installed, then the gas appliances will be checked for safety by registered engineers at intervals of not more than twelve months. The school will keep records in respect of these appliances of the dates of inspection, the defects identified and any remedial action taken.

## **HEALTH AND SAFETY INSPECTIONS AND RISK ASSESSMENTS**

Competent persons must inspect and examine the following plant and equipment at appropriate intervals. Copies of reports are to be forwarded to the user departments for information or action. Copies of reports are to be kept for future reference purposes.

- Gas fired boilers and appliances - Examinations are arranged by the Clerk of Works. Records are kept by the Clerk of Works.
- Radioactive sealed sources – 24 monthly leak testing to be arranged by the Radiation Protection Supervisor. Records are kept by the Radiation Protection Supervisor.
- Electrical installations, fire alarm systems, emergency lights (including batteries and battery charging systems) and fire detectors - Examinations are arranged by the Clerk of Works. Records are kept by the Clerk of Works.

- Portable electrical appliances - Inspections and examinations are arranged by the Clerk of Works. Records are kept by the Clerk of Works.
- Fume cupboards and other local exhaust ventilation (LEV) equipment (including equipment in kitchens) - Examinations are arranged by the Head of Science in Science, the Head of DT in DT and the Clerk of Works for all maintenance equipment.
- Lifts, lifting gear, lifting equipment and hoists - Examinations are arranged by the Clerk of Works. Records are kept by the Clerk of Works.
- Fire extinguishers and other emergency fire fighting equipment - Examinations are arranged by the Clerk of Works. Records are kept by the Clerk of Works.
- Trees - Examinations are arranged by the Head Grounds man. Records are kept by the Head Grounds man.
- Fixed and portable pressure systems including bulk gas storage facilities - Examinations are arranged by the Clerk of Works. Records are kept by the Clerk of Works.
- Gymnasium equipment (including weights equipments) - Examinations are arranged by the Head of PE. Records are kept by the Head of PE.
- Access equipment including scaffold towers and scaffolding - Examinations are arranged by the Clerk of Works. Records are kept by the Clerk of Works.
- Guards, safeguards and safety devices fitted to work equipment (including machines) - Examinations are arranged by the Clerk of Works. Records are kept by the Clerk of Works.
- Actions to control Legionella are documented and are the responsibility of the Clerk of Works.
- Gymnasium/Sports Hall equipment, maintenance is arranged by the Head of Sport
- Pipe work and regulators of compressed gas cylinders are examined and tested by BOC and the records are kept by the Clerk of Works.

Departmental heads are responsible for carrying out risk assessments and producing them in writing where necessary. They are also required to review them as necessary but at intervals not greater than one year.

The Bursar will arrange for additional inspections and risk assessments to be carried out as and when required.

Departments are expected to carry out risk assessments and an inspection of their own areas of responsibility at least once per term. The written record of this work will be forwarded during the appropriate term to the safety co-ordinator for onward transmission to the school safety committee.

The School will arrange for additional inspections and risk assessments to be carried out as and when required.

## **INFORMATION, INSTRUCTION AND TRAINING**

The provision of appropriate health and safety information, instruction and training (followed by appropriate supervision) is essential to any safe system of work. Training is mentioned in several sections of this safety policy, but not all needs have necessarily been identified elsewhere. Appropriate induction training is to be provided for all employees (including supply teachers), contractors and pupils. Thereafter employees and pupils must be competent in the tasks required of them or must be closely and adequately controlled by competent persons.

Where the need for other specific training and instruction is identified it will be provided. (Some forms of training are specifically required by law. Examples of this are training for the users of wood-working machinery, training to change an abrasive wheel and training in the operation of prescribed dangerous catering machines.)

Written information will also be provided to employees, contractors and pupils where necessary.

Comprehensive training records are to be maintained by the Bursar.

Safety information especially concerning the results of risk assessments will be provided to employees and pupils as appropriate.

## **IONISING RADIATIONS**

The school has appointed University of Bristol who use

Mr Tony Butterworth  
Radiation Protection Advisor/Radioactive Waste Advisor  
Safeguarding & Health Services  
University of Bristol  
1-9 Old Park Hill  
Bristol  
BS2 8BB

Tel: 01179288323/07747600386

as its Radiation Protection Adviser (RPA) under the Ionising Radiations Regulations 1999 and the Head of Physics as Radiation Protection Supervisor (RPS). The duties of the school's RPS follow at the end of this document.

The RPS will ensure that local rules (see following) governing the storage, handling and use of radiation sources in the school have been drawn up and are kept up-to-date and that there is a written risk assessment in place.

All sources including the cloud chamber sources are to be stored securely in a lockable metal cabinet. No other items may be stored in the cabinet. The cabinet has been signed with the radiation hazard warning sign.

An up-to-date list of sources together with a note of the purchase dates of the sources is kept by the RPS.

An administrative system recording the movement of sources using a source movement book/log is in place.

The RPS is to be notified immediately if any source is lost, stolen or damaged.

The RPS is responsible for ensuring leakage tests are carried out on the closed (sealed) sources in the school and for ensuring appropriate records are being kept. A Leakage Test Protocol and information on record keeping follows. Cloud chamber sources need not be leakage tested.

Advice should be obtained from the RPA before new sources are acquired.

The RPS will notify the local Fire Brigade of the whereabouts of the radiation source store.

Records of all disposals of radioactive sources are to be kept by the RPS. The records include the date of disposal and, if appropriate, to whom it was sent or by whom it was removed.

DES Memorandum 1/92 provides detailed guidance on the Department for Education's requirements. Schools holding radioactive sources are categorised A, B or C, depending on the quantity and type of radiation sources held. Sources at Dauntsey's school are Category C.

## **DRAFT LOCAL RULES - USE OF CLOSED SOURCES**

The name and home telephone number of the Radiation Protection Supervisor is:

.....

The names of staff authorised to use the sources are: .....

.....

Students in GCE Advanced Level classes are permitted to use the closed sources providing they have been shown a copy of these local rules before doing so.

The normal location of the sources is .....

Key holders are .....

Persons using the sources should record the date of removal and return of each source from/to the store in the record book provided.

All sources should be handled with tweezers/tongs.

Wherever possible, only one source should be used at any one time in any one experiment. Sources not in use should remain in their containers.

The immediate vicinity around each source becomes a controlled area during the duration of the experiment. Such areas should be delineated using, for example, trays and radioactive warning tape.

All sources must be inspected before their return to storage.

Any loss or theft of a source must be reported to the Radiation Protection Supervisor who in turn must inform the Radiation Protection Adviser

Mr Tony Butterworth  
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Safety & health Services  
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1-9 Old Park Hill  
Bristol  
BS2 8BB

Tel: 01179288323/07747600386

immediately. The RPS, in consultation with the RPA, will be responsible for any necessary notifications to the Health and Safety Executive and the Department for Education and Skills and the Environment Agency.

Arrangements for leakage testing are to be made by the School at twenty-six monthly intervals. The RPS is responsible for keeping suitable records

## **Duties of the Radiation Protection Supervisor (RPS)**

- Keep an up-to-date list of radiation sources and notify the Radiation Protection Adviser (RPA) of any changes.
- Ensure sources are kept in a proper store.
- Ensure a log book is kept containing a list of the identified sources and source movements.
- Ensure local rules are formulated and are up-to-date.
- Ensure leakage tests are carried out at twenty-six monthly intervals and records are kept.
- Arrange safe disposal of sources via RPA if necessary.
- Liaison with the local Fire Brigade on the source whereabouts.
- Liaison with the RPA if an emergency arises.

In the first instance, provide advice to any teacher who wishes to carry out non-standard work with sources.

## **Leakage Test Protocol**

The Ionising Radiations Regulations 1985 require that leakage tests of closed (sealed) radioactive sources used in schools must be carried out at least every twenty-six months. The majority of sources (99%+) never leak and the protocol described below is a simple and acceptable method of complying with the Regulations. Where a source is found to be 'leaking', a more quantitative and detailed evaluation is essential. This will be carried out by the Radiation Protection Adviser.

Testing will be carried out at a time of the year suitable for the school, bearing in mind the twenty-six month maximum period between tests. The Regulations require that records of all such tests must be kept for at least three years after the test was carried out.

The work will be carried out by the Head of Physics.

## **Method**

The method of test is a wipe test. Take a small 2" diameter filter paper, fold it into four and then moisten the tip of the quarter circle of folded filter paper with either water or a water and ethanol mixture. Alternatively, a tissue or a commercially purchased wipe can be used.

Remove the source from its box. Holding the source with tweezers in one hand and the filter paper in tweezers with the other hand, wipe the source with the moistened end of the wipe. All around the bottom and the case of the source should be wiped. A wiping period of twenty to thirty seconds is sufficient. Replace the source in its container. Any radioactivity removed onto the wipe can be counted using the school's own scaler / rate-meter.

Before carrying out the counting, open up the filter paper and place flat on the bench. Bring the counting detector within 0.5cm of the filter paper.

The counting period should be at least one hour. Remove the filter paper and carry out a background count for the same counting period.

From the results, it is possible to calculate the approximate activity (in Becquerels) on the wipe thus -

Filter paper count minus the background count should be multiplied by the counting efficiency of the scaler for the particular isotope of the source wiped.

Scaler detectors are usually based on Geiger-Muller tubes and these are quite efficient for gamma sources, such as Radium-226 and Cobalt-60, but less efficient for beta emitters and for Americium-241.

Allowance should also be made for the fact that the wipe test does not remove all "leaked" activity from the source. Usually, it is assumed that 20% of the activity has been removed. If the results show an activity removed in excess of 150 Becquerels, you are advised to contact the RPA as soon as possible.

### **Records of Leakage Tests**

The record of the leakage test must contain the following:

- Name and address of this school;
- Nature and activity of the source, together with identification;
- Test result ("satisfactory", if no significant activity is found on the wipe);
- Reason for test ("periodic test");
- Name and signature of person carrying out test;
- Date of test.

### **LASERS - GENERAL REQUIREMENTS**

The laser should be rated Class 1 or Class 2 or Classes 3A. Lasers in Classes 3B and 4 are prohibited.

Laser diodes should not be used as discrete components but may be used in laser diode modules or in other laser products.

The control circuit of a laser should not be altered or adjusted. This restriction does not apply to Class 1 LED products unless the alteration or adjustment could take the LED into a higher classification.

The school is not allowed to manufacture lasers, nor to assemble lasers in kit form. This restriction does not apply to Class 1 LED products.

The school is not allowed to use laser screen printers except as laboratory sources, in which case they must only be used when mechanically stable having been securely anchored in a clamp.

Lasers of Class 1 or Class 2 or Class 3A may be demonstrated in laboratory work by a suitably qualified teacher

or lecturer at any stage in secondary education.

Pupils in primary schools and in the first two years at secondary school are not permitted to use Class 2 lasers.

Secondary school pupils in year 9 and above are permitted to use Class 2 lasers under the supervision of a suitably qualified teacher provided that the user department has a code of practice which is explained orally and a copy is given to pupils; and for classes with pupils in years 9, 10 and 11, a suitably qualified teacher is continuously present to supervise and oversee the practical work.

## LEGIONELLA PREVENTION

The school is aware of and has assessed the risks associated with water systems and potential legionella proliferation and the following precautionary measures must be taken to minimise the risk of exposure to legionella.

- No new evaporating cooling towers in cooling systems should be considered for installation.
- Routine inspection and maintenance operations on hot water systems of over 300 litres volume must include the following:
  - \* Header tanks must be cleaned out **annually**;
  - \* Conditions in calorifiers must be inspected at least **biennially** (but depending on circumstances) for organic materials and heavy build up of scale and must be cleaned as appropriate to the conditions found.
  - \* Softeners, filters and strainers, where fitted, should be inspected and cleaned at least annually or more frequently if advised by the manufacturer.
  - \* It is advisable to change on a phased programme all shower heads to the self-draining type.

In the interim, shower heads of other designs, along with spray taps, must be cleaned and disinfected regularly.

- Wherever it is reasonably practicable anti-scaling chemicals should be used. Reasonably practicable means taking into account the time, trouble and money involved in using the chemicals and weighing
- these against the risk. Young people are not normally considered to be susceptible to the bacteria. Older people are more susceptible. Therefore if premises are used by groups of old persons, this may affect the result to the cost and time v risk computation.

Wherever it is reasonably practicable calorifiers in the school will be operated at 60°C and designed to minimise layering taking place within. Mixer valves will be installed and hot water distribution will take place at 50 °C within one minute of running the tap. When new water systems or plant are to be installed or when the old is to be modified, the designers, manufacturers, importers, suppliers and installers have a duty to avoid, as far as is reasonably practicable, risks from legionella arising from their work and to provide information on

safe operating conditions and on potential risk. This information must always be obtained in writing and instructions contained in the information must form part of the school's regular maintenance programme.

A full Coshh risk assessment must be kept up to date and available for reference. Adequate records must be kept of the control activities undertaken. The Clerk of Works has been trained in recognising the particular risks associated with water systems and is responsible for ensuring that the school is operated in accordance with school policy and risk assessment.

## LIFTING OPERATIONS AND LIFTING EQUIPMENT REGULATIONS 1998

### Introduction

Proof load test certificates must be available for lifting equipment. Lifting equipment and lifts (goods and passenger types) are to be thoroughly examined by a competent person and a record of these inspections is kept by the **Clerk of Works**.

Item of Equipment	Test & Thorough Examination Prior to Use	Certificate of Test & Examination	Periodic Thorough Examination
Chains, ropes and lifting tackle	YES Except for fibre rope and fibre	YES Specifying safe working load	Usually at least every 6 months
Hoists and lifts	NO	NO	Usually at least every 6 months
Cranes and other lifting machines	YES	YES Specifying safe working load	Usually at least every 14 months

Regular maintenance is to be carried out on hoists, lifts, cranes and other lifting machines. Lift motor rooms must always be kept locked. The keys are kept in the care of the Clerk of Workers.

The registers of maintenance are kept by the Clerk of Works.

## DURING NORMAL SCHOOL ACTIVITIES THERE IS ONLY VERY LIMITED APPLICATION OF THESE REGULATIONS.

### Definitions

- "Lifting equipment" means work equipment for lifting or lowering loads and includes attachments used for anchoring, fixing or supporting the equipment. It includes a range of equipment from an eyebolt to a crane.
- "Load" includes a person.
- "Accessory for lifting" means equipment for attaching loads for lifting.

- Examples of the types of lifting equipment and lifting operations covered include:
- a passenger lift
  - a rope and pulley used to raise a bucket of cement
  - a dumb waiter
  - a vehicle hoist
  - ropes used for climbing or work positioning e.g. during arboriculture
  - a front-end loader on a tractor used for raising and lowering loads such as a bale of hay

## Key Requirements

- The primary requirements imposed by the Regulations are on the employer but apply also to a self employed person in respect of lifting equipment used at work and to any person who has, to any extent, control of lifting equipment, the way in which lifting equipment is used, or to a person at work who uses, supervises or manages the use of working equipment.
- Lifting equipment must be suitable for the purpose and of adequate strength and stability for each load and every part of the load. Anything attached to the lifting equipment and used in lifting must be of adequate strength.
- Where lifting equipment is used for lifting persons, it must be designed to prevent any persons using it being crushed, trapped, struck or falling from the carrier and so that any person trapped in the carrier is not exposed to danger and can be freed. Schools must ensure that there are adequate emergency warning devices in passenger lifts and that procedures exist to facilitate rescue by competent persons.
- Lifting equipment must be positioned or installed in such a way as to reduce the risk of the equipment or the load striking a person, or of a load drifting, falling freely or being released unintentionally.
- Machinery and accessories for lifting loads must be clearly marked to indicate their safe working loads and lifting equipment which is designed for lifting persons must be appropriately and clearly marked to this effect. Lifting equipment not designed for lifting persons but which might be so used inadvertently, should be clearly marked that it is not designed for lifting persons.
- The school must ensure that every lifting operation involving lifting equipment is properly planned by a competent person, appropriately supervised and carried out in a safe manner by a competent person.
- The school must ensure that before lifting equipment is put into service for the first time it is thoroughly examined, unless either it has not been used before and has an EC declaration of conformity or, if it is obtained from the undertaking of another person, it is accompanied by physical evidence of its condition. Physical evidence must be checked by the school before use of the equipment.
- Where the safety of lifting equipment depends on the installation conditions, the lifting equipment must be thoroughly examined after installation and before being put into service and after assembly and before being put into service at a new site or a new location.

- Lifting equipment which is exposed to conditions causing deterioration liable to result in dangerous situations must be thoroughly examined. In the case of lifting equipment for lifting persons (e.g. a passenger lift) or an accessory for lifting this must be at least every six months; in the case of other lifting equipment (e.g. a dumb waiter) at least every 12 months; or in either case in accordance with a scheme of examination. A thorough examination also must be carried out each time that exceptional circumstances liable to jeopardise the safety of equipment have occurred. The competent persons are normally engineers employed by the insurance company.
- If appropriate, lifting equipment must be inspected by a competent person at suitable intervals between thorough examinations. Inspections are required where the safe operation of the lifting equipment is dependant on its condition in use and deterioration (examples are effects such as the elements, the environment, frequency of use or probability of tampering) would lead to significant risks to the operator or other persons.
- The school must ensure that no lifting equipment leaves their undertaking or, if obtained from some other person, is used in their undertaking unless it is accompanied by physical evidence that the last thorough examination has been carried out.
- The school should know that reports of thorough examinations must contain prescribed particulars and if the examiner discovers a defect which might present danger to persons, he must inform the employer forthwith and send a copy of his report to the enforcing authority.
- Records of thorough examination of lifting equipment must be kept for reference purposes and normally for the life of the lifting equipment (or if the lifting equipment is only temporary, until it is moved elsewhere).

## **MANUAL HANDLING AND LIFTING**

At present, over a quarter of all accidents reported nationally each year is associated with injuries caused during lifting and handling operations at work. The Manual Handling Operations Regulations 1992 are designed to reduce this total. The legislation primarily affects employees, for example, maintenance personnel, grounds men and contractors, not pupils, but pupils should never be required to undertake manual handling operations likely to cause injury.

The school will comply with its statutory duty to avoid the need for manual handling operations involving a risk of injury, so far as is reasonably practicable (manual handling operations are not banned) and an assessment of the risks in those manual handling operations which cannot be avoided will be made by the relevant head of department. A large number of manual handling operations go on each day at school. The intention is to target operations which cannot be eliminated and which are

liable to present a risk of injury and it is this category which will be given further specific assessment. Specific assessments will consider the factors below. An assessment is simply a way of analysing the risks and pointing the way to practical solutions.

- |          |   |
|----------|---|
| The task | <ul style="list-style-type: none"> <li>• how is the load to be manipulated?</li> <li>• what posture is to be adopted?</li> <li>• is stooping or stretching involved?</li> </ul> |
|----------|---|

	<ul style="list-style-type: none"> <li>• what is the distance the load is to be handled?</li> <li>• how many similar tasks are to be carried out?</li> <li>• how many people are involved?</li> </ul>
The load	<ul style="list-style-type: none"> <li>• weight</li> <li>• bulk or size</li> <li>• stability</li> <li>• sharp or difficult to grasp</li> </ul>
The environment	<ul style="list-style-type: none"> <li>• amount of space around the operation</li> <li>• type of floor or work surface</li> <li>• lighting etc.</li> </ul>
Individual capability	<ul style="list-style-type: none"> <li>• strength of person</li> <li>• man or woman and age</li> <li>• existing health problems of the employee</li> </ul>

The assessment will indicate the best way to reduce the risk of injury. A typical list of measures to be considered is:

- eliminate
- automate
- mechanise with handling aids
- share the load
- reduce the weight of individual items
- train the employees concerned.

## **LOW LEVEL GLAZING**

All areas where low-level glazing is to be found in the school have undergone a safety review. A programme of upgrading for all low-level glazing where there is a significant risk of injury and non-safety glass is present has been completed.

All new buildings, extensions and repairs to existing buildings involving low level glazing are to use glazing to standards recommended in the current edition of the Building Regulations and British Standard BS 6206.

## **PERSONAL PROTECTIVE EQUIPMENT (PPE)**

### **Personal Protective Equipment at Work Regulations 1992**

This School will:

- Provide PPE to employees (free of charge) and to pupils whenever health and safety risks are not adequately controlled by other means;
- Select PPE suitable for the risks, the employee, the pupils and the work environment;

- Maintain the PPE and provide suitable accommodation for it;
- Ensure that the PPE is properly used (this may necessitate both theoretical and practical training and instruction).

PPE covers items such as eye protection, head protection, foot protection, hand, leg and arm protection and protective clothing for the body.

Heads of departments are required to assess where PPE should be provided.

All PPE purchased will comply with a relevant standard and be CE marked.

A competent PPE supplier has been chosen who is willing and able to advise on individual requirements. Manufacturers and suppliers have a legal duty to provide information of this type.

Maintenance of PPE includes where appropriate, cleaning, disinfection, testing, examination, repair (and replacement). Those responsible for arranging maintenance have been identified and procedures to be followed, with frequencies identified, will be laid down in writing.

The school will ensure that suitable accommodation e.g. lockers for PPE are provided so that the PPE can be safely stored when it is not in use.

A systematic approach to training will be taken and training records kept. Users of PPE are to be instructed in the following

- the risk which the PPE protects against
- how to use the PPE
- the way in which the PPE is to be maintained and stored

Employees have duties to use PPE in accordance with the training instructions, to take reasonable care of PPE and to report any loss or obvious defect in the PPE.

### **Specific Guidance on Certain Aspects of Personal Protection is as follows:**

#### **Eye Protection**

EN166 and British Standard BS 2092 provide for various specific grades of eye protection varying from the basic impact grade to those that give protection against chemicals, dust and metal. The specified use for any particular eye protection is indicated by an addition after the standard number i.e. for impact protection "1" or "2". If no number appears after the number then the eye protection is from basic grade only).

Three kinds of eye protection are suitable for protection against the various chemical hazards found in the school

- Safety spectacles (EN 166 F or BS 2092 basic grade) - these do not offer complete protection against splashes from the sides or below.

- Goggles (EN 166 C or BS 2092 "C") - these provide virtually complete protection against splash injury to the eyes.
- Face shields to EN 166 3 or BS 2092 "C" - these protect the whole face.

The Health and Safety Executive's National Interest Group for Education has advised that in schools spectacles to EN 166 F or BS 2092 are suitable for most of the operations in which pupils are engaged. However, goggles are to be available and worn when there is a particular risk and face shields should be worn when large quantities of chemicals are dispensed, used, disposed of, or cleared up after spillage or when significant damage to the face could occur.

Suitable spectacles, goggles or face shields must be worn by teachers, technicians, pupils, visitors, and others whenever they observe or take part in any operation involving chemicals (including operations and experiments in fume cupboards), or wherever there is a reasonably foreseeable risk of dust, sparks, chemical splashes or flying particles injuring the eyes.

Art, craft and other activities such as pesticide spraying can also give rise to risks to the eyes and therefore the need for adequate protection. Heads of departments are expected to assess the risks of the particular activities under their control.

The eye protection supplied must not only protect against the risk but must also be suitable and comfortable for the wearer.

## **Respiratory Protection**

Respiratory protection, which is suitable and of a type approved or which conforms to a standard approved by HSE, must be worn when the COSH� assessment requires it e.g. where there is no local exhaust ventilation and significant amounts of dusts and fumes are present.

Disposable respirators will be provided wherever possible.

Non disposable respirators must always be clean and the filters must be renewed after contamination or when indicated on the filter itself.

For more information see section "The Control of Substances Hazardous to Health Regulations".

## **Protective Clothing**

Where appropriate, overalls to protect clothing and bare arms should be worn by employees, pupils and others in laboratories, rooms used for CDT and practical subjects, and during cleaning, maintenance, kitchen and grounds work.

Maintenance staff and kitchen staff are provided with overalls to protect against dirt, contamination and substances. Safety footwear will be supplied, as necessary.

Groundsmen/Gardeners are provided with overalls made from tough fibre, waterproof jackets and safety footwear if heavy or hazardous equipment is used.

For some operations with hazardous substances e.g. use of swimming pool disinfection chemicals and

application of pesticides a full set of protective clothing has been made available. This includes rubber gloves, goggles or face mask, respiratory protection, overalls and rubber boots.

**NB** Specific risk assessments (including Coshh assessments) will be used to indicate when personal protection is to be worn and indicate the type and standard of protection necessary.

## PREMISES

The Workplace Health, Safety and Welfare Regulations 1992 concern basic workplace conditions. Dauntsey's School recognises that these Regulations should be observed and include the following requirements:

- Ventilation - workplaces to be sufficiently well ventilated with air which is, as far as possible, free of impurity
- Temperature - normally to be at least 16 degrees Celsius. One or two thermometers are available in the school to enable the temperature to be taken by any employees who wish to do so
- Lighting - to be sufficient to enable people to work without risks to health and safety. Outdoor traffic routes used by pedestrians are to be lit after dark when necessary
- Cleanliness - floors and indoor traffic routes to be cleaned at least once per week
- Room Dimensions and Space - a minimum work space of 11 cubic metres per person is specified, but this does not apply to rooms used for classes and meetings
- Workstations and Seating - to be safe and comfortable. (The requirements for users of display screens are covered separately)
- Conditions of Floors and Traffic Routes - these to be kept in a safe condition and have non-slip qualities. There is a requirement to keep floors and traffic routes free of obstructions which may present a hazard or impede access
- Provision of Fencing - this is required at any place where a person might fall 2 metres or more
- Maintenance of the Workplace and of Equipment, Devices and Systems - there is a statutory requirement to maintain these in an efficient state, in efficient working order and in good repair.

A programme is to be drawn up to provide easily identifiable and signed gas shut-off valves and electric isolation switches on the incoming mains in the various areas and departments in the school.

A high standard of housekeeping must be maintained throughout the School premises

- Sanitary Provisions - the legislation lays down the minimum numbers of sanitary conveniences to be provided for people at work, e.g. from 6 -25 employees - 2 water closets and 2 handwash basins, for 26 - 50 employees - 3 water closets and 2 handwash basins. This regulation does not apply to the pupils as they are not covered by the legislation.

- Facilities - the regulations require that accommodation for employees' clothing is provided and that facilities for rest and eating meals should be provided. Staff rooms should be arranged so that employees do not suffer discomfort from tobacco smoke, i.e. by providing separate areas for smokers and non-smokers or by prohibiting smoking.
- Window Cleaning – the school will only appoint competent window cleaners and will specify to the contractor that the working methods to be used are those specified in Health and Safety Executive Guidance Note GS25 – “Prevention of Falls to Window Cleaners”.

The school recognizes that it has its duties to ensure safe access and egress to the windows, to ensure that any contractors' employees are not affected by the environment they are working in (such as adjacent chemicals or machines) and to ensure, if anchorage points, access devices and similar are provided, that these are tested at regular intervals and are properly maintained. Before contracts begin the Clerk of Works and the contractor will discuss the working methods to be used to ensure that the school has properly discharged these duties.

A written defects notification procedure is organised by the Clerk of Works and Facilities Manager.

## **PRESSURE VESSELS AND ASSOCIATED EQUIPMENT**

### **Pressure Safety Systems 2000**

These Regulations apply to compressed air and steam systems, including steam equipment found in kitchens and air receivers associated with technology. The Regulations also apply to bulk LPG installations.

Dauntsey's School recognises the importance of the Regulations which contain the following requirements:

- Safe operating limits of pressure equipment and plant must be established.
- Suitable written schemes will be drawn up for the periodic examination of all pressure vessels, safety devices associated with them and any associated potentially dangerous pipe work.
- Where the pressure x volume of the pressure vessel is greater than 250 bar litres or the vessels contain steam these written schemes will be certified by a competent person and the examinations will be carried out by a competent person at the intervals set down within the scheme. (Usually the competent persons will be the engineers employed by the School's insurer.)
- Records will be kept of examinations and tests.
- Adequate operating and emergency instructions should be provided.
- Proper maintenance must be carried out and recorded.

### **Other Internal Arrangements**

All regulators, flashback arrestors and other pressure equipment used in conjunction with transportable compressed gas containers and the compressed gas cylinders themselves if School property are to be regularly

inspected and maintained. Outside contractors will normally be engaged for this work.

Pressure cookers and small autoclaves used in Biology are to be inspected and tested annually in accordance with the CLEAPSS recommendations and appropriate records kept by the department.

## **RECORDING AND NOTIFYING OF ACCIDENTS**

The Accident Book is available in the boarding houses, laboratories and the Medical Centre for employees to record the details of all injuries occurring at work. A school accident report form (copy at the end of this section) must be completed as soon as possible after any accident occurs.

Under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 the School via the Bursar will notify the Health and Safety Executive (HSE) of any accidents causing either death or major injury, certain industry related diseases and dangerous occurrences, as soon as possible by telephone or on line, and will confirm such telephone 'calls'

in writing, within 7 days, using Report Form 2508. In addition, the School will inform the HSE within 7 days, using Form F2508 or on line, of any injury resulting in absence from work of more than 3 days excluding the day of the injury.

An investigation will be carried out as soon as possible after any accident occurs, so that problem areas or procedures are identified and remedial action can be taken if necessary.

Definitions of major injury accidents

- fracture of the skull, spine or pelvis
- fracture of any bone in the arm or wrist (but not a bone in the hand) or in the leg or ankle (but not a bone in the foot)
- amputation of a hand or foot, or a finger, thumb or toe, or any part thereof if the joint or bone is completely severed
- the loss of sight of an eye, a penetrating injury to an eye, or a chemical or hot metal burn to an eye
- an injury (including burns) requiring immediate medical treatment, or an injury resulting in loss of consciousness, resulting in either case from an electrical shock from any electrical circuit or equipment, whether or not due to direct contact
- loss of consciousness resulting from lack of oxygen
- decompression sickness (unless suffered during an operation to which the Diving Operations at Work Regulations 1981 apply) requiring immediate medical treatment
- either acute illness requiring medical attention, or loss of consciousness, resulting in either case from the absorption of any substance by inhalation, ingestion or through the skin
- acute illness requiring medical treatment where there is a reason to believe that this resulted from exposure to a pathogen or infected material

- any other injury which results in the person injured being admitted immediately into hospital for more than 24 hours.

#### **Relevant definitions of dangerous occurrences**

- The collapse of, the overturning of, or the failure of any load bearing part of any lift, hoist, crane, derrick or mobile powered access platform, but not any winch, teagle, pulley block, gin wheel, transporter or runaway.
- Explosion, collapse or bursting of any closed vessel, including a boiler or boiler tube, in which the internal pressure was above or below atmospheric pressure, which might have been liable to cause the death of, or any major injury accident to any person, or which resulted in the stoppage of the plant involved for more than 24 hours.
- Electrical short circuit or overload attended by fire or explosion which resulted in the stoppage of the plant involved for more than 24 hours and which, taking into account the circumstances of the occurrence, might have been liable to cause the death of, or any major injury to any person.
- The sudden, uncontrolled release of one tonne or more of highly flammable liquid, within the meaning of Regulation 2(2) of the Highly Flammable Liquids and Liquefied Petroleum Gases Regulations 1972, flammable gas or flammable liquid above its boiling point from any system or plant or pipe-line.
- A collapse or part-collapse of any scaffold which is more than 5 metres high which results in a substantial part of the scaffold falling or over-turning.
- Any unintended collapse or partial collapse of any floor or wall of any building being used as a place of work, not being a building under construction, reconstruction, alteration or demolition.
- The uncontrolled or accidental release or the escape of any substance or pathogen from any apparatus, equipment, pipework, pipe-line, process plant, storage vessel, tank, in-works conveyance tanker, land-fill site, or exploratory land drilling site, which having regard to the nature of the substance or pathogen and the extent and location of the release or escape, might have been liable to cause the death of, any major injury to, or other damage to the health of, any person.
- Any incident in which plant or equipment either comes into contact with an un-insulated overhead electric line in which the voltage exceeds 200 volts, or causes an electrical discharge from such an electric line by coming into close proximity to it, unless in either case the incident was intentional.

**DAUNTSEY'S SCHOOL**  
**ACCIDENT / INCIDENT INVESTIGATION REPORT FORM**

Report No. \_\_\_\_\_

Site Location: _____ _____	Department (if applicable): _____ _____	Specific Location on site: _____ _____
Date of Accident / Incident: _____ -	Time of Accident / Incident: _____ -	Date of Report: _____ -

<b>Details Of Injured Person</b>	Injured Person _____	Nature of Injury _____
	Occupation _____	Body Part _____
	D.O.B. _____	Severity _____
	Date Joined Company _____	Plant / Equip involved _____
<b>Other Damage &amp; Witnesses</b>	Property Damage _____	Name of Witnesses / Occupation
	Environmental Damage _____	1. _____
	Owner of Property	2. _____
		3. _____

Brief Description of the events leading up to the occurrence:  _____ - _____ - _____
--

Immediate Causes of Accident / Incident (refer to checklist):  _____ - _____ - _____
--

<b>Has a general risk assessment be carried out?</b>	Yes	No
<b>Root Causes - Personal Factors (refer to checklist):</b>		
_____ - _____ - _____ - _____		

<b>Root Causes – Job Factors (refer to checklist):</b>		
_____ - _____ - _____ - _____		

<b>Actions to prevent recurrence of accident / incident:</b>		
Action _____	By Who _____	By when _____
Action _____	By Who _____	By when _____
Action _____	By Who _____	By when _____

<b>If Accident / Incident is Notifiable to HSE, Date F2508 sent:</b> _____		
--	--	--

<b>Signature of Investigator:</b> _____		
<b>Print Name :</b> _____	<b>Position Held:</b> _____	<b>Date:</b> _____
<b>Distribution:</b> _____		

<b>Immediate Causes</b>		
<b>People</b>	Operating equipment incorrectly Operating equipment without authority	

	<ul style="list-style-type: none"> <li>Operating equipment without safety guards</li> <li>Failure to use / wear PPE correctly</li> <li>Cutting Corners (incorrectly motivated)</li> <li>Incorrect behaviour (horseplay)</li> </ul>
<b>Plant / Equipment</b>	<ul style="list-style-type: none"> <li>No safety guards fitted</li> <li>Tools unfit for purpose (broken, damaged)</li> <li>Wear and tear</li> <li>Incorrectly installed</li> <li>Making safety devices inoperative</li> </ul>
<b>Place of Work</b>	<ul style="list-style-type: none"> <li>Blocked exits</li> <li>Wet / uneven surfaces</li> <li>Poor housekeeping</li> <li>Poor lighting</li> <li>Excessive noises</li> <li>Worn fixtures and fittings</li> <li>Exposure to excessive noise, dust, fumes, heat.</li> </ul>
<b>Procedures</b>	<ul style="list-style-type: none"> <li>Ignoring company rules,</li> <li>Ignoring company assessments</li> <li>Ignoring safety signs</li> <li>Ignoring “site” rules</li> </ul>
<b>Root Causes – Personal Factors</b>	<ul style="list-style-type: none"> <li>Improper motivation</li> <li>Personal ability</li> <li>Fitness for work</li> <li>Lack of skill / training</li> <li>Physical stress</li> <li>Lack of personal accountability</li> </ul>
<b>Root Causes – Job Factors</b>	<ul style="list-style-type: none"> <li>Inadequate supervision</li> <li>Inadequate or no risk assessment</li> <li>Inadequate storage</li> <li>Poor job design / work methods</li> <li>Lack of equipment maintenance or inspection</li> <li>Incorrect equipment</li> <li>Inadequate storage</li> <li>Lack of induction training</li> <li>Lack of senior management commitment</li> </ul>

## **PREVENTING SLIPS AND TRIPS AT WORK**

What does the law say?

**The Health and Safety at Work etc Act 1974 (HSW Act)** requires employers to ensure the health and safety of all employees and anyone who may be affected by their work, so far as is reasonably practicable. This includes taking steps to control slip and trip risks.

Employees have a duty not to put themselves or others in danger, and must use any safety equipment provided.

**The Management of Health and Safety at Work Regulations 1999** require employers to assess risks (including slip and trip risks) and, where necessary, take action to address them.

**The Workplace (Health, Safety and Welfare) Regulations 1992** require floors to be suitable, in good condition and free from obstructions. People should be able to move around safely.

What can employers do to prevent slips and trips?

### **Risk assessment**

You must manage the health and safety risks in your workplace. To do this you need to decide whether you are doing enough to prevent harm. This process is known as a risk assessment and it is something you are required by law to carry out.

The risk assessment is not about creating huge amounts of paperwork, but rather about taking sensible measures to control the risks in your workplace, for example using doormats to stop rainwater being tracked in and making the floor slippery.

You are probably already taking steps to protect your employees, but your risk assessment will tell you whether you should be doing more. Consider what risks in your workplace may lead to slip or trip injuries, and decide what suitable and effective control measures will prevent these types of accidents.

You then need to put these control measures into practice. Concentrate on the real risks – those that are most likely to cause harm. Think about how accidents could happen and who might be harmed. You can do this by:

- asking your employees what they think the hazards are, as they may notice things that are not obvious to you and may have some good ideas on how to control the risks;
- using the hazard-spotting checklist and slips and trips mapping tool to help you identify problem areas.
- referring to the 'Practical steps to prevent slips and trips accidents' section below.

In many instances, straightforward measures can readily control risks, for example ensuring

spillages are cleaned up promptly so people do not slip.

Make a record of your significant findings and what you have in place to prevent them.

Few workplaces stay the same, so it makes sense to review what you are doing on an ongoing basis.

More guidance on risk assessment can be found at [www.hse.gov.uk/risk](http://www.hse.gov.uk/risk).

## **Managing for health and safety**

A good management system will help you identify problem areas, decide what to do, act on decisions made and check that the steps taken have been effective.

Guidance on managing health and safety can be found at [www.hse.gov.uk/managing](http://www.hse.gov.uk/managing).

## **Practical steps to prevent slips and trips accidents**

There are many simple ways to control slips and trips risks and prevent accidents in your workplace. Here are a few examples:

### *Stop floors becoming contaminated*

- Use entrance matting.
- Fix leaks from machinery or buildings.
- Make sure plant and equipment are maintained.
- Design tasks to minimise spillages.
- Plan pedestrian and vehicle routes to avoid contaminated areas.

### *Use the right cleaning methods*

- Make sure that your cleaning method is effective for the type of floor you have.
- Don't introduce more slip or trip risks while cleaning is being done.
- Leave smooth floors dry after cleaning or exclude pedestrians until the floor is dry.
- Remove spillages promptly
- Have effective arrangements for both routing cleaning and dealing with spills.
- Use the appropriate detergent mixed at the correct concentration.

### *Consider the flooring and work environment*

- Check for loose, damaged and worn flooring and replace as needed.
- Floors likely to get wet or have spillages on them should be of a type that does not become unduly slippery.
- Make sure lighting is sufficient and that slopes or steps are clearly visible.
- Keep walkways and work areas clear of obstructions.

### *Get the right footwear*

- Where floors cannot be kept clean and dry, slip-resistant footwear can help prevent slip accidents.

- Trial footwear first to make sure it is suitable for the environment and for those who will be wearing it, ie comfort and fit.
- If footwear is supplied as personal protective equipment (PPE), it must be supplied free of charge to employees.

*Think about people and organisational factors*

- Consider how work is organised and managed, eg to avoid rushing, overcrowding, trailing cables.
- Make sure employees are involved in the decisions that affect them, eg choice of POPE footwear or a change in cleaning methods.

What can employees do to prevent slips and trips?

In all workplaces:

- If you have an accident or a near miss, make sure you report it to your employer promptly. They can use this information to prevent future accidents.
- If you see a spillage, clean it up or make arrangements for it to be cleaned.
- Report any damaged floors or mats.
- Play your part and keep the workplace tidy.
- If you see items on the floor where someone could trip over them, remove them or arrange for them to be removed or for the situation to be made safe.
- If you are given PPE, wear it and look after it. Report any faults or damage to your employer and make arrangements for a replacement.
- Tell your employer about any work situation that you think is dangerous, or if you notice that something has gone wrong with their health and safety arrangements.

## SAFE USE OF PESTICIDES

There are legal controls on the use of pesticides to safeguard people and the environment.

**Pesticides are**

- products used to control or destroy unwanted creatures, plants and other organisms
- timber treatment products
- chemicals used for the control of growths on masonry

### Purchase of Pesticides and Limitations on Use

Only pesticides which have been approved (and have approval numbers) may be advertised, sold or supplied in United Kingdom. Each product is assigned conditions of use and is assigned to a field of use. The latter limits how the particular pesticide may be used, e.g. in agriculture, in forestry or as a wood preservative.

The product approval number, fields of use and conditions of use are all given on the label.

Conditions of use include requirements as to operator protection and must always be observed. Only

approved pesticides will be used in the school.

### **Storage of Pesticides**

Pesticides on school premises are to be stored and transported safely.

The pesticide store must be large enough to hold the maximum capacity of pesticides likely to be kept at any one time. The store used by the school will meet the following criteria. It should be:

- suitably sited
- of adequate capacity and construction
- designed to hold spillage
- adequately lit and ventilated
- resistant against fire and if possible frost
- designed so that containers can be safely stacked and moved in and out
- kept locked except when in use.

### **Storage of Personal Protection and Protective Clothing**

This will be stored in a locker separately from other clothing.

### **Use of Pesticides**

Only approved products will be used.

Everyone who uses a pesticide must be competent to do so and this school will provide its workers with sufficient instruction and guidance to ensure that products are used safely, efficiently and humanely.

Safe and competent use of pesticides involves a risk assessment of possible problems. Amongst other things which will be considered are:

- correct protective clothing (in particular correct type of gloves and respirators if required)
- how to avoid spray drift
- the need to warn neighbours and others who may possibly be affected by the proposed application

### **Certificates of Competence**

School employees born later than 31 December 1964 and who apply pesticides approved for agricultural use must hold a Certificate of Competence unless working under the direct and personal supervision of a Certificate holder. Certificates are issued by the National Proficiency Test Council.

## **Disposal of Pesticides**

Users are to avoid both building up stocks of leftover pesticides and surplus dilute spray being left. However, some disposal of unwanted pesticides, perhaps in the form of container washing, will often be necessary. These can be disposed of by using a spray in accordance with its approved field of use.

Concentrated unused pesticides can only be disposed of via a competent contractor (the dumping of unwanted pesticides or containers is an offence) and the requirements of the Environmental Protection Act 1990 including the "duty of care" must be complied with.

## **SIGNS**

Following risk assessment, if there is any significant risk remaining after the introduction of control measures for a particular activity then appropriate safety signs should be provided to warn/instruct persons on the risks that are present and the measures that should be taken for protection.

### **The Signs to be used**

All signs used throughout the school must conform to current legislation

The Health and Safety (Safety Signs and Signals) Regulations 1996

The traffic Signs Regulations and General Directions 2002

The signs must contain a pictogram appropriate to the message they are conveying, cannot be text alone and must be in the following format:

- Prohibitory signs are round with a black pictogram on a white background, red edging and a diagonal line.
- Warning signs are triangular with a black pictogram on a yellow background.
- Mandatory signs are round with a white pictogram on a blue background.
- Emergency escape and first aid signs are rectangular or square with a white pictogram on a green background.
- Fire fighting signs are rectangular or square with a white pictogram on a red background.

Information on all of these signs can be found in any up-to-date safety signs catalogue.  
Road traffic signs are required on internal roadways.

### **Where to Use the Signs**

Signs should be used to identify risks and warn of any precautions to be taken and to clearly mark escape and exit routes to be used in emergencies. Signs should be positioned where they are clearly visible.

Visible pipes and containers, containing or transporting dangerous substances and preparations, must be

labelled with warning signs positioned visibly in the vicinity of the most dangerous points, such as valves and joints, and at reasonable intervals.

Fire-fighting equipment must be identified with an appropriate sign and a location sign should be posted where such equipment is kept.

## SCHOOL KITCHEN

Only trained and authorised staff may use prescribed dangerous machines. These include

- worm-type mincing machines
- rotary knife bowl-type chopping machines
- dough brakes
- dough mixers
- food mixing machines when used with attachments used for mincing, slicing, chipping or any other cutting operation or for crumbling
- pie and tart machines
- vegetable slicing machines
- wrapping and packing machines
- machines with a circular saw blade
- circular knife slicing machines and
- potato chipping machines whether power-operated or not

A full health and safety report on the standard of repair of the premises and the equipment provided (with particular emphasis on safe guards and safety devices) must be submitted to the Bursar annually by the Catering Manager. Obvious defects should be reported as soon as they become apparent.

A food safety hazard analysis has been carried out by the Catering Manager and is located in his office. The document is to be reviewed annually.

Only trained and authorized staff may use prescribed dangerous machines.

A full health and safety report on the standard of repair of the premises and the equipment provided (with particular on safe guards and safety devices) must be submitted to the Bursar termly by the Facilities Bursar. Obvious defects should be reported as soon as they become apparent using the written defect reporting procedure.

## **STATUTORY NOTICES**

"Health and Safety Information for Employees" posters are displayed in the staff room.

Current Certificates of Employers Liability Insurance are displayed at the staff room.

## **STORAGE OF FLAMMABLE LIQUIDS AND PETROL**

The amount of flammable liquids kept outside proper storage and in any classroom or working area is to be kept as small as is reasonably practicable. Containers, when not in use, are to be stored in metal bins or cupboards manufactured to an appropriate Standard e.g. BS 476. In each classroom or working area the total quantity stored in any such bin or cupboard will never exceed 50 litres. All vessels (whether full or empty) and cupboards containing flammable liquids are to be kept closed when not in use. The metal containment is to be marked "Flammable Liquids".

Purpose designed bulk stores will be designed using Health and Safety Executive and Fire Authority standards.

Petrol is only to be stored in the designated store by the Ground-staff area.

## **SPORTS ACTIVITIES**

Some sports and outdoor activities are inherently hazardous where the risks of injury resulting from the inadequate/unqualified supervision of participants are proportionately large. Those in charge of these sports e.g. fencing, riding, swimming, martial arts, are holders of recognised and appropriate qualifications. Rules for pupil swimmers, pupil rowers, pupil fencers, those engaged in outdoor pursuits etc have been drawn up and the arrangements for their supervision must always be in writing.

Rules for staff and other users of the School sports facilities are in writing.

## **VEHICLES ON SCHOOL PROPERTY**

Speed restriction signs are clearly visible and must be observed. Parking areas have been clearly marked and only marked spaces may be used unless special arrangements have been made.

When manoeuvring and reversing vehicles it is essential that drivers, whilst taking the normal care needed for such an operation, keep in mind the fact that pupils are the main users of the premises. Pupils can fail to observe vehicle movements and are often small in stature so being more difficult to observe than most adults. Great care is therefore required when driving on school premises.

## **VISITORS**

Throughout this policy document both risk areas of school work and the measures needed to control the risks to employees, pupils and other persons affected by the working activities have been identified. In relation to visitors (who may be contractors) to the school premises, sufficient risk assessments to enable such persons to remain safe whilst on school property must be carried out in accordance with the requirements of both this school policy and the law.

In many cases visitors will need to be given very basic information, for example, directions signs need to be maintained in the car park and at the entrance gates to indicate the whereabouts of reception etc; visitors who will be spending time on the premises unaccompanied by an employee should be supplied with emergency evacuation instructions.

**A visitors' register is maintained and visitors are required to sign in and out.**

## **WORK EQUIPMENT**

All dangerous parts of machinery will be adequately safeguarded. A machinery inventory is to be drawn up to identify equipment/machines with dangerous parts together with associated safeguards. Regular inspections and tests of safeguards and emergency stop devices are to be carried out and recorded. This is the responsibility of the Clerk of Works.

### **Provision and Use of Work Equipment Regulations 1999 (PUWER)**

'Work equipment' includes items such as milling machines, woodworking machinery, lawn mowers, overhead projectors, ladders, laboratory apparatus, portable drills, soldering irons, catering equipment etc. etc. Work equipment also covers any equipment provided by employees themselves for use at work.

The main requirements are to:

- ensure that equipment is suitable for the job it has to do;
- take into account the working conditions and hazards in the workplace when assessing the suitability of and selecting the equipment;
- ensure equipment is used only for operations for which, and under conditions for which, it is suitable;

- ensure that equipment is maintained in an efficient state, in efficient working order and in good repair. (In addition to the records of the inspection of safeguards called for above, maintenance log books should be maintained by those in control of work equipment);
- give adequate information, instruction and training to users;
- provide equipment new to the workplace that conforms to the relevant EC product safety directives.

The Regulations also contain specific requirements for equipment. There must be:

- protection against dangerous parts of the machinery
- protection against specified hazards, e.g. falling and ejected articles and substances, ruptures or disintegration of work equipment parts, equipment catching fire or overheating, unintentional or premature discharge of articles and substances, explosions
- protection on parts and substances at high or very low temperatures
- control systems and control devices
- a means of isolation on equipment
- good lighting, maintenance operations and warning markings

Those in control of work equipment are required to assess the risks posed by the use of their present work equipment.

New equipment must comply with an appropriate British or CEN Standard and safe operating procedures must be provided to ensure that the equipment can be used safely.

## WOODWORKING MACHINERY

It is not possible to fully guard woodworking machinery and safety is achieved by ensuring operators are properly trained, experienced and follow the safe operating procedures.

The only persons permitted to use woodworking machines in the school are those who are competent and authorised to do so or who are under adequate supervision. **In the case of the DT department, the person to authorise use is the head of department.**

Key switches/locks are to be used to ensure that unauthorised persons do not have access to the machines. Pupils are not to be allowed to use either circular saws or planing machines.

Adequate space is to be provided around woodworking machines. Space of one metre more than the maximum length of material to be machined on three sides of the machines will be provided.

Workshops housing machines are to have a sound, level floor with non-slip qualities. Adequate lighting will be provided.

Except for hand-held machines, all woodworking machines are to be securely fixed to a floor or bench when in use. Each machine will be provided with a recessed start button and a larger, mushroom-headed stop button.

A written risk assessment must be produced to indicate all control measures including appropriate dust control measures such as

- No power sanding using fixed equipment will be carried out indoors unless the machine is fitted with dust collection or extraction facilities.
- Circular saws and planer/thicknesses are to be fitted with extract facilities unless use is very intermittent.
- All extraction, ventilation and dust collection facilities are to be formally inspected and tested every 14 months. Records of such inspections and tests will be kept by the Clerk of Works.
- Persons using machinery will be provided with eye protection.

In schools information on risk assessment for woodworking machinery can be found in BS 4163: 2000.

## **WORK WITH DISPLAY SCREEN EQUIPMENT**

The Health and Safety Display Screen Equipment (DSE) Regulations 1992 cover visual display units/terminals. Although the legislation covers all display screens, the majority of requirements of the Regulations apply only to those employees known as "users".

The definition "user" depends on the nature of the DSE work and the extent that a person uses DSE. The terminology "user" applies to full and part time staff. Typically, 2/3 hours use daily classifies a person as a "user". It is likely that there are only have a handful of "users" at any one time in the school.

For pupils there is no legal duty to provide furniture to the standard in the schedule to the Regulations and no requirement to carry out an assessment.

### **Assessment of User's Workstations**

Assessments on the workstations of users and the findings provided for the Bursar. The assessment covered the workstation itself (DSE plus furniture), but the environment (lighting, space, noise, humidity etc) and the interface between the computer and user. The assessment was based on the HSE form.

### **Eye Sight Tests**

Where an employee who is a user requests one the school will arrange and pay for an eye and eyesight test by a registered ophthalmic optician.

Where a prescription is issued for use with DSE the cost of a basic frame and lenses to the prescription will be provided by the school.

## **Training**

All users are to be provided with health and safety training about their equipment. In practical terms, there is likely to be considerable overlap between the training on the uses of DSE, the software etc and the health and safety aspects of use. Information on the possible effects on health (upper limb pain, fatigue and stress etc) is to be part of the training.

## **Radiation**

There is no radiation problem associated with display screens and anti-radiation screens are totally unnecessary. However, there may be occasions where anti-glare screens are of benefit.

## **Health Problems**

No evidence has been found to suggest that cataracts, epilepsy and facial dermatitis are caused by DSE. However, DSE work must not be introduced to those who suffer from photo-epilepsy before seeking medical advice.

Although there is no evidence to suggest that spontaneous abortions are linked to the use of DSE where DSE operators remain convinced that they should avoid work with DSE during pregnancy, the matter will be treated sympathetically by the school.

## **Equipment**

All DSE taken into use since the beginning of 1993 must comply with the Regulations and those responsible for purchase are to be made familiar with the guidance to the Regulations.

## **STRESS**

Stress is defined as a process that can occur when there is an unresolved mismatch between the perceived pressures of the work situation and individuals' ability of cope.

Dauntsey's School recognises that pressure of work can trigger illness and that stress and illness can be related and as far as is practicable, all staff will be involved in any problem solving process as necessary.

The School Senior Management Team has been briefed by the school's health and safety advisors on the whole area of stress management. On their advice the school has adopted a policy of regular monitoring of stress indicators. The Senior Management Team has a strong desire to identify any significant stress situation at the earliest and has issued a Stress Management Policy.

## AIDS

Guidelines have been prepared for members of staff who may need to take immediate action after an accident or injury at school until the arrival of the school nurse or qualified first aider, or for those who may be concerned about working with colleagues or pupils who could be HIV positive.

The AIDS virus is difficult to catch and can only be caught if it enters the bloodstream. The virus dies quickly when exposed to air.

Avoid broken areas of skin coming into contact with bleeding, no matter who the patient is. Ideally, cover broken skin with a waterproof dressing and if available, disposable polythene gloves should be worn. Hands or any other exposed part of the body should be washed immediately after contact with body fluids or items which may have been contaminated by body fluids.

When dealing with a spillage of blood, vomit and any other body fluids, protective gloves should be worn. Spillages should be cleared up as quickly as possible. The area should then be disinfected thoroughly by the application of household bleach (sodium hypochlorite) in the proportion 1:10 bleach to water, which should be left for 30 minutes (if possible) before being wiped up with paper towels.

All staff involved in the teaching of musical instruments with mouthpieces should note that the sharing of wind instruments presents no risk of AIDS; however, it is unhygienic to share instrument mouthpieces. If sharing is unavoidable, good hygiene procedures should be observed.

A copy of the DfEE booklet HIV and AIDS - a guide for the Education Service and Department of Employment: AIDS and the Workplace - a guide for Employers, is available in the staff room.

## THE HEALTH AND SAFETY (CONSULTATION WITH EMPLOYEES) REGULATIONS 1996

These Regulations work alongside the Safety Representatives and Safety Committees Regulations 1977 (SRSCR) 1977. There are no trades unions appointed safety representatives at Dauntsey's School

Consultation with employees will be carried out on matters to do with their health and safety at work, including:

- any change which may substantially affect their health and safety at work, for example in procedures, equipment or ways of working
- the employer's arrangements for getting competent people to help him or her satisfy health and safety laws
- the information that employees must be given on the likely risks and dangers arising from their work, measures to reduce or get rid of these risks and what they should do if they have to deal with a risk or danger
- the planning of health and safety training, and
- the health and safety consequences of introducing new technology.

Employees or their representatives will be given enough information to allow them to take a full and effective part in the consultation process.

Consultation via an established committee forum e.g. the safety committee –

- agendas will be readily available for input from all categories of staff, both teaching and non-teaching, and minutes will be made available to all
- it will be clear that any employee who wishes to have an input will be given ample time and opportunity to do so.

## PUPIL SUPERVISION

There are no hard and fast requirements for supervision and individual requirements will be evolved by a process of risk assessment.

To carry out a risk assessment it is necessary to identify the hazards and then to quantify the associated risks. Take for an example an assessment of a play area and ask questions such as:

- Is the play area adequately secure?
- Does its shape, topography or contents (for instance the presence of a pool or water or play equipment) make it necessary to have more than one supervisor or other specific control measure?
- Are there toilets and is there drinking water nearby? How do pupils take safe advantage of these?

The levels of risk associated with identified hazards are likely to depend upon the age and temperament of pupils. In the main, the younger the pupil the greater close supervision is required.

Risk control measures can take various forms. Again taking the example of the play area, practical and effective physical works may be needed for example to increase security, to fence off areas of water, to make specific areas or equipment out of bounds. On occasions it may be necessary to provide more than one supervisor. One risk control measure which will always be needed is for a first aid kit and first aider or other trained person to be readily available.

Guidance on the levels of supervision will be found in departmental risk assessments and there are individual risk assessments for 'play' and 'school visits'

## VIBRATION CONTROL

The Control of Vibration at Work Regulations 2005 set exposure limit values and action values:

- For hand-arm vibration, the daily exposure limit value is  $5\text{m/s}^2 \text{ A(8)}$  (ELV) and the daily exposure action value is  $2.5\text{m/s}^2 \text{ A(8)}$  (EAV)
- For whole-body vibration, the daily exposure limit value is  $1.15\text{m/s}^2 \text{ A(8)}$  and the daily exposure action value is  $0.5\text{m/s}^2 \text{ A(8)}$ .

Employers:

- Must ensure that employees are not exposed to vibration above an exposure limit value
- If an exposure limit value is exceeded, employers must
  - (i) reduce exposure to vibration to below the limit value,
  - (ii) identify the reason for that limit being exceeded, and
  - (iii) modify the measures taken to prevent it being exceeded again.

However these requirements are subject to the following transitory provisions.

They do not apply until 6 July 2010 where work equipment is used which (a) was first provided to employees prior to 6 July 2007 by any employer and (b) does not permit compliance with ELV, but in using such equipment the employer takes into account the latest technical advances and organisational measures viz - where it is not reasonably practicable to eliminate risk at source and an ELV is likely to be reached or exceeded, the employer must reduce exposure to as low a level as is reasonably practicable by establishing and implementing a programme of organisational and technical measures which is appropriate to the activity.

### Health surveillance

Where risk assessment indicates that there is a risk to the health of employees who are, or are liable to be, exposed to vibration or employees are likely to be exposed to vibration at or above an exposure action value, the employer must ensure that such employees are placed under suitable health surveillance. The health surveillance should be appropriate and intended to prevent or diagnose any health effect linked with exposure to vibration where the exposure of the employee to vibration is such that (a) a link can be established between that exposure and an identifiable disease or adverse health effect (b) it is probable that the disease or effect may occur under the particular conditions of work and (c) there are valid techniques for detecting the disease or effect. The employer shall also ensure that a health record is made and maintained and that the record or a copy is kept available in a suitable form.

### Information and training

Where (a) risk assessment indicates that there is a risk to the health of employees who are, or who are liable to be, exposed to vibration or (b) employees are likely to be exposed to vibration at or above the an exposure action value, the employer must provide employees with suitable and sufficient information, instruction and training on:

- the organisational and technical measures taken,
- the exposure limit value and action values,
- the significant findings of the risk assessment, including any measurements taken, with an explanation of those findings,

- why and how to detect and report signs of injury,  
entitlement to appropriate health surveillance and its purposes.

## WORK AT HEIGHT REGULATIONS 2005

### Introduction

These Regulations apply to all work at height where there is a risk of a fall liable to cause personal injury. There are now no height limits. The Regulations place duties on employers, the self-employed, and any person who controls the work of others to the extent of their control (for example the bursar who may contract others to work at height, such as window cleaners). The Regulations do not apply to the provision of instruction or leadership in caving or climbing by way of sport, recreation, team building, or similar activities.

**To control work at heights, it is recommended that a Work Permit System is Used**

### Requirements

The Regulations require duty holders\* to ensure that:

- all work at height is properly planned and organised;
- those involved in work at height are competent;
- the risks from work at height are assessed and appropriate work equipment is selected and used
- the risks from fragile surfaces are properly controlled;
- equipment for work at height is properly inspected and maintained.
- there is a simple hierarchy for managing and selecting equipment for work at height:
- avoid work at height wherever possible;

use work equipment or other measures to prevent falls where working at height cannot be avoided;

where the risk of a fall cannot be eliminated, use work equipment or other measures to minimise the distance and consequences of a fall should one occur.

The Regulations include a number of schedules giving detailed requirements for existing places of work and means of access for work at height; for collective fall prevention (e.g. guardrails and working platforms); for collective fall arrest (e.g. nets, airbags etc.); for personal fall protection (e.g. work restraints, fall arrest and rope access) and for ladders.

Operational information is summarised in the following sections

- Window cleaning;
- Roof safety systems;
- Ladders and mobile elevating work platforms (MEWP);
- General access scaffolding;
- Tower scaffolding;

## Action required

Employers following current good practice for work at height should already be doing enough to comply with the Regulations. The school should ensure that risk assessments already in place for work at height activities are reviewed. Duty holders must make sure that all work at height is planned, organised and carried out by competent persons and that the hierarchy for managing risk for work at height is being followed. Duty holders must also ensure that the most appropriate work equipment is to be used and that collective measures to prevent falls (such as guardrails and working platforms) are in place before measures which may only mitigate the distance and consequences of a fall (such as nets), or which may only provide personal protection from a fall.

All fragile roofs must be hazard signed.

### **Window cleaning**

The Health and Safety Executive (HSE) have produced several guidance documents concerning window cleaning: Safety in window cleaning using portable ladders MISC 613; Safety in window cleaning using suspended and powered access equipment MISC 611; and Safety in window cleaning using rope access techniques MISC 612.

- These publications should be used to evaluate the safety of window cleaning operations (which are normally carried out by contractors).
- The school must ensure that contracts for window cleaning require the work to be carried out in accordance with relevant HSE guidance.

### **Roof safety systems**

Latchway cable systems can be installed either for work restraint or for fall arrest as an alternative to provision of edge protection. Eyebolts can be installed either for work positioning in conjunction with latchway cables, or for window cleaning. Cradle systems either on runways or from beam locations can be installed to provide safe access for window cleaning.

- All systems must be examined at intervals not exceeding 12 months (6 months for cradle systems). Repair, replacement or full de-commissioning and provision of alternative systems is necessary where equipment is found to be sub standard.
- Fall protection equipment (FPE) must be supplied correctly for each installation and examined thoroughly at intervals not exceeding 12 months. This includes checking that no FPE has been in service for more than 5 years.
- Training must be provided for all employees who need access to the roof etc. Individuals must not be allowed to use these safety systems unless they have received appropriate

training. Contactors should provide a method statement with risk assessment and proof of training before commencing work.

➤ The school should have the following items of FPE:

2 x Transfasteners

2 x Full Body Harnesses

2 x Lanyards

Plus additional equipment as supplied for specific installations

FPE must be visually inspected for safety before use, and a log must be kept of visual inspections and descriptions of which FPE is used, when and by whom.

Only the transfasteners should be issued to contractors. Contractors are responsible for provision of the own full body harness and lanyards.

### **Ladders and mobile elevating work platforms (MEWP)**

Ladders and stepladders are regarded primarily as a means of access. They should only be used as workplaces for short periods of time and then only if the use of more suitable equipment is not justified because of low risk and when the residual risk is adequately controlled. It is generally safer to use a tower scaffold or a MEWP.

#### **Ladders (including step ladders)**

The use of ladders is only permitted where the use of more suitable work equipment such as, tower scaffolds, podium steps, temporary stairs or MEWPs is not appropriate and:

- the work can be reached without stretching;
- the ladder can be secured to prevent slipping;
- a good handhold is available (unless, in the case of a step ladder and when carrying a load, the maintenance of a handhold is not practicable).

Timber and aluminium ladders must conform to the appropriate British Standard or other standard i.e. BS 2037 or BS 1129 Class 1 – heavy duty. Class 3 ladders are intended for domestic use only and are not recommended for use at work.

Ladders must be in good condition. Schools are responsible for implementing a programme of regularly examining ladders under their control and records of these examinations must be kept. There must also be a visual inspection before each use, which involves checking that:

- the stiles are not damaged, buckled or warped;
- no rungs are cracked or missing;
- safety feet or other safety devices are not missing.

Painted ladders should not be used as the paint may hide faults. (Coating with preservative and clear

varnish is recommended).

- Ladders (not step ladders) must be correctly angled (one out for every four up, i.e. approximately 75 degrees to the horizontal). Where ladders are used as a means of access they should extend approximately one metre above the access platform, unless some other adequate handhold is available.
- Ladders must only be used on a firm, level surface and they should rest against a solid surface, not against fragile or other insecure materials such as plastic guttering or asbestos cement sheet. Ladders must be secured from falling: if a ladder cannot be secured by a physical fixture, then a second person must foot the ladder during use.
- The top platform of a stepladder must not be used unless it is designed with handholds for that purpose.

## MEWPs

The use of MEWPs must be the subject of a prior risk assessment. The person operating the equipment must be trained and competent. The platform must be provided with guardrails, toe boards or other suitable barriers to prevent falls. MEWPs must be in good condition and used on firm and level ground.

MEWPs must be maintained in accordance with the manufacturer's instructions and thoroughly examined at six monthly intervals by a competent person. Where MEWPs are the property of the school, the thorough examination will be carried out by the school's insurers and the insurance company must be informed in writing that this is required. Records of regular maintenance and thorough examination must be retained.

## General access scaffolding

This is used primarily on work under the control of 'main' contractors but some may be used via direct contracts placed by the school. Where the last is the case scaffold contract companies must provide written detailed evidence of their competence.

- Scaffolding must be inspected by a competent person:
- before it is put into use;
- after bad or excessively dry weather or high winds or another event likely to have effected its strength or stability;
- after any substantial additions or other alterations.

A written report must be prepared by the competent person. The report must utilise the format laid down in the Construction (Health, Safety and Welfare) Regulations 1996. The report will normally be written out at the time of the inspection but must be provided within twenty-four hours.

A copy of the report must be kept on site in an appropriate place with a named person. A further copy must be retained for a period of three months from the completion of the work in the office of the person on whose behalf the inspection was carried out.

Any school department placing a contract for scaffolding work must ensure that inspections will be carried

out and that appropriate inspection reports are available for viewing by external inspectors.

A holder of the CITB Advanced Scaffold Inspection Certificate or equivalent will be accepted as being competent to carry out general access scaffolding inspections.

In the event that a scaffold fails inspection this must be verbally reported to the person responsible for placing the original contracts as soon possible by the person carrying out the inspection. The necessary remedial action must be carried out by scaffolding company and a re-inspection carried out by the competent person before the scaffolding can be put into use, or further use.

Where scaffolding is erected in an area accessible generally to pupils, employees or the general public the following should apply:

- the minimum amount of equipment and materials should be stored on the scaffold;
- persons should be prevented from walking under or near the scaffold by means of physical barriers (not tape);
- all ladders at ground level should be removed when scaffolding is left unattended.

### **Tower Scaffolding (whether prefabricated or not) including those on hire**

Formal instruction and training must be provided for all those who erect tower scaffolds and these persons must be competent. Training may be provided by the company supplying the tower scaffolding or some other reputable external organisation. Towers should rest on firm level ground with the wheels or feet properly supported. Safe access to and from the work platform must be provided.

Tower scaffolds must be inspected by a competent person and a record of the inspection must be made and kept for three months after dismantling the scaffold.

Inspections are required:

- Before first use;
- After substantial alterations;
- After any event likely to have affected its stability;
- If the tower remains erected in the same place for more than seven days.

Any faults should be put right before further use.

- Consideration should be given to whether the area around the base of the tower needs to be a designated hardhat area.
- Only the minimum amount of equipment and materials may be stored/used on the working platform.
- Barriers must be erected at ground level to prevent people walking into the tower.
- If the scaffolding is to remain in position unattended, unauthorised access to it must be prevented by removing or boarding over the access ladder.

## **NOISE AT WORK REGULATIONS**

Departments likely to be affected by the Noise at Work Regulations 2005 are Grounds, Maintenance, Design Technology and Music. Assessment of noise is the responsibility of the

relevant head of department. Where noise levels above the first action level have been assessed the use of ear defenders is to be used.

Under The Noise at Work Regulations, employers have a general duty to reduce the risk of hearing damage to the lowest level reasonably practicable.

Where the average daily personal noise exposure is 80dB or more and / or the peak sound pressure is 135dB, suitable ear protection may be requested from the employers.

When this exposure is at or above 85dB and/or the peak pressure sound is 137dB, employers

must provide ear protection and it is mandatory to wear them.

In addition, there are levels of noise exposure which must not be exceeded:

- Daily or weekly exposure of 87dB
- Peak sound pressure of 140dB

These limits take account of any reduction in exposure provided by hearing protection.

### **The Risk of Damage to your Hearing**

Generally there is a deterioration in the sensitivity of hearing with age. Loud noise can also induce hearing loss, the degree of which depends on a number of factors including:

- Overall intensity of noise
- The duration of exposure
- Individual susceptibility

Normally the first sign of damage is a temporary dullness of hearing. This may be accompanied by a ringing in the ears, known as Tinnitus. This normally passes after exposure ceases. However, if exposure is repeated before recovery is complete, some degree of permanent damage may set in. Sometimes peak pressure and sound waves from impact noise may be so great there is a risk of instantaneous damage.

### **Noise Assessments**

Assessments are carried out at intervals where it is felt that noise is excessive, or when noise levels increase (eg introduction of new and/or additional machinery). All such results must be made known to employees. Where exposure is at 85dB or above, the issuing and wearing of ear protection is mandatory for all people in those areas. This includes visitors to any site area where the noise is excessive.

## **Health Surveillance**

Audiometric Tests will be carried out at given periods for those employees working in noisy areas.

## **Low Noise Purchasing Policy**

As a positive purchasing and hiring policy can be the most cost-effective long term measure that can be taken to reduce noise at work, the Company will take the following actions:

- Consider at an early stage how new or replacement machinery can reduce noise levels – setting a target noise level wherever possible
- Specify a realistic noise output level
- Ask suppliers about likely noise levels under the particular conditions in which the Company will operate the machinery
- Try to purchase or hire only from those suppliers who can demonstrate a low-noise design

**IT SHOULD BE NOTED THAT NO CURE EXISTS FOR PERMANENT LOSS OF HEARING CAUSED BY NOISE**

## MINIBUS

### School Transport Risk Assessment Part 1; Minibus Use in UK

In this document the risks involved in running a minibus (Risk Assessment) are considered along with how those risks can be reduced or minimized (Risk Management).

HAZARD	WHO IS AT RISK?
Road traffic accident	Driver and/or pupils

To reduce the risk of a minibus being involved in a road accident, the factors that might cause such as accident must be assessed. The following are considered:

- 1.1 The management system
- 1.2 The minibus itself
- 1.3 The driver
- 1.4 The passengers
- 1.5 The road, traffic and weather conditions

#### 1.1 The Management System

##### MEANS OF REDUCING RISK

Drivers must be properly trained and fit to drive.

The Bursar will keep the following:

- all documents relating to the vehicle;
- the vehicle operating log;
- full details of all drivers
- testing and training information;
- accident/incident reports;
- emergency equipment check forms;
- a record of all journeys taken.

#### 1.2 The Minibus

##### MEANS OF REDUCING RISK

The Bursar will ensure that every minibus will:

- be adequately insured;
- be well maintained;
- have a valid MoT certificate (if more than one year old);
- display a valid tax disc;
- display a small bus permit disc;
- carry an operating logbook;
- be checked on a daily basis for safety features including brakes. If there are any faults that might affect the safe use of the vehicle or the safety of the passengers, the vehicle must not be used until the faults have been remedied.

The Bursar will ensure that every minibus will have:

- correct seating;
- correctly fitted seat belts;
- a suitable, clearly marked first aid box;
- a fire extinguisher.

The Bursar will ensure that every minibus will carry:

- instructions and contact details for dealing with an emergency;
- insurance policy details;
- breakdown policy details, contact numbers etc.

The driver will ensure that:

- they have mobile phone/phone card/change for telephone – for emergencies;
- exits are kept clear and free from obstruction.

### 1.3 The Driver

#### **MEANS OF REDUCING RISK**

The Bursar will ensure that everyone who drives a minibus for the school is suitable to do so. By law, minibus drivers must:

- hold a valid, full driving licence for private cars (Category B = D1 or Group A or B on old style licence);
- be at least 25 years of age;
- be insured to drive the vehicle in question.

The Bursar should be satisfied that every minibus driver:

- is medically fit to drive a minibus;
- fully understands their responsibilities and is able to demonstrate it;
- undergoes an initial assessment and then periodic re-assessment of their competence to drive a minibus safely;
- receives such practical driver training as they need.

The EVC should be satisfied that every minibus driver:

- is accompanied by a second driver on very lengthy journeys or difficult shorter journeys;
- is aware that they should not drive for extended periods to avoid the potential for falling asleep at the wheel;

Drivers should:

- have a satisfactory driving licence & bring any endorsements to the attention of the Bursar;
- plan their journey to include plenty of breaks if necessary and appropriate, and not plan to drive when they would normally be sleeping unless adequate rest has been taken;
- whenever possible, arrange to travel outside the normal rush-hour periods. Travel time is reduced and comfort increased;
- know what to do in the event of a vehicle breakdown, an accident or incident;
- drive within the law at all times;
- never drink ANY alcohol and drive;
- never drive when feeling tired or unwell, or while under the influence of medication that may cause drowsiness.

Drivers should remind passengers to wear seat belts before setting off on the journey:

- all seat belts should be worn as tightly as possible and lap belts should go over the top of the thighs and NEVER the stomach.
- the end of the “e” for 2” rule means only one child passenger must use each seat and each individual child must have a seat belt. It is dangerous, and now illegal, for a seat belt to be worn by more than one person at a time.

#### 1.4 Passengers

##### **MEANS OF REDUCING RISK**

Drivers should make passengers aware of the kind of behaviour that is expected of them.

#### 1.5 Road, Traffic and Weather Conditions

##### **MEANS OF REDUCING RISK**

The Bursar will ensure that minibus drivers have training that enables them to cope with a wide variety of road and traffic conditions.

At the planning stage drivers should consider:

- the risks and hazards;
- whether or not the journey is in fact necessary;
- alternative forms of transport (coach, bus, train), which could as easily be used.

Drivers should:

- Allow sufficient time for the journey.

#### School Transport Risk Assessment

##### Part 2; Minibus Use in UK

In this part of the document other risks are considered along with how these risks can be reduced or minimised.

<b>HAZARD</b>	<b>WHO IS AT RISK?</b>
Failure to rendezvous etc.	Pupils

The following are considered:

- 2.1 Embarking/Disembarking
- 2.2 Pick Up/Drop Off
- 2.3 Accounting for the pupils

#### 2.1 Embarking/Disembarking

##### **MEANS OF REDUCING RISK**

Drivers must not:

- allow passengers to board until the vehicle is at a complete standstill, and safely parked.

Drivers should:

- ensure pupils are supervised when boarding the vehicle, especially if using rear door;
- approach each stop slowly and with care;

- check all mirrors every time before moving off in case latecomers are approaching the vehicle.

## 2.2 Pick Up/Drop Off

### MEANS OF REDUCING RISK

Drivers should consider the safety of the passengers waiting for the minibus to arrive and:

- identify a safe pick-up point;
- ensure appropriate supervision is provided before the vehicle arrives.

Drivers must:

- not leave pupils alone at a drop-off point if parents/carers have not arrived to collect them unless other arrangements have been agreed;
- pre-arrange pick-up and drop-off points and make parents/carers aware of when and where they are expected to collect their children.

## 2.3 Accounting for the pupils

### MEANS OF REDUCING RISK

Drivers should:

- always head count the school party on and off transport;
- carry a complete list of pupils for all but the most brief of trips (with notes of any special needs on lengthy trips);
- keep this list with other relevant documents in a place where can be readily found in event of an accident.

## School Transport Risk Assessment

### Part 3; Minibus Use Abroad

Staff should first consult the Bursar when planning to take a minibus abroad.

When taking a minibus abroad, the driver must be over 25 and must hold a full, current driving licence and a PCV (passenger carrying vehicle) licence.

Be aware that different legislation and regulations apply to drivers' hours and requirements. For example: there are some very specific EU regulations on drivers hours including maximum driving time without a break. For all international journeys, a tachograph must be fitted and used. Regulations apply from the start of the journey in the UK.

Special documentation is required. The Bursar and motoring organisations (AA, RAC, Bus and Coach council etc) will assist in obtaining the right documentation as will the Department of the Environment, Transport and the Regions and The Foreign and Commonwealth Office's Travel Advice Unit.

Adequate insurance cover must be in place for the journey and for the countries being visited. A 'green card' (essential for trips to non EU countries) incorporates an approved accident report form.

The risk assessment will contain much of what has gone before as well as some extra considerations. For instance, when abroad, the minibus doors may no longer open on the pavement side of the road where travel is on the right-hand side. Extra care is needed when supervising

the children getting on and off the minibus. The safest option is to pull into a place off the highway before letting the children get out.

## School Transport Risk Assessment

### Part 4; Other Modes of Transport

In this document the risks involved in using other modes of transport (Risk Assessment) are considered along with how those risks can be reduced or minimised (Risk Management).

HAZARD	WHO IS AT RISK?
Injury	Staff and/or pupils

To reduce the risk of an accident the following are considered:

- 4.1 The teacher in charge
- 4.2 Other Road Users
- 4.3 Public Transport
- 4.4 Coaches
- 4.5 Private cars
- 4.6 Ferries
- 4.7 Air Travel

#### 4.1 The Teacher in Charge

MEANS OF REDUCING RISK
Whichever mode of transport is chosen, the discipline of the school party is the responsibility of the teacher in charge, not the driver of the coach, conductor on the train or steward on a ship or aircraft.
The teacher in charge must: <ul style="list-style-type: none"><li>• make pupils aware of the kind of behaviour that is expected of them.</li></ul>
The teacher in charge should: <ul style="list-style-type: none"><li>• use a reliable company when travelling by coach, rail, air or sea, preferably one that the school has been satisfied with previously;</li><li>• if appropriate, reserve seats well in advance and aim to keep the party as close together as possible when travelling;</li><li>• always head count the school party on and off transport.</li></ul>

#### 4.2 Other Road Users

MEANS OF REDUCING RISK
If the school trip involves a visit to a local place within walking distance then there is no need to arrange for transport. The teacher in charge should ensure that:
<ul style="list-style-type: none"><li>• pupils are reminded of the basic rules of the road;</li><li>• a group of pupils walking are kept under supervision;</li><li>• the pupils' clothing and footwear are appropriate for the weather and lighting conditions outside;</li><li>• the group keeps away from kerbs and pavement edges;</li><li>• the group uses the safest crossing places available.</li></ul>

If a teacher assumes the responsibility to get pupils across a road, they must discharge this activity as a “reasonable person” and to the best of their ability. Remember that only policy officers; traffic wardens and official school crossing patrols have a right under the law to control traffic. For this reason it is essential that a safe crossing point is chosen carefully.

### 4.3 Public Transport

#### MEANS OF REDUCING RISK

If pupils are to use public transport the teacher in charge should:

- have fares already collected and be ready to pay for the whole party;
- make sure the pupils understand the codes of behaviour for travel on public transport, particularly in relation to noise levels, movement, eating and drinking;
- supervise pupils getting on and off making sure that the vehicle has stopped moving before anyone attempts to step off the platform;
- ensure that school bags and other equipment are safely stored away from the public aisles;
- ensure that pupils do not attempt to cross the road until the vehicle has moved off.

On trains teachers in charge should:

- try to keep the pupils’ platform waiting time down to a minimum. Reserving seats may make boarding more straightforward;
- try to reserve seats before the journey so as not to break up the school party. Supervision is easier when all the pupils are in one place;
- make pupils aware of the potential dangers of rail travel. For example:
  1. keep away from platform edges (stand behind the yellow, solid lines);
  2. always wait until the train stops completely before getting on or off a train;
  3. never touch carriage doors or lean out of the windows while the train is moving;
  4. take extra care where there is a gap between the coach and the platform;
  5. secure any luggage in the allocated storage compartments;
  6. be aware of the other health and safety risks – e.g. the dangers of hot drinks; litter; not using the toilets when the train is stopped at a station.

On underground trains teachers in charge should:

- carefully instruct pupils in the use of the Underground;
- ensure that pupils know what to do if they become separated from the rest of the party;
- where possible, purchase tickets in advance. Travel passes save money and time;
- avoid rush hours, if possible. If not, be prepared for the group to travel in different carriages. Allocate groups of pupils to teachers for responsibility;
- make regular checks and head counts;
- be aware that escalators require particular care. The safest method is for one teacher to supervise pupils stepping on in single file and another going down in front to supervise them stepping off;
- make sure that there is a designated waiting point after using a lift in separate groups;
- keep proper control and supervision of pupils on platforms – keep pupils well back

- from the edge of the platform;
- brief pupils on the journey route being taken. Give them the names of the stations along the way. Plan what to do if anyone misses the stop.

#### 4.4 Coaches

##### **MEANS OF REDUCING RISK**

The teacher in charge should:

- only use coaches from reputable companies. Written reservations should be made and details of times and routes should be known in advance;
- check that all pupils have their seatbelts correctly fitted at the start of the journey. All coaches that carry groups of pupils less than 16 years MUST be fitted with seat belts. The three for two concession (fitting three pupils under 14 in two seats) ended in 1996.
- note the position of the Emergency door and exits and first aid equipment;
- agree eating times with the driver when food and drink for the journey is taken;
- be aware of the risks around coach parks/service stations. A large number of vehicles are moving in and out all the time. Treat these car parks like you would a road – with respect – and watch out for traffic. Stick to the pedestrianised areas and supervise the pupils across the car park.

#### 4.5 Private Cars

##### **MEANS OF REDUCING RISK**

A teacher is legally entitled to use their own car to carry passengers so long as the vehicle is not overloaded. It is dangerous and could invalidate the insurance cover.

The school insurance policy covers teachers who use their own cars to carry pupils on school business.

Non-teaching adults have a normal duty of care to their passengers. While it is not a teacher's responsibility to check each parent's driving competency, they should be cautious when allowing pupils to travel with other parents. Pupils should not be placed with a parent known to be an irresponsible driver or in a car clearly unsuitable.

Some parents may not wish their pupils to travel in other parents' cars. If possible they should be given an opportunity to make their wishes clear.

#### 4.6 Ferries

##### **MEANS OF REDUCING RISK**

The teacher in charge should:

- split the party into smaller groups supervised by adults and senior pupils and establish out of bounds areas;
- ensure that the whereabouts of the leader and deputy leader should be known and an assembly point and luggage storage area clearly fixed in the pupil's minds;
- ensure that each member of the party knows what to do in an emergency;
- keep pupils under 13 together in small groups of between six and eight under the supervision of an adult;
- allow teenagers (13-18) more scope but give clear instructions as to the limits of their movements – and behaviour expected;

- establish a party base – near one of the emergency “muster stations” and ensure everyone knows where that is and what time to be back there before disembarkation. There should be a Rota of leaders manning the party base.

#### 4.7 Air Travel

Much of what has gone before will be applicable but taking a school group on an aircraft requires careful planning and preparation. The following advice from the Professional Association of Teachers may be useful:

- The Airline will provide much of the necessary information;
- Special meals need to be ordered in advance;
- In-flight pupil's activities are often available;
- Many airlines arrange a member of the cabin crew to look after the pupil's needs;
- A wheelchair service should be booked in advance if needed.

# DAUNTSEY'S SCHOOL

## POOL SAFETY OPERATING PROCEDURE



### Introduction

Welcome to Dauntsey's Swimming Pool. These documents are compiled to give users of the pool information on Operating Procedures, Emergency Plans and the rules and regulations involved when using the pool. Running the pool safely and hygienically can only be done with the co-operation of all users of the pool.

The following documents are in place to make the pool a safe, clean and fun place to swim, please follow the instructions closely.

Thank you.

# The Awdrey Sports Centre



## ROOM LOCATIONS

- 1 Sports Hall
- 2 Fitness Suite
- 3 Swimming Pool
- 4 Adult Changing Rooms
- 5 Male Dry Changing Room
- 6 Female Dry Changing Room
- 7 Male Wet Changing Room
- 8 Female Wet Changing Room
- 9 Disabled Changing Room
- 10 Lifeguard Staff Changing Room
- 11 Sports Staff Office
- 12 Sports Store
- 14 Lift

## POOL EQUIPMENT LOCATIONS

- 1 Stainless Steel Ladder
- 2 Fire Exit
- 3 Canoe Store
- 4 Pxb Board and Hoist
- 5 Plant Room
- 6 Store
- 7 Office and First Aid Point
- 8 Reception

Water depth 0.9m shallow end and 2.0m deep end,  
depth makers located on each wall.

## Pool Dimensions

Length	25M
Width	10.5M
Shallowest depth	0.9M
Deepest depth	2M
Number of lanes	5
Surface water area	262.50M <sup>2</sup>
Ideal water temperature	29 c

	Max Swimmers	Number of Lifeguards	
		Normal	Busy
General Swimming	87	2	3
		Busy times 3 to allow rotation	

The above table should be used as a starting point when planning the minimum number of lifeguards required for un-programmed sessions. A risk assessment must be completed and it may be appropriate to increase the minimum number of lifeguards after consideration of the following factors:

- the pool design affecting lifeguard vision or access
- glare and reflection
- water turbulence
- crowded conditions (considering specific areas of the pool(s) in addition to total number of bathers)
- pool equipment
- distractions from poolside activities, e.g. radios, ball games
- whether a lifeguard will be able to scan their zone of supervision within 10 seconds and be close enough to get to an incident within 20 seconds
- where only one lifeguard is on duty on poolside, a 2<sup>nd</sup> lifeguard must be designated as 'on call' to respond immediately to the alarm and assist with any emergencies.

## Responsibilities

General day to day running of the pool, locking up, setting alarms, cleaning, lifeguard management, health and safety, record keeping, water testing, looking after outside clubs and organisations, first aid is carried out by lifeguards, and the Head Lifeguard.

General maintenance is carried out by Dauntsey's School maintenance department and outside contractors. This includes: air circulation equipment, pool temperature and changing room temperature.

Both the plant room chemicals and pool water are maintained by the Deputy Clerk of Works and Head Lifeguard.

## **POOL SAFETY OPERATING PROCEDURES**

The Pool Safety Operating Procedures (PSOP) consists of two parts the Normal Operating Procedures (NOP) and the action to be undertaken in the event of an emergency in the Emergency Action Plan (EAP).

### **NORMAL OPERATING PROCEDURES (NOP)**

1. This NOP is part of the health and safety arrangements of Dauntsey's and as such the Governing body and the Head Master are committed to maintaining a safe and healthy working environment for all staff, pupils and visitors.
2. The activities of the swimming pool will be conducted within the framework of relevant health and safety legislation. All staff, pupils and persons who use the swimming pool will be encouraged to use their common sense and follow best practices at all times.
3. All staff which includes Pool Supervisors, Lifeguards, teachers and Coaching staff are required to be completely familiar with both the NOP and EAP and at all times to carry out their work according to the instructions laid down in them.

### **Maximum Swimmer/Bather Loads**

4. 'Managing Health and Safety in Swimming Pools 2003' (paragraph 203) states a maximum instantaneous bather load of 87 for the pool.
5. There is room for a maximum of 20 people on poolside sitting along the wall between the swimming pool and the changing rooms. Spectators are not to congregate along the other walls owing to the minimum safe distance between the wall and the swimming pool edge.

### **Details of the Pool**

6. The pool at Dauntsey's is a rectangular pool measuring 25 metres in length and 10 metres wide with a depth of 0.9 at the shallow end and 2.0m at the deep end. It comprises of 5 standard swim lanes, measuring just over 2m wide. The pool is used for programmed recreation swimming, lessons, competitions and pool parties. A programme of pool usage is as follows:

Mondays 6.30am	Building Opens
6.45 – 8.00 am	Earlybirds
9.30 – 10.50	PE
11.15am – 12.30 pm	Lower School Games
1.15 – 2.15 pm	Staff
4.00 – 5.20 pm	Pupils Swim
6.30 – 8.30 pm	Trowbridge

Tuesdays 7.30am	Building Opens
11.50am – 1.00 pm	Lower School Games
2.45 – 4.00 pm	U/L 6 <sup>th</sup> Games
4.00 – 5.20 pm	Pupils Swim
5.30 – 6.30 pm	Staff & family
7.00 – 8.30 pm	Lavington

Wednesdays	5.45am	Building Opens
	6.00 – 8.00 am	Pupil Swim
	11.55am – 1.10 pm	GCSE PE
	1.30 – 2.30 pm	DAPS
	2.45 – 4.00 pm	Lower School
	4.00 – 5.15 pm	Pupil Swim
	5.15 - 6.00 pm	Appleford School/Private
	7.30 – 8.30 pm	Devizes Club
Thursdays	6.30 am	Building Opens
	6.45 – 8.00 am	Market Lavington
	9.00 – 10.10am	PE
	11.15am – 12.30 pm	PE
	12.45 – 1.15 pm	Staff and family
	1.30 – 2.30 pm	Holy Trinity School
	2.45 – 4.00 pm	U/L 6 <sup>th</sup> Games
	4.00 – 5.20 pm	Pupils Swim
	5.30 – 6.30pm	Staff
	7.00 – 8.00pm	Elite Swimming Club
Friday	7.30am	Building Opens
	8.55 – 10.10 am	PE
	11.15am – 12.30pm	PE
	1.00 – 1.45 pm	Appleford School
	2.45 – 4.00 pm	Moonrakers
	4.20 – 5.00 pm	Free school swim
	5.30 – 6.30 pm	Staff and family
	7.30 – 8.30pm	School (Manor)
Saturday	5.45am	Building Opens
	6.00 – 8.00 pm	Pupils Swim
	8.35 – 9.50 pm	Kayak session (start November 2018)
	10.00am – 4.00pm	Swim School
Sunday	12.45pm	Building Opens
	1.00 – 2.00 pm	Staff and family
	2.15 – 3.00 pm	Pupils Swim
	3.30 – 5.00 pm	Lavington SC

**General Safety in Swimming Pool (advice for Swimming Coaches)**  
**Safety for All Users**

7. General safety advice is as follows:

- 7.1 Make sure you know which is the deeper end and which is the shallow end of the pool.
- 7.2 Rope off all different teaching areas or areas of danger, especially diving areas.
- 7.3 Note where all safety equipment is.

- 7.4 Make sure that you inform all necessary people around you if you wish to test alarms, i.e. the pool manager, the lifeguards and any other swimming teachers, etc.
- 7.5 Be aware of the type of AED at each different pool that you go to and be aware of how it works. The AED is located in the Sports Centre foyer.
- 7.6 Know where the emergency phone is (located at front desk).
- 7.7 Remember that all pools have different emergency procedures, you need to be conversant with all of them.
- 7.8 Count the number of heads in your class.
- 7.9 You must always have a whistle on you. It is not a good idea to keep the whistle around your neck in case a child grabs it and pulls you in.
- 7.10 Make all the others around you aware of the whistle procedure that you want to use it in the case of emergency.
- 7.11 Check all armbands for punctures or broken valves, etc.
- 7.12 Never let children put armbands on their feet. This rule may be exempt when teaching swimming to the disabled.
- 7.13 No one must enter or leave the pool without your permission.
- 7.14 No diving should occur without your permission.
- 7.15 Always check your pupil's ability level never take a child's word for it, or be swayed by their level of badges. You must see for your own satisfaction that your pupils are at a suitable level for progression.
- 7.16 As the coach you must always be clearly visible poolside.
- 7.17 All helpers/assistants must have relevant knowledge of the emergency action plan and resuscitation.
- 7.18 No running, shouting or horseplay should be allowed.
- 7.19 Always use general common sense.
- 7.20 No outside shoes to be worn poolside unless they are covered in 'blue' plastic overshoes.

### **Supervision of Programmed Activities**

8. Where the risk is limited due to the nature of the activity and the degree of control exercised, the Teacher or Coach may provide the safety cover for their group. The following requirements must be satisfied:

- 8.1 The Teacher/Coach should:
  - 8.1.1 be teaching from the poolside, not in the water.
  - 8.1.2 hold an appropriate teaching qualification (Level 2), alternatively a Level 1 with Level 2 supervision.
  - 8.1.3 be teaching a number of pupils within the relevant governing body maximum teacher/pupil ratios.
  - 8.1.4 hold a current rescue qualification (e.g. ASA National Rescue Award for Swimming Teachers & Coaches (NRASTC) or Pool Lifeguard Qualification (NPLQ/NARS).
  - 8.1.5 have received induction training including PSOP, a test of rescue skills and CPR skills relevant to the age group they are teaching.
  - 8.1.6 successfully complete refresher training and competency assessment including PSOP, a test of rescue skills and CPR skills relevant to the age group they are teaching at least once per term.
  - 8.1.7 conform to the uniform policy.

9. The following must also be adhered to:

- 9.1 A lifeguard must be designated as ‘on call’ to respond immediately to activation of the pool assistance alarm and assist with any emergency
- 9.2 It should be noted that some sessions, which would normally be considered ‘programmed’ may on occasion become ‘un-programmed’.
  - A common example might be at the end of a lesson when an unstructured ‘fun time’ or ‘fun session’ is provided
- 9.3 During these times sessions must be supervised in accordance with un-programmed sessions.

10. The following activities are classed as ‘programmed’ sessions:

- a. Swimming Lessons
- b. Swimming Club
- c. Canoeing Lessons
- d. Water Polo
- e. Lifeguard Training
- f. Sub-Aqua

11. Where a programmed sessions falls into one of the ‘high risk’ activities identified in para.12. A specific risk assessment must be completed to assess the level of supervision required. This risk assessment must include reference to the relevant governing body recommendations.

### **Potential Risk**

12. Operations must ensure a risk assessment of significant hazards and identify appropriate control measures are carried out to include potential risk.

- 12.1 Pool design, structures and features, including access to the pool
- 12.2 Age, number and behaviour of bathers, users particularly at risk
- 12.3 Hazards associated with each session type taking place in the pool
- 12.4 Hazards to staff who are lifeguarding and hazards created by lifeguards
- 12.5 Inadequate or inappropriate supervision
- 12.6 Prior health problems (e.g. heart trouble, impaired hearing or sight, epilepsy)
- 12.7 Alcohol or food before swimming
- 12.8 Youth and inexperience (half of those who drown are under the age of 14)
- 12.9 Weak or non-swimmers straying out of their depth
- 12.10 Unauthorised access to pools intended to be out of use
- 12.11 Diving into insufficient depth of water (leading to head or spine injury)
- 12.12 Unruly behaviour and misuse of equipment
- 12.13 Unclear pool water, preventing casualties from being seen
- 12.14 Absence of, or inadequate response by, lifeguards in an emergency.

### **Risk Areas and Controls**

13. Reflection from the surface of the water due to the presence of windows: Lifeguards and teachers need to be aware of this. A structured lifeguard patrol will minimise the risks.
14. Changing room access to poolside is at a depth of 1.2m: Lifeguards and teachers must be prepared to direct bathers leaving the changing rooms to shallower water. Metal hand rail is placed to prevent swimmers going directly into the pool.
15. Diving: No diving to occur below 1.5m depth of
16. Competition referees should ensure that appropriate warnings in line with the recommendations of the amateur swimming association about pool depths are given prior to the commencement of warm up periods and competitions themselves.
17. Pool chemicals are subject to a written Coshh assessment. Entrance to the pool plant room by anyone other than staff employed by Dauntsey's School and contractors is unauthorised.
18. Due to the design and fitting of the pool handrail swimmers arms, especially young children, can become trapped behind. Lifeguards and teachers must be aware of the problem. If someone becomes trapped, a lifeguard or teacher must enter water and support the person's weight. The arm should then come free. Failing that call the maintenance department or fire brigade to remove the handrail.
19. Pool Edge and Banged Heads. Swimmers should take great care not to bang their head when swimming especially when doing backstroke. Flags are situated at 5m from the edge of the pool as a marker to warn them. These should be in place at all times except during water polo matches.
20. Lone bathing is not permitted, as in the event of any problems occurring there is no one to raise the alarm or render emergency assistance. For this reason the swimming pool is kept locked at all times to prevent unauthorised access and access is not permitted unless a lifeguard is in place.
21. The temperature in the pool changing rooms is controlled by a central thermostat.
22. Holding the breath under water for excessive periods of time can cause hyperventilation in which the bather becomes disorientated and may lose consciousness. Lifeguards and teachers must be aware of this risk and keep a special eye out on bathers who stay under water for long periods. Pool water clarity is most important to enable the bottom of the pool to be seen at all times.
23. Overcrowding of the pool will reduce visibility for the lifeguard to see the bottom of the pool due to the numbers of people and affect on the clarity of the water.
24. There are dangers of spinal injury from diving into swimming pools and hitting the head on the pool floor or wall. To minimise risk diving is not permitted in less than 1.5m of depth or with less than 7.5m forward clearance and all dives must be of a flat horizontal nature rather than a vertical entry.

### **Potential User Groups**

25. The following are potential user groups:

- 25.1 Dauntsey's School pupils for organised classes, clubs and leisure swims
- 25.2 Dauntsey's School staff and families for leisure swims
- 25.3 Old Dauntseians for leisure swims
- 25.4 Outside clubs, schools and organisations for weekly, annual and singular bookings for training and leisure.

### **Conditions for Hire of the Facilities**

26. The conditions of hire, together with the hire agreement are a legally binding contract. Staff should be familiar with the principals involved in hiring the facility. Copies of the conditions of hire and the hire agreement are available from the swimming pool office. More detail can be found at para 129.

### **First Aid Supplies and Training**

27. A basic First Aid kit is kept in the pool office and a defibrillator is found in the Sports Centre Reception. Additional first aid kit is kept by the defibrillator in Sports Centre foyer.

28. The Medical Centre is staffed seven days a week, 24 hours a day during term time and manned by registered nurses. Out of term time all groups are made aware that they are responsible for their own first aid. All lifeguards have basic first aid training and accidents requiring more than this should be taken to hospital or 9-999 called.

29. The Medical Centre tel. no. is: **Ext 576 Mobile 9-07977221297**.

### **Staff Training**

30. Staff training will include first aid, national pool lifeguard generation 9 syllabus familiarisation of the NOP and EAP for the facilities. Lifeguards using the pool under the letting agreement must attend a training session of 2 hours per month as arranged with the Lifeguard Trainer. The Lifeguard Trainer keeps records of all training in the pool office and online.

### **Child Admissions Policy**

31. The Child Admissions Policy is as follows:

- 31.1 Children under the age of 8 years must be accompanied by a parent or legal guardian or person aged at least 16 years.
  - 31.1.1 This person may supervise a maximum of two under 8s.
  - 31.1.2 This person must directly and adequately supervise under 8s at all times, in the water.
- 31.2 Weak and non-swimmers will be asked to keep to areas of the pool with water depth less than 1m.
  - 31.2.1 Signs indicating this are displayed on poolside to reinforce this and guide customers.
- 31.3 Babies, small children or toddlers must not be left unsupervised in carriers or pushchairs on the side of the pool.
- 31.4 Swim nappies must be worn by all children who are incontinent or not dry throughout the day.

- 31.4.1 Standard nappies are not suitable or appropriate.
- 31.5 Children under the age of 8 may accompany adults in opposite sex changing and toilet areas:
  - 31.5.1 Children over the age of 8 should not enter opposite sex changing or toilet areas.

## 32. Unsupervised Child System

- 32.1 The Reception Staff are responsible for ensuring all children under the age of 8 are flagged up and only allowed admission with a parent or legal guardian or person aged at least 16 years.
- 32.2 The parent or legal guardian or person aged at least 16 years will be advised of the admissions policy and asked to confirm they understand it. No children under the age of 8 years old must be left in the water unaccompanied.
- 32.3 If any of the lifeguard team suspect that any child appears to be under 8 years old and is unaccompanied in the water they will ask the age of the child and if under 8 ensure the responsible adult supervising them does so in the water.
- 32.4 Lifeguards must seat any unaccompanied children on poolside until such time as the accompanying adult returns to them or until another member of staff arrives.
- 32.5 If the accompanying adult, following an initial warning, fails to provide appropriate supervision for that child the Head Lifeguard must be called to poolside immediately to investigate. The Head Lifeguard will record in the Admissions Policy Log the customers' name, the details of what was discussed and the outcome reached.
- 32.6 The Admissions Policy Log will be reviewed by the Management Team on a monthly basis in order to identify persistent offenders (more than 3 entries in any one 4 week period). Offenders identified as a result of this process will be referred to the Head Lifeguard.
- 32.7 The Head Lifeguard will decide what action will be taken. The ultimate sanction may result in a ban being imposed. If a ban is introduced, Management, Reception and Pool Staff will be informed to ensure re-admission does not take place until after the ban has been lifted.

### **General Admissions Policy**

## 33. Persons who appear to be intoxicated by alcohol or drugs or not well enough to enter the water must be refused admission.

- 33.1 Food and drink must not be brought onto or consumed on the poolside.
- 33.2 Plastic water bottles may be brought onto poolside for swimmers during coaching sessions, lifeguards and teachers to avoid dehydration.
- 33.3 Current or recent illness including respiratory problems, infections, digestive upsets and rashes are indications against participation.
- 33.4 Any person with a recent history of diarrhoea (i.e. within the last 14 days) should not be permitted to swim.

## 34. Where a customer has epilepsy, which is totally controlled by medication, and has been completely free from seizures for at least one year, no special precautions are necessary.

## 35. Epilepsy

- 35.1. Customers with uncontrolled epilepsy and parents of children with uncontrolled epilepsy should seek their GP's approval for swimming and other forms of sports participation taking into account the following:
  - 35.1.1 the type, severity and frequency of seizures.
  - 35.1.2 the presence or absence of warning signs.

- 35.1.3 known trigger factors, (e.g. cold water, stress, excitements, noise or dazzling lights on the water surface).
- 35.2 Swimming should only take place when:
  - 35.2.1 accompanied by a person aged 16+ or parent having knowledge of the condition and able to recognise an attack.
  - 35.2.2 restricted to the companion's standing depth.
  - 35.2.3 Swimming should not take place if:
    - 35.2.3.1 a person with uncontrolled epilepsy feels unwell.
    - 35.2.3.2 during 'busy' conditions in the pool.

36. Customers who have health problems or disability may appear to pose a risk.

36.1 People with Disabilities.

- 36.1.1 Many persons will have been referred by a doctor for exercise and are often able to swim safely.
- 36.1.2 If in any doubt in their ability to safely participate in pool activities customers should seek advice from their GP.

**Poolside Rules During Un-programmed Sessions:**

37. The following Poolside rules are applied during all un-programmed sessions:

- 37.1 Diving is permitted in areas of the Pool with a depth of more than 1.5m.
- 37.2 No unsupervised children under the age of 8.
- 37.3 No smoking.
- 37.4 No eating, drinking or chewing gum.
- 37.5 No running.
- 37.6 No fighting, pushing or throwing bathers.
- 37.7 No ducking.
- 37.8 No bombing, spins, somersaults, seat drops, running, jumps/jumping over other swimmers, etc.
- 37.9 No gymnastics or acrobatics.
- 37.10 No petting.
- 37.11 No loose jewellery should be worn.
- 37.12 No excessive underwater swimming or hyperventilation (continuous lengths underwater):
  - 37.12.1 'Hyperventilation' does not in fact increase oxygen but instead reduces carbon dioxide which would otherwise stimulate breathing.
  - 37.12.2 This can cause bathers trying to swim distances underwater may lose consciousness without warning.
- 37.13 No face masks or snorkels in public sessions.
- 37.14 No diving bricks to be used in public sessions.
- 37.15 T-shirts are not allowed whilst swimming in the pool (unless for medical or training purposes).
- 37.16 Flippers are only allowed for training in laned areas, at the discretion and with prior permission from the Head Lifeguard.

## **Pool Supervision**

38. The key functions of the lifeguard whilst supervising the pool are:
- 38.1 Keep a close watch over the pool and the pool users, exercising the appropriate level of control.
  - 38.2 Be able to supervise the pool from the correct lifeguard positions.
  - 38.3 Remain on poolside at all times whilst the pool is in use.
  - 38.4 Communicate effectively with pool users and other staff.
  - 38.5 Be alert and be seen to be alert.
  - 38.6 Anticipate problems and prevent accidents.
  - 38.7 Intervene to prevent behaviour which is unsafe.
  - 38.8 Identify emergencies quickly and take appropriate action.
  - 38.9 Effect a rescue from the water.
  - 38.10 Give immediate first aid to any casualty.
  - 38.11 Enforce the pool rules and admissions policy.
  - 38.12 Be punctual.
  - 38.13 Carry out swimmer head counts.
  - 38.14 Conform to the uniform policy, including t-shirt, shorts, whistle and radio.
  - 38.15 Be fully aware of the contents of the NOP and act accordingly.
39. Whilst supervising the pool, lifeguards must not:
- 39.1 Take part in prolonged social conversations with staff or customers.
    - 39.1.1 If prolonged, direct customers to the Senior Sports staff or Head Lifeguard giving due consideration to customer care.
    - 39.1.2 At no time should lifeguards be stood together chatting, unless exchanging information during changeover.
  - 39.2 Allow their attention to be drawn from the pool.
  - 39.3 Leave poolside or their area of supervision unattended.
  - 39.4 Bring food or drink (except plastic water bottles) on to poolside.
  - 39.5 Deface any Pool Safety documentation.
  - 39.6 Use their mobile phones unless in an emergency.
40. Instructors or teachers who provide the safety supervision for their group during programmed sessions must also wear shorts and t-shirt and carry a whistle.
- Requirements of a Lifeguard**
41. Prior to undertaking duties lifeguards on poolside must:
- 41.1 Successfully complete a nationally recognised pool lifeguard qualification and produce evidence of this qualification.
  - 41.2 Successfully complete an assessment of lifeguard skills covering lifeguard theory, water skills, first aid and resuscitation.
  - 41.3 Have undertaken monthly training or competency tests as appropriate.

42. In order to perform the duties set out above lifeguards must maintain the skills and fitness to be able to perform their duties at all times, in particular lifeguards must:
- 42.1 Be physically fit, have good vision and hearing, be mentally alert and self disciplined
  - 42.2 Be strong, able and confident swimmers.
  - 42.3 Maintain a current, nationally recognised pool lifeguard qualification.
  - 42.4 Attend and successfully complete each module of the ongoing lifeguard training and competency assessment every month.
43. Lifeguards working on poolside must be able to perform the following basic fitness test at any time:
- 43.1 Vice grip roll and trawl.
  - 43.2 20 swim with a 10m tow within 45 seconds
  - 43.3 Jump or dive into the pool in deep water.
  - 43.4 Swim 100 metres on their back without stopping and 100m on their front without stopping.
  - 43.5 Surface dive to the deepest part of the pool.
  - 43.6 Climb out of the pool unaided, without using steps or ladder.
  - 43.7 20 swim, 20m tow within 65 seconds.

44. Lifeguards must alert the Head Lifeguard or Lifeguard Trainer, if they have any medical conditions (including any medication which might impair concentration or alertness) which may affect their ability to perform their duties.

### **Lifeguard Duties**

45. During organised activities 2 lifeguards would normally provide adequate cover and is the minimum requirement although 1 lifeguard plus a swimming instructor could provide the necessary cover. The pool must never be left unattended whilst in use.
46. Two Lifeguards must be on duty for any leisure swim not incorporating organised practices when:
- 46.1 More than 30 bathers are in the pool.
  - 46.2 The pool will be used for 45 minutes or more.
  - 46.3 Specialised activities e.g. sub aqua, canoes, etc. must provide extra training to give the lifeguard adequate knowledge of the session.
  - 46.4 Lifeguards must patrol around the poolside especially by the windows because of glare.

### **Lifeguard**

47. All lifeguards must have the following qualification and wear the uniform as specified:
- 47.1 **The RLSS UK National Pool Lifeguard Qualification (NPLQ) complies with the industry guidance contained within the HSE publication 'Managing Health and Safety in Swimming Pools'.**
  - 47.2 **Lifeguard uniform: Yellow shirt with Lifeguard printed on the back and red shorts.**

Lifeguards  
Head Lifeguard  
Assistant Bursar  
Head Master/Bursar

#### 48. Swimmer Head Counts

- 48.1 A swimmer head count must be completed every 30 minutes.
- 48.2 The head count should be completed during programmed and un-programmed sessions and must be recorded.
- 48.3 If the pool is closed for any reason this should be indicated on the form rather than leaving a blank.
- 48.4 The sequence for head counts will be as follows:
  - 48.4.1 The oncoming lifeguard must carry out the head count prior to taking over lifeguarding duties.
  - 48.4.2 Record the head count on the sheet located in the swimming pool office or poolside.
  - 48.4.3 Once this is complete, the lifeguard rotation can then take place.

#### 49. Supervision Zones

- 49.1 The pool employs the 10:20 scanning system.
- 49.2 The pool is divided into zones, with each one scanned constantly by the lifeguard allocated to it. This means that the lifeguard is:
  - 49.2.1 Responsible for fewer pool users.
  - 49.2.2 Nearer the people they supervise.
  - 49.2.3 Can concentrate on a more manageable area.
  - 49.2.4 Can rotate between zones to keep alert and prevent boredom.
50. Because the whole pool area needs to be watched. Lifeguards need to work as a team. Incidents identified in another zone or the presence of high risk swimmers need to be communicated to other members of the team.
51. As well as the swimming area itself, zones include steps, ladders, walkways and entrances and the poolside itself.

#### Work Rotation

52. Rotation between positions, variation in duties and breaks away from the poolside are vital, regardless of whether the pool is busy or quiet. Lifeguards should walk around the pool concentrating on the deep end.

- Normal conditions (2 lifeguards)
1. Rotation time 15 minutes
  2. Maximum work time poolside 90 minutes
- Busy conditions (3 lifeguards)
- Rotation time 15 minutes
  - Max. work time on pool 90 minutes

### 53. Maximum Poolside Working Times

- 53.1 The Centre's normal work rotation is 15 minutes on poolside, then 15 minutes off.
- 53.2 The work rotation for periods of duty on poolside must not exceed 90 minutes.
- 53.3 Rotation from poolside will involve duties in other areas and allocation of breaks, in accordance with the Working Time Directive (WTD).

### 54. Operational Systems

- 54.1 Controlling access to pool(s) intended to be out of use.

When the pool is not in use it is to remain locked. The following doors must be locked:

- 54.1.1 'Wet' Changing Rooms – Both adult and student.
- 54.1.2 Main Entrance via First Aid Room.
- 54.1.3 All fire exits.
- 54.1.4 Poolside to Reception.
- 54.1.5 Adult changing rooms.

- 54.2 First Aid Supplies and Training. Those holding a current National Pool Lifeguard Qualification (NPLQ) are able to give immediate first aid in the event of an injury to a swimmer or other emergencies, in accordance with their training.

- 54.3 Supplies. A fully-equipped First Aid Box is located in the swimming pool office and a smaller first aid kit is in reception next to the AED. Where treatment is required, the swimming pool office can be used as a First Aid Point in which to treat someone. Minor incidents such as cuts and knocks may be dealt with on poolside as long as care is taken to comprehensively disinfect any spillages of blood.

### **Details of Emergency Equipment**

#### 55. The following rescue equipment is available by the poolside:

**Pool Rescue Equipment:** Torpedo Buoys    PXB Rescue board  
Reach Poles

- 56. All lifeguards must receive training and competency assessment in the correct use of all rescue equipment provided as part of their Monthly Lifeguard training.

### **Dealing With The Public**

#### 57. Communicating with Customers

- 57.1 To supervise a pool properly requires being able to communicate with users, other lifeguards and the management team.

- 57.2 Lifeguards' posture, appearance, facial expressions and gestures communicate all kinds of messages. A friendly, firm and professional manner will get the most positive response.

- 57.3 In dealing with customers, especially where there is a potential discipline problem, the following should be considered:

- 57.3.1 smile and appear approachable

- 57.3.2 establish eye contact
- 57.3.3 be courteous but firm
- 57.3.4 give reasons for any warning or instruction
- 57.3.5 avoid anger or inappropriate language
- 57.3.6 never try to intimidate pool users
- 57.3.7 above all, always remain calm and in control
- 57.3.8 adhere to the Customer Charter.

57.4 Hand signals usually need to be followed by an explanation and whistles are only effective if used in accordance with training.

## 58. Dealing with Complaints

58.1 Lifeguards must provide good customer care without compromising supervision of the pool. If a swimmer has an extended enquiry, comment or complaint lifeguards should take the following action:

- 58.1.1 position themselves to ensure the customer does not inhibit vision of his/her supervision zone.
- 58.1.2 explain that he/she is listening but is also responsible for supervising the pool.
- 58.1.3 contact the Head Lifeguard or another lifeguard to cover his/her supervision position or deal with the enquiry.

## Hire to Outside Organisations

59. Procedures and conditions of hire to outside organisations is defined within the Pool Hire Procedure. See para 161.

## Staff Guidelines: The Children's Act

### 60. Procedures for all suspected instances of harm to pupils.

60.1 Any member of staff who suspects child abuse may have taken place or has been told of an alleged incident MUST refer the matter IMMEDIATELY to the Designated Senior Leader for Child Protection.

60.2 The following guidelines should be carefully observed:

- 60.2.1 If the child needs urgent medical attention contact the Medical Centre.
- 60.2.2 Keep the child informed of the steps that are being taken.
- 60.2.3 Record all information available as soon as possible. This should include:
  - a. The date and time of event.
  - b. The nature of the allegation.
  - c. The reason for the suspicion.
  - d. Details of any injury.
  - e. Action taken.

## Cleaning

61. All floors on pool side, changing rooms, toilet and shower areas should be thoroughly cleaned at least once a day, depending on the number of users. Pool surrounds should be cleaned before and after each operational period with pool water only. Mechanical cleaning may be undertaken monthly or weekly in heavily used areas. If any chemical cleaning is required, the chemical materials must be formulated for pool use. Cleaners containing phosphate or detergents must be avoided. It is important to keep the products of pool surround cleaning out of the pool: any contamination must be monitored and recorded in the Incident Book. The underside of the pool cover should be checked monthly and cleaned as necessary. The bottom of the pool should be kept clear of debris by sweeping and suction cleaning as necessary.

## Pool Water and Treatment

62. The pool systems include an automatic monitoring and dosing system. As a result the testing of the pool's water temperature, PH level, free chlorine levels and combined chlorine residual levels must be undertaken at least three times a day, at the start, midway and at the end of each day. Should the automatic monitoring and/or dosing system fail, pool water testing must be conducted before the pool opens, every two hours during opening hours and after it closes.

63. Additional tests for total alkalinity, calcium hardness and total dissolved solids must be conducted weekly.

64. Treatment of pool water will be dependant upon the various test results. All adjustments to the automatic dosing system and treatment of the pool water is undertaken only by the Deputy Clerk of Works and Head Lifeguard.

## Water Sampling Procedures

65. Water testing is carried out 3 times a day Monday to Friday and twice a day on Saturday and twice on a Sunday.

65.1 Water testing is only carried out by trained personnel.

65.2 The test is carried out by recommended equipment (Lovibond Photometer). This equipment is calibrated by the Deputy Clerk of Works.

65.3 Tests carried out daily are:-

- a. F.C.T. Free Chlorine Test (Recommended 2.5).
- b. T.R.C. Total Residual of Chlorine.
- c. C.C. Combined Chlorine.
- d. pH (Recommended 7.6).

65.4 All tests must be recorded and any problems dealt with immediately.

65.5 Copies of test results are kept in the pool office.

65.6 All other tests are carried out when necessary.

65.7 Kingfisher test the water regularly. Visits to the pool are unannounced. Previous results of tests are available in the pool office.

66. Plant room chemicals and pool water cleanliness is maintained by the Deputy Clerk of Works.

67. The purpose of this procedure is to fulfil the legal and management obligations as regard to the reporting, responding and documentation of all accidents, incidents and evacuations of all facilities within the Awdry Sports Centre at Dauntsey's School in the event of an emergency.

68. The scope of the procedure encompasses:

- Accident: Wet-side / Dry-side and pool building immediate surround
- Incident: Disorderly behavior or overcrowding, indecent and assault behavior, theft, fire, structural failure, bomb and security threats, power failure, water clarity, plant and pool emergency.
- Evacuation: Total or partial.

69. An accident shall be regarded as injuries to persons.

70. An incident shall be regarded as other events except injuries to persons.

71. Dangerous occurrences shall be regarded as an occurrence not resulting in injury or damage but may cause this in future.

72. A detailed procedure on the appropriate emergency action for wet-side related incidents can be found in Part Ten of the Pool Operations procedure.

## **RESPONSIBILITY**

73. It shall be the responsibility of all employees to report and react to any accident/incident that may arise, as stipulated in this procedure and the School's health and safety policy.

74. It shall be the responsibility of the Head Lifeguard for investigating and documenting the circumstances of each accident/incident and passing information to the Director of Sport and Assistant Bursar.

75. It shall be the responsibility of the Evacuation Controller (senior member of staff on Duty) to ensure the safe and speedy evacuation of the building.

76. It shall be the responsibility of the Head Trainer and the pool engineer to ensure the full training of all staff as to their responsibility and reaction to any given situation as laid down in this procedure.

77. All employees of the School Pool (if using pool complex) must be fully conversant with this procedure and have complete awareness of not only their own role, but also that of the rest of the team.

## **REPORTING INCIDENTS AND ACCIDENTS**

### **Reporting Incidents**

78. When an incident is reported, the Head Lifeguard or senior member of staff in his/her absence will be contacted immediately.

79. The senior member of staff will attend the incident promptly and take the necessary action to manage the situation (depending upon the circumstances). If the incident is of a serious nature (e.g. an alleged assault, robbery, death, etc.) the Assistant Bursar must be informed immediately, along with the Second Master in his or her absence.

80. The senior member of staff will ensure that an Incident Report is completed for every incident, no matter how minor and that as much relevant information is taken and recorded as possible. The form is designed to extract that information.
81. The senior member of staff must record this information at the earliest possible opportunity to ensure that the information is still fresh and any witnesses' details can be taken.
82. If the police have been contacted and arrived, the senior member of staff must take the officer's ID number and record on the report form the time the Police were contacted, time arrived and as a follow up the crime reference number must be recorded on the report form.
83. The details on the report form must be legible and fully complete. If necessary, the senior member of staff may wish to re-write the report form in block capitals and in black ink, so that the information is clear and easy to read. The senior member of staff will sign and date the report form and print their name in block letters.
84. The form should then be handed to the Head Lifeguard to proof read and sign and date the report form. The Head Lifeguard must ensure that the details on the report form are legible before filing and submitting a copy to the School's Safety Officer.
85. The Head Lifeguard will send or fax a copy of the report to the School's Safety Officer within 2 days (48 hours) of the incident.
86. Finally, details of the incident must be recorded on the Monthly Incident Report Summary Form, as part of the month end reporting procedure.
87. Please refer to Part 2 of this procedure, which details action on specific types of incidents.
- ### **Reporting Accidents**
88. It shall be the responsibility of the first staff member who reacts to the accident to contact the Medical Centre and inform them that there has been an accident and specify the exact location.
89. If the accident is serious enough for the injured parties to require hospital treatment, the first staff member will alert the senior member of staff that an ambulance must be called.
90. If summoning an ambulance the person on the scene shall give the senior member of staff the full details concerning the severity of the accident and shall ask them to repeat this information to him/her to ensure the accuracy, i.e. heavy blood loss, diabetic coma.
91. Until either the First Aider or nurse (from the Medical Centre) or the Head Lifeguard arrives, the first staff member will take charge of the situation. He/she shall then explain the nature of the accident to the person attending who shall assume control.
92. The senior member of staff shall attend to the scene of the accident immediately. The senior member of staff will be made aware if an ambulance was called, or the Medical Centre has been contacted.
93. The person in charge shall ensure the victim/casualty is moved from an dangerous situation if necessary, and will contact other staff to assist with the accident.

94. The senior member of staff shall investigate the accident and take immediate action to prevent any further occurrence if appropriate, these details must be recorded.

95. If the victim has been taken to Hospital the senior member of staff may attempt to contact the Hospital and check on the victim's condition, if not serious but needs further attention they will be taken to the Medical Centre.

96. The recording of accidents shall be as follows:

- The accident report forms and risk assessment details are completed fully by a qualified first aider and signed off by the Head Lifeguard.
- Copies of the accident report forms are sent within 24 hours to the School's Safety Officer
- The original accident report form is suitably filed at the Sports and Swimming Pool Complex.
- Suitable reviews are carried out following the Risk Assessment and necessary procedures, actions, checks, etc. put into place, where appropriate.
- The monthly accident report (with accompanying information) is then completed and recorded (filed).
- The report form is discussed at the management team meeting under the agenda item Health and Safety.

97. For serious accidents reportable under RIDDOR regulations (generally those that require Hospital treatment) – a copy of the Accident Form and a HSE Report Form must be completed and sent to the HSE by the Medical Centre. A copy of the Form must be retained on file.

### **POOL EMERGENCY ACTION PLAN** **EMERGENCY PROCEDURES**

#### **Pool Water Disinfection**

98. Swimming pool water must be adequately disinfected at all times to ensure that there is little risk of infection to bathers. Many bacteria and micro-organisms are introduced into the water but most of them are harmless and are normally present in healthy people, only in exceptional circumstances, or if the standard of hygiene is not maintained it is possible for certain infections to be transmitted by the pool water.

99. It is essential that any disinfection system used has the ability to render any harmless bacteria as it is introduced to the pool. The water in the pool must contain sufficient disinfectant to act on any pollution as it occurs. The ability to do this is generally referred to as residual disinfection e.g. "free residual chlorine".

#### **Water Temperature**

100. The Institute for Sport and Recreational Management (I.S.R.M.) recommended maximum pool water temperatures are as follows:-

- Competitive swimming and diving, fitness swimming and training – 27 degrees C – (80.6 degrees F).
- Recreational, adult teaching, conventional main pools – 28 degrees C – (82.4 degrees F).

- Children's teaching, leisure pools – 29 degrees C – (84.2 degrees F).
- Babies, young children, disabled and handicapped – 30 degrees C – (86 degrees F).

101. The pool hall temperature must always be 1 degree higher than the water temperature to avoid bathers becoming chilled when leaving the pool and to avoid condensation on the inside walls of the building.

102. The pool has an extremely good De-Humidification and Heating system which should maintain the temperature and keep the air and walls dry. For this to work properly it is vital that all the pool

doors are **kept closed** as if any doors are propped open letting in cool air the De-Humidifier will just pump more warm air in thinking the building is cold.

103. Spectators should bring plastic bottles of water only **no glass is allowed in the building or on poolside**.

104. **Photography** is also not allowed unless it is a group or party of all adults who are in agreement that cameras or video equipment can be used.

### **Pool Water Testing**

105. Pool testing is carried out two or three times a day depending on bather loading, classes, outside hire or staff training. This will be carried out by a trained pool supervisor, lifeguard or pool plant operator (PPO).

105.1 All levels are recorded in the water testing log which is kept in the pool office.

105.2 In line with best practice Micro-Bacterial testing of the pool is carried out on a monthly basis using a specialist contractor. Results of the testing are kept in the inspections file in the Clerk of Works' Office and are available to view on request. If bacteria levels are found to be higher than recommended the Clerk of Works is notified immediately and will have to close the pool to everyone, possibly with very little notice. If this happens the pool will be closed and shock dosed with Chlorine granules to kill any bacteria. The pool water bacteria levels will be re-tested and assuming no bacteria is found in the re-test the pool will be opened again once chemical levels have returned to normal.

106 The quality of pool water is of utmost importance. Its' quality can only be controlled by competent analysis of a number of tests taken periodically. These tests are simple to perform using test kits and tablets that are readily available from a wide network of pool companies. If these tests are accurately undertaken, and a permanent record maintained, then analysis and corrective action can be taken to maintain water quality of the highest standard.

107 Regardless of the age of the pool; its' circulation and filtration systems; the chemicals used in the treatment of water; or of the use that the pool is subjected; the testing of the water is the key factor upon which the maintenance of the acceptable standards will depend.

108 It is a common misconception that an automatic dosing plant requires little or no attention. This is patently untrue indeed even the most sophisticated automatic system requires the same, if not more, personal management as a manually operated system does.

## **Maintenance Operating Procedure**

109 These are the normal routine day to day operations which keep the pool running and ensure the water is of good quality for swimming. A schedule of routine pool maintenance is essential for keeping all the pool equipment free from scale and in good working order. Dauntsey's School has formulated its own schedule of routine pool maintenance which under normal circumstances maintains the pool water at the optimum values. The following procedures are carried out at set periods, some daily, weekly, monthly and annually as set out in the schedule.

### **Filter Backwashing**

110 The operation must be carried out by a Pool Plant Operator (Deputy Clerk of Works). It is carried out twice weekly on Tuesday and Friday mornings after pool cleaning.

### **Procedures for Manual Hoovering of the Pool**

111 After a few days use the bottom of the pool gets covered in sediment and dirt which can lead to bacterial problems as well as not looking good. The pool bottom is hoovered manually twice a week on Tuesdays and Fridays to remove all the sediment and dirt that accumulates there. The manual hoovering of the pool must be carried out by the Deputy Clerk of Works prior to backwash of filters.

### **Cleaning of Pool Filters**

112 There are four different filters on the pool system all of which have to be cleaned on a regular basis to ensure correct water flow and correct dosing of pool water. These are the procedures for cleaning the filters:-

112.1 Skimmer baskets. These are checked on Tuesdays and Fridays prior to cleaning.

- Remove 2 screws from round white skimmer cover, remove cover.
- Lift out skimmer basket from skimmer.
- Remove debris from basket, rinse in pool water.
- Replace basket, skimmer cover and screws and place debris in bin,

112.2 Main Sand Filter. Backwashing is covered in detail under its own heading.

112.3 Main Pool Circulation Pump Filter Basket. This is the pump that circulates the pool water around the pool, through the main sand filter, through the heat exchangers and dosing system and back to the pool.

- Turn off main pool pumps.
- Close pumps isolation valves to pump.
- Remove lid from pump filter basket, lift filter basket from chamber.
- Remove debris from filter basket and rinse under tap.
- Replace basket into chamber, replace lid ensuring large rubber O ring is fitted in groove, turn lid clockwise to lock in place.
- Open pump valves and switch on pumps.

### **Maintenance Schedule**

Daily	Weekly	Monthly	Annually
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Poolside water test	Backwash Filters Tues/Fri	Micro Bacterial Test	Servicing and Calibration of Dosing Equipment by outside Contractors
Plant Room visit by Deputy Clerk of Works or PPO	Clean skimmer  Clean Pump Filters		Air Handling Unit service by outside Contractors  Boiler Servicing by outside Contractors

### Alarms

#### 113. Whistles

113.1 In order to raise the alarm on poolside to alert the bathers, all lifeguards must carry a whistle with them at all times. A whistle can also be used as an authoritative tool to solicit attention from bathers who may be acting in a dangerous manner that is a risk to themselves and/or other bathers. Lifeguards are reminded that risk prevention (i.e. intervening before a dangerous incident may occur) is level in importance as lifesaving itself.

113.2 The use of the whistle should be as follows:

113.2.1 One short blast: Draws the attention of a bather.

113.2.2 Two short blasts: Draws the attention of another lifeguard.

113.2.3 Three short blasts: Indicates that a lifeguard is taking emergency action.

113.2.4 One long blast: Signals that the pool is to be cleared and attracts the attention of all bathers.

113.2.5 Pool alarm must also be pressed in an emergency situation.

113.3 Raising the alarm by way of three whistles should be used in any situation where a lifeguard is taking emergency action (but may not include a lifeguard entering the water). This might be to ensure their area of the pool is supervised while they deal with a minor incident, or to summon assistance in the event of a major incident.

#### 114. Pool Alarm

114.1 This is a claxon alarm. This must be used in the pool area in an emergency, the alarms are situated at each end of the pool. This will bring all staff in the building to the pool area.

#### 115. Fire Alarm

115.1 The facility is equipped with fire alarms. The fire alarm is a continuous bell that sounds in all areas of the building. Fire break glasses are situated in the **Sports Centre entrance** and on poolside. For procedures to follow in the event of a fire alarm sounding please refer to the evacuation plan. (Para 168).

#### 116. Electricity Poolside

116.1 If electricity is used poolside it must be connected to the circuit breaker in the office at all times, if anyone needs to use electricity please ask the Head Lifeguard or Clerk of Works. P.A.T. tests of all electricity supplies and equipment are carried out at regular intervals. If outside clubs use any equipment it must be tested by the school electrician before use.

## 117. Manual Handling

117.1 When new equipment is acquired for the pool a manual handling risk assessment is carried out by the Head Lifeguard/Swimming Coach/Teacher or Head of Sport. These risk assessments are held in the pool office. Training must be given on specialist equipment such as the disabled hoist.

## 118. Minor Emergencies

118.1 A minor emergency is an incident which, if handled properly does not result in a life threatening situation. It will normally be dealt with by the nearest lifeguard as follows:

- 118.1.1 Lifeguard is made/becomes aware of an incident.
- 118.1.2 Lifeguard notifies others in the team that they have to respond to an incident by initiating 2 whistle blasts.
- 118.1.3 Other lifeguard(s) are summoned to cover lifeguard dealing with incident.
- 118.1.4 Lifeguard involved administers immediate aid or provides appropriate assistance.
- 118.1.5 Lifeguard completes incident/accident reports.
- 118.1.6 Lifeguard returns to duty.

## 119. Major Emergencies

119.1 A major emergency is one where an incident occurs resulting in a serious injury or life threatening situation. A major emergency follows a general pattern and can include discovery of a casualty in the water:

- 119.1.1 Lifeguard is made/becomes aware of an incident.
- 119.1.2 Lifeguard notifies others in the team that they have to respond to an incident by activation of the pool alarm or three blasts of the whistle.
- 119.1.3 On hearing 3 whistles the lifeguard must stop any further admissions to the pool and wait instructions from the Pool Supervisor or other person in charge.
- 119.1.4 Lifeguard initiates rescue/first aid and removes casualty from the danger area.
- 119.1.5 Support staff clear the pool and assist with rescue/first aid as necessary.
- 119.1.6 Support staff should ensure that a crowd does not gather around the casualty.
- 119.1.7 The most senior member of staff will instruct the lifeguard to call the Sanatorium or an ambulance and designate one member of staff to meet the ambulance at the main entrance and take them directly to the scene of the incident.
- 119.1.8 As soon as possible after the incident all staff involved must complete a Witness Statement.
- 119.1.9 As soon as possible after the incident the most senior person on duty must complete an Incident Report or an Accident Report Form.
- 119.1.10 The Clerk of Works will determine when the pool will be re-opened to the public.
- 119.1.11 A counselling service is available to all staff involved in the incident

### **Serious Injury to a Swimmer**

120. All head injuries are to be treated as serious injuries, delayed compression injury may lead to unconsciousness.

121. An ambulance should be called by the most senior person on shift. Under no circumstances should the casualty be permitted to return to the pool even if they appear well. Any casualty who has needed assistance from the water may have inhaled a small amount of water placing them at risk from secondary drowning for up to 72 hours after the incident.

### **Secondary Drowning**

122. It is impossible for pool staff to assess whether a casualty is likely to suffer from this potentially fatal condition and therefore all such casualties must be transferred to hospital immediately. As much assistance as possible should be given to the casualty and persons accompanying them. This may include the use of a telephone and assistance with looking after children. Staff have the responsibility to treat casualties prior to the arrival of an ambulance crew. The ambulance crew have full responsibility to transport unaccompanied children to hospital and it should not be necessary for a member of staff to accompany the casualty in the ambulance.

### **Aquatic Spinal Cord Injury Management (SCIM)**

123. The serious consequences of damage to the central nervous system means that careful handling, lifting and moving are crucial when dealing with spinal injuries. Incident management priorities:

- 123.1 Save a life – airway, breathing, circulation (ABC).
- 123.2 Stabilise the casualty's head.
- 123.3 Maintain their horizontal position.

124. In the event of a suspected spinal cord injury, all activities must be stopped immediately and the pool cleared.

### **125. Suspected Spinal Cord Injury**

- 125.1 Lifeguards must manage the situation in accordance with their ongoing training.
- 125.2 A spine board is available, or in the event of the urgent need to remove the casualty from the water (e.g. when the casualty does not have signs of circulation/breathing), the casualty should be removed using a horizontal lift.

- 125.2.1 Removal cannot be carried out, except with very small casualties, unless there are at least two lifeguards and two trained persons in the water and a further trained person on the poolside.
- 125.2.2 Lifeguards may have to use an assisted lift to quickly remove the casualty and commence CPR.
- 125.2.3 To do this, customers or other staff may be asked to assist under the direct supervision of the lifeguard on duty.

125.3 Casualties who have been immobilised in the water are likely to suffer from onset of hypothermia; injuries to the cervical spine frequently lead to a failure of the body's temperature regulation system which will speed up this onset.

Aftercare.

125.4 Once on the poolside casualties with spinal injury should be wrapped in a dry, heat retaining material/space blanket to prevent heat loss.

125.5 Unnecessary movement should be avoided; there is no need to recover a casualty to a first aid room unless the poolside presents further risk.

**Discovering a Body on Entering Poolside**

126. If no-one is there to help you **DO NOT** put your own life at risk.

- 1.PRESS POOL ALARM.
- 2.TELEPHONE 9-999 FOR AMBULANCE.
- 3.THE SCHOOL MEDICAL CENTRE EXT 576 MOBILE 9-07977221297 WILL HELP IF NEEDED.
- 4.WAIT FOR HELP TO ARRIVE.

127. If there are 2 persons:

- 1.PRESS POOL ALARM.
- 2.TELEPHONE 9-999 FOR AMBULANCE.
- 3.1 PERSON ATTEMPT TO RECOVER CASUALTY TO POOLSIDE.
- 4.DO CHECKS (A.B.C) START RESUSITATION?

IN THE EVENT OF THIS HAPPENING THE POOL MANAGERESS OR BURSAR/ASSISTANT BURSAR MUST BE CALLED AS SOON AS POSSIBLE.

HEAD LIFEGUARD/SPORTS CENTRE MANAGER TEL NO: 01380-814568

BURSAR'S INTERNAL NO: 512

HEAD MASTER'S EXT: 503

BURSAR AFTER HOURS: 07977-202631

ASSISTANT BURSAR: 07765-240394

**Overcrowding**

128. Lifeguards must carry out head counts every 30 minutes of the number of swimmers in the water. If the number is approaching the maximum bather load the Swimming Pool Manageress or Supervisor must be informed immediately so that steps to prevent overcrowding may be taken. If at any time the maximum number of swimmers has been reached, the Head Lifeguard should be alerted so that further admissions can be halted. After numbers have reduced the Head Lifeguard will advise the lifeguards to restart admitting customers.

129. Overcrowding of spectators – there is limited seating available and therefore spectators can only be admitted if seats are available. All spectators must wear blue over-shoe protection.

## **Disorderly Behaviour**

130 .Any behaviour which is likely to cause a nuisance or is dangerous to other customers shall be stopped immediately. Customers must be spoken to in an assertive manner indicating reasons why the behaviour is inappropriate:

130.1 If the behaviour persists, further warnings must be given.

130.2 Arguments must be avoided.

130.3 If the warnings have no effect, or if the behaviour becomes serious, the Swimming Pool Co-ordinator or Senior Sports Officer must be called to assess the situation and ask the offender(s) to leave the pool, if deemed necessary.

130.4 Continuation of the offence could lead to the Swimming Pool Co-ordinator or Senior Sports Officer calling the Police.

131. Lifeguards must not be drawn away from their principal duty of pool supervision.

## **Lack of Water Clarity**

132. The clarity of the pool water should be constantly monitored. If the pool water clarity begins to deteriorate, lifeguards must contact the Deputy Clerk of Works or Head Lifeguard immediately. Deputy Clerk of Works or Head Lifeguard shall carry out a water test, check the pool plant and initiate any corrective action. If corrective action is not possible or effective quickly, the Deputy Clerk of Works, Head Lifeguard or Supervisor will stop all further admissions and decide whether it is safe for the pool to remain open.

133. Clarity may be assessed by throwing a training manikin into the water and determining whether it is visible on the bottom in the deepest part of the pool and in the area of poorest visibility. If the training manikin cannot be seen lifeguards shall clear the pool immediately. One long whistle blast supported by an announcement by the lifeguard is the most effective approach.

## **Total Power Failure**

134. Emergency lighting is always operational, the lifeguard will blow one long blast on the whistle then ask all bathers to move to the side of the pool and leave the water. The lifeguard will usher bathers and spectators to the changing room. One lifeguard will check all pool areas (torches are kept in the pool office). Should the failure continue bathers must be asked to dress and leave the building. The Head Lifeguard or Clerk of Works must then be contacted.

135. If the power is lost to the whole building (including the pool plant) the Deputy Clerk of Works or Head Lifeguard will need to investigate (as above). If a full evacuation is necessary the Deputy Clerk of Works or Head Lifeguard will initiate this immediately. The Deputy Clerk of Works will then need to close down the pool circulation (as per the Backwash procedure), to prevent the water quality being affected. The Awdry Sports Centre has a stand by generator that should ensure that power is not lost for more than 10 seconds at any one time.

## Fire

136. On discovering a fire sound the alarm, ask the bathers and spectators to clear the building quietly and promptly and to assemble outside the building on the road adjacent to the swimming pool. Emergency blankets are kept in the pool office. Lifeguard to phone Fire Brigade 9-999 on school system or use a mobile.

137. The lifeguard ensures the pool hall is clear and the person in charge of the group clears the changing rooms of people. Together check the office and that the entrance doors are closed as they leave the building. Under no circumstances must persons put themselves at risk or re-enter the building. Meet the group outside and check the numbers in the register. If the weather dictates move into one of the adjacent buildings notifying a member of the school staff (fire officer) that you need to do so. As soon as possible notify the Head Lifeguard and/or the Assistant Bursar.

## Structural Failure

138. On discovering structural failure ask the bathers and spectators to clear the building quietly and promptly and to assemble outside the building. Emergency blankets are kept in the pool office. Lifeguard to phone Clerk of Works.

## Emission of Toxic Gases

139. On discovering emission of toxic gases ask the bathers and spectators to clear the building quietly and promptly and to assemble outside the building. Emergency blankets are kept in the pool office. Lifeguard to call the Fire Brigade dial 9-999 on school system or from a mobile.

## Bomb Threat

140. On receipt of a bomb threat ask the bathers and spectators to clear the building quietly and promptly and to assemble on the playing fields at the front of the main school. Emergency blankets are kept in the pool office.

## Dealing with Blood, Vomit and Faecal Fouling

141. If substantial amounts of blood (or vomit) are spilled into the pool, it should be temporarily cleared of people to allow the pollution to be cleared and any infective particles within it to be neutralised by the disinfectant in the water.

142. Blood and Vomit. After clearing the pool the dealing with blood, vomit and faecal fouling If substantial amounts of blood (or vomit) are spilled into the pool, it should be temporarily cleared of people to allow the pollution to be cleared and any infective particles within it to be neutralised by the disinfectant in the water.

143. After clearing the pool the Deputy Clerk of Works or Head Lifeguard will immediately carry out a pool test to establish that disinfectant residuals (free and combined chlorine), and pH are within recommended ranges. If these tests are satisfactory the pool can be re-opened.

144. Any blood spillage, vomit or faecal fouling on the poolside should be covered with paper towels and gently flooded with disinfectant/pool water and left for at least two minutes before it is cleared away. The affected area can then be washed with pool water. The person clearing the spillage must wear gloves and

suitable footwear. The paper towels and gloves should be disposed of in a hazardous waste container. It is essential that solid stools are retrieved quickly to prevent them breaking up and resulting in an extended pool closure.

145. Solid Stools. Clear the pool of swimmers immediately. Using the scoop provided on poolside the lifeguard identifying a possible stool must quickly retrieve the offending item. The stool should be disposed of in the toilet and the scoop disinfected. After dispersion the Deputy Clerk of Works or Head Lifeguard will immediately carry out a pool test to establish that disinfectant residuals (free and combined chlorine), and pH are within recommended ranges. If these tests are satisfactory the pool can be re-opened.

146. Any blood spillage, vomit or faecal fouling on the poolside should be covered with paper towels and gently flooded with disinfectant/pool water and left for at least two minutes before it is cleared away. The affected area can then be washed with pool water. The person clearing the spillage must wear gloves and suitable footwear. The paper towels and gloves should be disposed of in a hazardous

waste container. It is essential that solid stools are retrieved quickly to prevent them breaking up and resulting in an extended pool closure.

### **Stools which Break up**

147. Normal pool disinfection will destroy the bacterial and viruses associated with stools. However, if a stool has broken up it is difficult to ensure all of the bits have been removed. Clear the pool of swimmers immediately and, using the scoop provided on poolside, remove as much of the faecal material as possible. The stool should be disposed of in the toilet and the scoop disinfected. Advise swimmers to shower thoroughly (although not in pre-cleanse showers using pool water). Increase disinfectant levels to the top of the recommended range. Vacuum and sweep the pool and backwash the filter(s). The Deputy Clerk of Works or Head Lifeguard will immediately carry out a pool test to establish that disinfectant residuals (free and combined chlorine), and pH are within recommended ranges. If these tests are satisfactory the pool can be re-opened.

### **Diarrhoea**

148. The likeliest cause of diarrhoea is a virus of bacteria that is susceptible to the normal disinfection of the pool.

149. These are inactivated within a matter of minutes. However, the other possibility is that the diarrhoea is from someone infected with Cryptosporidium or Guardia. The infectious stages of these parasites are resistant to chlorine disinfectants and therefore their removal relies on filtration which will take a number of hours.

150. The following action must be taken before the pool can be re-opened:

- 150.1 Clear the pool of swimmers immediately.
- 150.2 Advise swimmers to shower thoroughly (although not in pre-cleanse showers using pool water).
- 150.3 Increase disinfectant levels to the top of the recommended range.
- 150.4 Vacuum and sweep the pool.
- 150.5 Using a coagulant, filter the water for a minimum of six turnover cycles, backwash the filter(s), which is a minimum of 18 hours.

- 150.6 The Deputy Clerk of Works or Head Lifeguard will immediately carry out a pool test to establish that disinfectant residuals (free and combined chlorine), and pH are within recommended ranges.
  - 150.7 If these tests are satisfactory the pool can be re-opened.
151. For specific details of filtration times, disinfectant levels, vacuuming and backwashing refer to the Pool Water Treatment Procedure.

### **DAUNTSEY'S SCHOOL SWIMMING POOL RULES AND REGULATIONS**

152. The following notes and regulations apply to Dauntsey's School Swimming Pool:
  - 152.1 Swimming is only permitted when a suitably qualified member of staff is in attendance.
  - 152.2 All pool users must sign in on arrival and sign out on departure to conform with fire regulations. The Swimming Pool Manageress is responsible for the day to day running of the Swimming Pool. (Teachers must take a register of all pupils swimming).
  - 152.3 Persons using the pool must obey emergency signals and instructions. On hearing 3 blasts of a whistle, fire alarm or pool alarm all bathers and spectators must exit the pool and remain silent while awaiting further instructions from the lifeguard, teacher, manageress or supervisor.
  - 152.4 Walk, do not run on poolside.
  - 152.5 Good discipline must be maintained at all times in all areas of the pool and changing rooms.
  - 152.6 Headfirst entries are to be permitted only in the area deeper than 1.5m.
  - 152.7 No fins, masks or snorkels are to be worn except by groups under special instruction from qualified staff.
  - 152.8 No inflatable toys.
  - 152.9 No climbing on lane ropes.
  - 152.10 No wet swimmers in entrance hall.
  - 152.11 The pool lifeguards decision is final.
  - 152.12 No outdoor shoes in the pool hall.
  - 152.13 No eating or drinking in the building (water bottles allowed poolside for hydration).
  - 152.14 No smoking in the building.
  - 152.15 Authorised staff only in staff areas and plant room.
  - 152.16 Doors must be locked when the pool is not in use at all times.
  - 152.17 All windows must be locked when pool is not in use.
  - 152.18 No equipment to be used without prior permission.
  - 152.19 No photography without prior permission.
  - 152.20 Changing rooms must be vacated within 15 minutes of session finishing to allow time for cleaning and checks to be completed.
  - 152.21 The teacher/lifeguard/manager/supervisor must stay in the building until the changing rooms have been vacated.

153 **Swimming at Dauntsey's School with Children**

Under 8 policy

Children under 8 must have a responsible person present at all times when poolside.  
A responsible adult is someone 16 years and over and capable of supervising the child/ren.  
The responsible person must be in the pool with the child under 8 at all times.  
The responsible person can enter the pool with no more than 2 children under 8 years.  
No children to be left unattended poolside.  
Those bringing children must not allow them to enter the pool complex or water without them being there.

#### Children over 8

Children aged between 8 and 14 – a responsible person aged 16+ may be responsible for them from poolside.

Children changing in different sex changing rooms is only permitted when there is no responsible person to assist them. Children over 8 years must only change in same sex changing rooms.

Competent swimmers over 14 can use the pool without their responsible person being present (lifeguard rules still apply).

#### Maximum Bathing Load Calculation

154 Circulation rate, turnover, treatment plant size and other factors are derived from the maximum bathing load (the greatest number of bathers allowed at any one time), which should have been determined at the design stage for the pool. The maximum bathing load takes into account:

- 154.1 The surface area of water in the pool (The HSE book, Managing Health and Safety in Swimming Pools gives a figure for maximum bathing load of 1 bather per 3m<sup>2</sup>).
- 154.2 The water depth.
- 154.3 The planned bathing activity for the pool.

155 The maximum bathing load for each pool should be recorded. Pool operators should be aware of the maximum bathing load and should ensure that this is not exceeded during operation of the pool.

156 The bathing load may be reduced or increased operationally, to take into account:

- 156.1 The design of the pool (e.g. if it has a moveable floor).
- 156.2 The cleanliness of the pool water.
- 156.3 The performance of the treatment system.

157 Where the maximum bathing load has not been established at the design stage or is not known, a maximum bathing load can be calculated:

- 157.1 Shallow water (under 1m) – 1 bather per 2.2m<sup>2</sup>.
- 157.2 Standing depth water – 1 bather per 2.7m<sup>2</sup>.
- 157.3 Deep water (over 1.5m) – 1 bather per 4m<sup>2</sup>.

## CONDITIONS OF HIRE

158 All persons or their employees hiring the Swimming Pool should read the **Pool Safety Operating Procedures**, Normal **Operating Procedures** and **Emergency Action Plan** and run classes in accordance with the relevant sections.

159. **Hirers are asked to advise all parents in writing of the following rules:**

159.1 Parking on site is limited and anyone parking inconsiderately, inappropriately or where it could endanger a school pupil or member of staff will be asked to move even if they are in the pool. Access must be kept clear for Emergency Vehicles.

159.2 Parents or children must not access any other area of the school or grounds other than the swimming pool and the route to and from it.

159.3 Children must be supervised at all times while on site.

159.4 Footwear must be removed in the pool entrance hall no shoes are allowed in the changing rooms or on poolside.

159.5 **For obvious Hygiene reasons No food may be taken into the pool building or changing rooms.**

159.6 Only plastic drinks bottles may be taken on poolside. **No glass bottles or jars may be taken into the building at all. If glass gets into the pool it has to be drained and will be out of action for up to 2 weeks which will be chargeable to the club responsible.**

159.7 Parents and children are asked to be considerate of the fact that there may be school lessons or exams taking place whilst they are crossing the playground.

159.8 All users must adhere to signage around the school site.

160 **Cleaning and Hygiene, School Responsibilities**

160.1 To ensure the pool is pleasant to swim in it is essential that the water is kept as free from contamination as possible, the more contamination in the water the more chemicals are needed to counteract their effect. Good Cleaning and Hygiene routines are essential in keeping the pool clean and reducing the amount of chemicals used to keep it clean.

160.2 The school's Site Manager and his assistant are responsible for keeping the pool, poolside, changing rooms, etc. clean but can only do this with co-operation from all hirers and pool users.

160.3 The following cleaning schedule is in place to fulfil the school's duty to maintain the highest water standards.

160.4 **The Pool Itself.** The entire pool floor is cleaned every Monday morning using a manual pool hoover which sucks up sediment from the tiles, this sediment goes out to waste. On Wednesday evenings an automatic pool cleaner is put in and spends 7 hours tracking around on the pool floor again sucking up sediment and debris. This is removed and cleaned the following morning. This routine ensures the pool bottom is kept free from sediment and debris for the majority of the week. Pool water quality is dealt with under a separate section.

160.5 **The Pool Surround (poolside).** The pool surround is mopped and hosed down daily using just clean water. It is virtually impossible to stop cleaning products from entering the water which would have an effect on the quality of the pool water so only water is used.

160.6 **Changing Rooms and Toilet.** The changing rooms and toilet floors are cleaned daily by mopping using Johnsons Diversey "Shield" disinfectant cleaner which dissolves grease and leaves the floor non-slippery. Walls are wiped down when needed with a weak solution of "Shield". The toilet is cleaned daily using Johnsons Diversey 3 way toilet cleaner in the pan and Dettol disinfectant spray on the seat. Toilet pan is bleached weekly. The basin is cleaned daily using

Dettol spray disinfectant.

160.7 Entrance Hall. The Entrance Hall is vacuumed daily to reduce the amount of dirt taken into the pool and changing rooms.

## 161. Cleaning and Hygiene, Hirer/Customer Responsibilities

161.1 Due to the amount of use the Dauntsey's School pool has it is impossible to clean everything in between lessons so it is up to individual hirers to keep the poolside and changing rooms as clean as possible, and leave it tidy for the next hirer. The following is a list of rules that hirers should enforce rigorously on their customers to ensure everyone enjoys their swim:

Hirers should insist that customers:

1. Remove shoes/boots before entering the poolside or changing rooms.
2. Please keep all pool doors closed, if they are propped open this only tells the dehumidifier to blow more heat into the building.
3. Do not bring buggies/prams/pushchairs onto poolside; these must be left outside the building.
4. Do not bring food including crisps, cakes, biscuits or raisins in to the poolside or changing rooms, please wait until you are out of the building before eating food.
5. Everyone entering the pool should shower before and after swimming.
6. Everyone entering the pool should use the toilet before swimming.
7. Baby swimmers must use waterproof swimming nappies in the pool.
8. Nappies must be disposed of in the grey bin in the changing room not in the general waste bin in the entrance hall.
9. Do not bring dogs on to site, only guide dogs are permitted.
10. Do not bring glass bottles or jars in to the building at all, if a glass bottle smashes on poolside it could result in the pool being closed for up to two weeks as it would have to be drained.
11. Customers are not allowed anywhere else on site other than the pool building and the route to and from the car park.
12. Customers' children and siblings must be supervised at all times while on site, not left to play in the playground while siblings are swimming.
13. **No one should enter the pool if they have had diarrhoea or sickness in the last 14 days.**

## 162. Pollution of Pool Water

162.1 Treatment. The swimming pool water must be treated with the following objectives in mind to product:-

- A disease free environment including humidity control.
- Clear water for bathers and instructors.
- Comfort for bathers.
- To maintain the structure, plant and equipment in optimum condition through the prevention of corrosion and scale formation.

### 162.2 Removal of Pollutants;

#### 162.2.1 Chemical Pollution:

- In water supplied from mains or wells ( $\text{CaCO}_3$ ).
- From bathers: e.g. sweat, urine, faeces, cosmetics, hair lotions, face powders, lipstick, etc. etc.
- Arising from use of water treatment chemicals.

All of this pollution is removed by diluting the pool water with fresh water and by filtration and flocculation.

#### 162.2.2 Bacterial Pollution:

- Non-pathogenic – Harmless to humans.
- Pathogenic – Potentially harmful – bacteria from eyes, ears, nose, throat, skin infections, sores, urine and faeces.
- Algae i.e. small plant life.

This form of pollution is removed by disinfection followed by filtration.

#### 162.2.3 Physical Pollution:

- Airborne i.e. dust, grit, etc.
- Vegetable i.e. grass, leaves etc.
- From bathers i.e. hair, fluff, plasters, hairclips, etc.

Nets, scoops, vacuum strainers and filters are the only successful method if removing physical pollution.

### Hygiene

163. As with anywhere used by a large number of people, the building housing a swimming pool must be kept clean. Many of the issues that arise are common to all such public places; but because of the importance of maintaining good pool water quality there are special considerations involved.

164. Pre-swim Hygiene. Historically, swimming baths in the U.K. have been places where people go to get clean. In some European countries it is quite routine (sometimes compulsory) to shower before a swim. In the U.K. are more likely to be seen as a means of washing off the pool water after a swim. It is ironic, of course, that the Chlorine swimmers want to remove is there in such quantities in order to deal with body pollution introduced by swimmers who do not shower first.

165. Pre-swim showering benefits the management of the pool in 3 ways:-

- Up to two-thirds of the sweat products and a third of the bacteria are removed.
- A shower removes five times as much pollution as a footbath.
- Money is saved on chemicals, because the pool is cleaner. It would also be more pleasant to swim in due to the lack of chemicals needed to disinfect the water.

166. Children in particular, should be educated to use the toilets before bathing to minimise involuntary urination in the pool. Babies should only wear proper swimming nappies and should be encouraged to empty their bladders before they swim and wear costumes.

### Evacuation

167. Total evacuation of the Awdry Sports Centre shall take place in the case of:-

- Uncontrolled fire.
- Structural failure to the major fabric of the building, i.e. walls, roof, etc.
- Bomb scare.
- Power failure if lasting more than 5 minutes.
- Gas emission.

168. Partial evacuation of certain areas of the building shall take place in the case of:-

- Partial power failure to 1 area if lasting more than 5 minutes – the Awdry Sports Centre has its' own standby generator.
- Localised minor structural failure, i.e. false ceiling damage, floor damage, etc.
- Specific incidents i.e. death in pool, overcrowding, lack of water clarity, etc.

### **Total Evacuation**

169. It shall be the responsibility of the Sports Centre Manager or Head Lifeguard or senior member of staff to make the decision to evacuate.

#### **On hearing the alarm:**

170. All staff shall report to lobby except for the lifeguards on poolside duty.

171. The Sports Centre Manager/Head Lifeguard/senior member of staff shall enter lobby immediately to check the alarm monitor board. The alarm monitor board indicates where the alarm has been set off.

172. A copy of the building plans should be located next to the fire alarm panel and will highlight all the fire break glass points around the sports and swimming pool complex which corresponds with the fire alarm monitor board.

173. The Fire Alarm system at Dauntsey's School sports complex and swimming pool is not connected to the Fire Brigade and they will need to be called to initiate an immediate response.

174. The Sports Centre Manager/ Head Lifeguard should contact the Fire Brigade to ensure they are aware of the fire alarm and give brief details of where the alarm was activated.

175. The Head Lifeguard or in his/her absence the senior member of staff shall take responsibility for controlling the evacuation. He/she shall be known during the procedure as the Evacuation Controller.

176. The speed of the evacuation shall be of paramount importance. The Evacuation Controller shall have a central control point and this shall be designated as the lobby area. The Evacuation Controller shall not move from the control point, unless forced to do so by the position of the emergency. If conditions prevent the lobby area being the control point another area shall be designated.

177. The areas of clearance shall be:-

- Away from the source of problem, i.e. fire, suspect package, etc

- General Floor Zone 1 – The Swimming Pool Hall, Office and First Aid Room, Disabled Changing and Toilets, Poolside Storeroom Canoe Store, The Float Store, Spectator Gallery.
- Ground Floor Zone 2 – Male and Female Swimming Pool Changing areas (including staff), the Dry Sports Changing Room One, the Store Room, the Cleaners' Cupboard, the Ground Floor Classrooms, the single Changing Room area for Male staff, Male Staff Changing Area, Female Staff Changing Area, Ground Floor Corridor to all Changing Rooms and Spectator

Area/Gallery, Entrance Lobby, First Floor – Upper Floor Zone 2 – Boiler Room Area and Classrooms, Corridors and spectators viewing gallery and upper seating area. The Sports Hall, the Gym and all store rooms.

- Ground floor and outside yard area – Plant Room Boiler areas – Please approach and access via external door only. This is because it is a safe route and the opening of the internal Plant Room door may cause poisonous gas or smoke to escape into the Swimming Pool Hall. Chlorine Chemical Store, Acid Chemical Store, External Bin Store, the Food Digester Unit, the External Gas and Electric supplies and cupboards.

178. All members of staff shall have the responsibility of ensuring that specific areas of the building have been evacuated. Some of these responsibilities are specific to the job roles, i.e. Poolside Lifeguards. The Pool Engineer, the Evacuation Controller will designate others.

179. The Evacuation Controller shall collect the Plan of the Sports and Swimming Pool Complex (located next to the alarm monitor board) and shall hold it in their possession for use by the emergency services.

180. The Evacuation Controller shall also take the Evacuation Control Checklist (also located next to the alarm monitor board). When issuing Route Cards to staff reporting to the Evacuation control point, he/she shall record the name of each member of staff given a route card to the specified zone, along with the time. The Route Cards state which areas of the building the member of staff is responsible for evacuating and in which order. In the event of a shortage of staff reporting to the lobby a member of staff may receive more than one Route Card.

181. Members of the public should be taken via the nearest fire exit to the assembly point, which is the Rugby playing surface and is located at the main entrance to the School.

182. All areas shall be evacuated except where users are in a state of undress, i.e Changing Rooms and the Pool. Users in the Pool and those not suitably clothed in the Changing Rooms shall be held on “Stand By” at the Fire exits on the Poolside. Users who are not fully clothed and have to be evacuated shall be issued with a foil blanket outside the facility as soon as possible after they have left the building.

183. Members of staff who are issued with a Route Card(s) shall report back to the Evacuation Controller as soon as they have completely evacuated the designated areas listed on the Route Cards. The Evacuation Controller will tick the Evacuation Control Checklist to verify their return and that the area has been successfully evacuated.

184. After complete evacuation of the building, the Evacuation Controller shall contact the Head Lifeguard, School Safety Officer – Nick Barnes (Assistant Bursar) or the Bursar.

185. The Evacuation Control Checklist should be fully completed on both sides and the total time of the evacuation plus any comments must be recorded on the checklist. A copy of the form must be sent to the School Safety Officer, Mr Nick Barnes, within 49 hours.

**On hearing the alarm:-**

**The senior member of staff shall:-**

186. Report immediately to the lobby and in the absence of the Head Lifeguard, take on the role of Evacuation Controller.

187. If not assuming the role of Evacuation Controller the senior staff shall receive a Route Card or await further instructions from the Evacuation Controller.

188. Not allow any more users into the facility and wait in the lobby.

189. Call the emergency services if instructed to do so by the Evacuation Controller.

190. The senior member of staff shall report to the Evacuation Controller that the emergency services have been called and await further instructions.

191. Make the following announcement: "Attention Please, this is an Emergency announcement. Please clear the building via the nearest exit."

192. The senior member of staff may then receive a Route Card from the Evacuation Controller.

**Lifeguards shall:**

193. If on poolside, remain on poolside to evacuate the pools and hold on "Stand By" at the fire exit. Do not allow people back into the changing rooms. A Lifeguard shall remain with the users until word is given by the Evacuation Controller to either fully evacuate or "Stand Down".

194. Evacuate School pupils and users in the changing rooms through either the Male or Female changing room fire exits or through the normal user's access area. Users in a state of undress will be held on standby at the poolside Fire Exits. Space foil blankets available and are kept within the First Aid room and will be issued out to pool users and collected by a member of staff, if required during the evacuation. Ideally collected by the Evacuation Controller if safe to do so or by other school staff involved in the evacuation. No attempt should be made to go back for them if the fire evacuation has been completed and or it is in any way unsafe to do so.

195. Instruct any spectators in the Viewing Gallery to evacuate the building immediately via the nearest Fire Exits.

196. When the pool and changing rooms have been totally evacuated the Lifeguards or school staff shall report to the Evacuation Controller.

197. If not on poolside the staff shall report immediately to the lobby.

198. The staff shall receive a Route Card or await further instructions from the Evacuation Controller.

**Technical Staff (if present) shall:**

199. Report immediately to the lobby and the Evacuation Controller.

200. The Pool Engineer or a Maintenance Technician shall receive a Route Card or await further instructions from the Evacuation Controller.

**Cleaning Staff shall:**

201. Report immediately to the lobby and the Evacuation Controller.

202. The cleaning staff shall await further instructions from the Evacuation Controller.

**Administrative Staff shall:**

203. Report immediately to the lobby and the Evacuation Controller.

204. The Administration staff shall receive a Route Card or await further instructions from the Evacuation Controller.

**Coaching teaching (Teachers) and instructing Staff shall:**

205. Remain with the class and await further instructions from the member of staff evacuating that area. They should not allow any members of the class to leave that area until instructed to do so.

206. In the event that there is a Swimming Instructor on poolside, he/she may be required to assist with the general evacuation of the building and may be asked to go to the lobby once the pool has been cleared.

**Route Cards:**

207. Route Cards shall be issued to staff reporting to the Evacuation Controller. The Route Cards state which area of the building the member of staff shall be responsible for evacuating and the order in which the areas should be evacuated. It is extremely important that the member of staff returns with the route card as soon as their area has been evacuated and the users are taken to the assembly point. Note these cards are kept next to the evacuation control/fire panel.

### **Zone One (Route Card One)**

208. Users in a state of undress will be held on standby at the poolside Fire Exits in readiness to be evacuated on the instruction from the Evacuation Controller. Do not allow people back into the changing rooms. The member of staff shall check the swimming pool areas, spectator gallery and poolside stores and evacuate the public via the two fire exits located on poolside; alternatively, the Main entrance fire exit or normal access route if poolside escape is blocked.

209. The member of staff shall check the following area: The Swimming Pool Hall, Canoe Store, Float Store, Spectator Gallery, Disabled Change, Poolside Office/First Aid Room (pick up Emergency Kits), Poolside Storeroom. (Do not open Plant Room Door).

210. The member of staff shall report to the Evacuation Controller as soon as he/she is satisfied that the areas are clear and await further instructions.

211. The member of staff may be directed by the Evacuation Controller to issue foil blankets to users outside the building and to prevent further access to the building. (Foil blankets are stored in the pool first aid station).

### **Zone Two (Route Card Two)**

212. The member of staff shall go along the ground floor corridor evacuating the public via the nearest safe fire exit doors.

213. The member of staff shall check the following areas on the ground floor: Male Changing Area, Female Swimming Pool Changing Area, the Dry Changing Rooms both Male and Female Two, Male Staff and Female Staff Changing Room, Corridor to Staff Changing Rooms, Corridor to all Changing Rooms and Spectator Area, Entrance Lobby and Upper Plant Room (Lobby Area), the Cleaners' cupboard, the ground floor Classrooms, the Sports Hall, the Gym and all Storerooms.

214. The member of staff shall report to the Evacuation Controller as soon as he/she is satisfied that the areas are clear and await further instructions.

### **Zone Three (Route Card Three)**

215. The member of staff shall go to the following areas and evacuate any persons by the appropriate Fire Exit: the Pool Plant Room (approach and access via external door only), Chlorine Chemical Store, Acid Chemical Store, External Bin Store, the Biomass Boiler, the Gas and Electric Supplies and Cupboards.

216. The member of staff shall report back to the Evacuation Controller as soon as he/she is satisfied that the areas are clear and await further instructions.

### **General**

217. These evacuation procedures shall be followed in all cases when the alarm sounds unless the instruction is given to "stand down" by the Evacuation Controller. It maybe accidentally triggered, or as an act of vandalism, but it may also be a genuine call spotted by somebody. It is better to be safe than sorry.

218. If the Head Lifeguard (senior staff) has been made aware (by a member of staff) that the break glass has been smashed accidentally or as an act of vandalism, the Head Lifeguard will check the alarm monitor board to verify where the alarm was activated. Even if it is clear it is a false alarm, the Head Lifeguard will still need to await the arrival of the fire brigade to give the all clear before he/she can instruct the staff to “stand down”.

219. The instruction to “stand down” will mean that everything is safe and that the incident has been cleared. Upon this announcement the facility should be restored to normal operation as soon as possible.

220. The break glass that activated the alarm will need to be replaced and the alarm system re-set immediately by the Head Lifeguard (senior staff).

221. The senior staff must be aware of where to locate a supply of replacement break glass. The designated replacement glass store for the sports and swimming pool complex is in the Head Lifeguard’s office drawer (labelled).

222. The senior staff must be fully conversant on how to replace the glass and reset the alarm. If he/she is not they must inform the Clerk of Works immediately.

223. Fire evacuation practice drills will take place at the complex on an annual basis.

### **Fire Evacuation – General Instructions**

224. Try to take the following instructions into consideration when conducting the evacuation:

- Ensure any area you are delegated to clear is checked thoroughly.
- Do not cause panic, but remain calm and methodical.
- If a user refuses to leave after being asked, then leave them and report the matter to the Evacuation Controller or senior member of staff.
- Do not allow anyone back into the building and close all doors to prevent re-entry.
- Direct people to the designated assembly point in front of the Rugby planning surface.
- Do not allow people to return to the changing areas to change. Those already changing should only be allowed to dress for decency and then taken to poolside to “stand by” with other bathers or users of the sports complex.
- Once the users are clear of the area do not re-enter the building yourself but go around the outside to the designated central control point at the lobby.
- Report to the Evacuation Controller that your area is clear as soon as possible.
- Be aware of all break glass points, all fire exits and fire extinguisher points. Please refer to the Dauntsey’s School Sports Complex and Swimming Pool Building Plan or Fire Equipment Location List.

### **Action for the Evacuation of People with Disabilities**

225. All disabled customers should be taken to the nearest fire exit away from the reported location of the fire and then proceed to the designated assembly point until the Fire Services arrive.

226. On safely moving disabled customers to the assembly point, the member of staff should immediately report to the Evacuation Controller, informing him/her of the exact number of disabled persons evacuated.

227. If there are a group of persons with disabilities who have arrived as part of a club or association, then please ensure that the supervisors provide the required assistance to make the evacuation as speedy and efficient as possible.

228. All operational staff must be aware of the times and days of all disabled and special needs groups that use the sports and swimming pool complex and the designated evacuation for each group.

229. The times and days for Dauntsey's School sports and swimming pool special needs programme of activities are listed below:

<b>Group</b>	<b>Day(s) Time</b>	<b>Fire Exists</b>
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230. Staff must aim to conduct the evacuation as quickly and efficiently as possible. A facility the size of Dauntsey's School sports and swimming pool should aim to fully complete the evacuation within two or three minutes.

**Other lifeguard(s) are summoned to cover the lifeguard dealing with the incident.  
The lifeguard involved administers immediate aid or provides appropriate assistance.**

**Review:**

231. The NOP will be reviewed annually and revised if necessary:

- 231.1 With the installation of new equipment.
- 232.2 After a major incident (e.g. accident requiring hospitalisation or near drowning).
- 232.3 Following the identification of a trend of minor accidents.
- 232.4 Structural change.

232. Any revisions to the NOP must be communicated to all staff and outside organisations:

- 232.1 Dauntsey's School will deliver update training to all relevant staff. This training must be recorded.
- 232.2 Outside organisations must be issued with a summary copy of the NOP.
- 232.3 A signed confirmation of receipt and understanding of the updated procedure must be returned.

233. Lifeguards, Duty Managers and Swimming Teachers must also receive annual update training on the NOP.

234    **Sources of Information:**

- 234.1 Health and Safety Executive (HSE) 'Managing Health and Safety in Swimming Pools' 2003 HS(G)179 amended 2013).
- 234.2 RLSS 'The Lifeguard'.
- 234.3 Pool Water Treatment Advisory Group (PWTAG) 'Swimming Pool Water Treatment and Quality Standards' 1999.

# **ZONE ONE**

- All corridors and spaces on route
- The swimming pool on lock down
- Canoe store
- Pool equipment store
- Disabled changing room
- First aid room (pick up emergency blankets)
- Plant room from front of building (check over gates if locked)
- Meet back in reception with co-workers

## **ZONE TWO**

- All corridors and spaces on route
- The entrance lobby
- The male and female wet and dry changing rooms
- Staff changing rooms
- The ground floor classrooms
- The gym
- The sports hall, stores and PE office
- Meet back in reception with co-workers

## **ZONE THREE**

- All the corridors and spaces on route
- Upstairs classrooms
- Jolie Brise and Adventure Education Office
- Dance studio and cupboards
- Upstairs cleaning cupboard
- Classics office
- Meet back in reception with co-workers

# **DAUNTSEY'S SCHOOL**



## **VISITS AND ACTIVITIES OUT OF SCHOOL**

### **A POLICY**

## **GENERAL**

This policy document covers recreational, educational and holiday activities that take place “off site”. It applies therefore to all events organised by the School, including games, which take place outside the boundaries of the School site both in the normal course of the School's activities and as special activities, (e.g. ski trips, mountain climbing etc.).

The instructions and guidance contained in this policy may be well known and observed by members of staff; however, they are not exhaustive and cannot cover every contingency. Members of staff are asked to exercise care when responsible for off site activities and to be alert to danger, or potential danger, at all times.

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19. Procedures in the event of an emergency on a school trip
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## **1. INTRODUCTION**

Members of staff in charge of, and assisting with school trips and visits, must be conversant with

- this part of the policy
- any other more detailed departmental rules
- Educational Visits – School Transport Risk Assessment

## **2. RISK ASSESSMENTS**

All trips and visits will only be carried out after an assessment of the risks involved. The School will prepare written risk assessments and arrangements for individual visits and activities, and where necessary staff training will be provided. The risk assessments and arrangements will include consideration of matters such as hazardous activities, pupil supervision, transport, pupil free time etc. Risk assessments should include all significant foreseeable events; the most important of these include the situation in which one of the designated leaders is unable to continue (owing to an accident or hospitalisation), which therefore creates a situation in which the staff/pupil ratio is unacceptable or continued travel is not possible. In such instances it is vital that the party leader (or the designated new leader if the party leader is the one affected) makes contact with the School as soon as possible.

Information is available on the School intranet for minibus use in UK and for other modes of transport such as coaches, private cars, ferries and for air travel. Part of the planning process must include an acknowledgment that staff are familiar with the policy Educational Visits – School Transport Risk Assessment.

Final authorisation for each visit will be made by the Second Master who is the School's Educational Visits Co-ordinator (EVC) and only then if he is satisfied that an adequate risk assessment has been carried out. In all of the following the EVC acts on behalf of the Head Master.

The role of the EVC includes the following: reporting to the Governors, the School Health and Safety co-ordinator, assigning competent staff to lead or supervise a visit, assessing the competence of leaders and other adults proposed for the visit, organising the training of leaders and other accompanying adults, ensuring that Safeguarding disclosures are in place, where necessary, ensuring that parents are provided with full details of the visit beforehand, assisting the group leaders in obtaining the consent of parents, organising the emergency arrangements and ensuring that there is at least one emergency contact for each visit, keeping records of individual visits including reports of accidents and 'near-accidents' and reviewing systems, and on occasions, monitoring practice.

### **3. PLANNING AN OFF-SITE ACTIVITY**

In order to ensure the success and safety of a visit, it is important that sufficient time is allocated to preparation and planning.

#### **A. *Before the visit - for both day and residential activities***

- Give an outline proposal for the visit to the EVC, seeking approval in principle for the visit. This proposal should include such matters as date, duration, venue, staffing, travel arrangements and cost. Note that if the trip is during school hours' teacher cover may be required.
- Carry out a reconnaissance visit if appropriate; this may help the party leader to identify any potential hazards.
- Book the transport and venue, making sure that this is confirmed, preferably in writing. This can be done through the Facilities Department.
- If the activity has taken place before, refer to previous documentation and make amendments to it as necessary.
- Complete the green Out of School Trips Request Form and pass it on to the EVC. A risk assessment for the activity should be attached, or provided later and closer to the trip.
- Print off and read the generic risk assessment for use of transport available on the intranet.
- Order any food that is required by contacting the Catering Manager.
- For residential visits it may be necessary to make financial arrangements with the Bursar; check the document 'Check list for Finances of Overseas Trips'.
- If you require funds from your allocated budget to pay for the trip, then complete a cheque request form and pass this on to the Second Master.
- Complete the relevant checklist forms (Finances, Day Trips, Evening Trips, Residential/Overnight Trips) as appropriate.
- Organise meeting with Deputy Head (Pastoral) in order to discuss the needs of the pupils on the trip; provide a list of the pupils as soon as the group is confirmed and before final payment is made.

#### **B. *Inform parents and obtain parental permission for the visit (if appropriate)***

- For day pupils a letter should be sent home with details of the trip. For any overnight or residential trips, parental permission must be obtained and therefore the letter should contain a reply slip that parents are required to return to the school. Boarding House staff can act in loco parentis in giving permission.
- For overnight/residential trips, the pupils and parents are required to complete the 'Code of Conduct' document.
- Keep all reply slips (if appropriate) until the visit has taken place.

- Pass on to the EVC a copy of any letter(s) sent to parents.

**C. *Several days before the visit takes place***

- Ensure that the members of staff involved are briefed on their responsibilities and that, if appropriate, they are allocated a specific group of pupils to look after.
- Brief the pupils.
- Arrange for a suitable first aid kit from the Medical Centre and discuss any medical issues with staff.
- Check the transport arrangements.
- Publish a list of pupils on the staff notice board. This should be done at least 48 hours (but preferably one week) before the trip takes place. One copy of this list should be left with the EVC and one copy with Reception.

**D. *During the visit***

- The party leader should check that any pupil who needs medication has brought it with them.

**For day visits ensure that you take with you**

- An accurate list of group members and their details including significant medical information.
- A mobile phone and a first aid kit.
- Details of the action to take in the event of an emergency on the trip.
- Contact details in case of accident or delay.
- Your own risk assessment and a copy of the generic risk assessment for use of transport. Ensure that you have left the completed green Out of School Trips Request Form with the EVC.

**For residential visits ensure that you take with you**

- An accurate list of group members and their details.
- A first aid kit and mobile phone.
- Travel tickets, passports, and visas, if going abroad; it is also advisable to carry separately photocopies of these documents.
- Medical papers e.g. European medical cards and medical histories.
- Parental consent forms with medical information.
- Code of Conduct forms.
- Details of the action to take in the event of an emergency on the trip and emergency contact numbers.
- Contact details in case of accident or delay.
- Details of insurance arrangements and the company's telephone number.
- The name, address and telephone number of the group's accommodation and a copy of any contract with a centre or hotel etc.
- Your own risk assessment and a copy of the generic risk assessment for use of transport.

*Ensure that you have left the completed green Out of School Trips Request Form with the EVC.*

#### **E. After the visit**

- Inform reception that you have returned to school (for trips in holiday time inform the EVC or another agreed contact person).
- Carry out an evaluation of the trip and keep on file for future use.
- Complete an evaluation form (provided by the EVC) for any visits that involve an overnight stay.

#### **4. BEHAVIOUR**

Pupils are expected to behave in accordance with the general standards prescribed by the School. School rules must be complied with on journeys, expeditions and other outings undertaken, or attended by members of the School, for which the School is ultimately responsible. Rulings and decisions made by staff in charge of the trip must be regarded as final and binding. Pupils and parents are required to sign a 'Code of Conduct' document prior to departure.

Where the nature or destination of the journey requires any modification of the rules, specific instructions will be given by the staff in charge of the undertaking about any such modification, and these will have been agreed beforehand with the Head Master.

In appropriate cases of indiscipline, and where feasible, the offending pupil(s) may be sent home, or in term time back to School, provided that adequate arrangements are made for the journey, and for reception of the pupil(s) at home/School. A member of staff will usually be required to accompany the individual(s).

All serious cases of indiscipline, including any involving infringements of the laws of the land, must be reported to the Second Master as soon as is convenient. Punishments, if necessary, will then be discussed and served as appropriate.

More serious and widespread misconduct infringing the laws of the land and/or bringing discredit upon the School may merit more serious sanctions. The fact that the misconduct takes place away from the School premises in no way reduces the offence.

## **5. ARRANGEMENTS FOR DAY PUPILS INVOLVED IN SCHOOL ACTIVITIES THAT FINISH LATE**

The School has a responsibility to inform the parents of day pupils when School events are likely to disrupt regular transport arrangements. The following guidelines should be adhered to: -

- All scheduled events and timings should be noted in the calendar.
- In the event of additional unforeseen arrangements, it is essential that parents be informed with sufficient notice. Staff should note that pupils cannot always be relied upon to verbally convey messages home.
- Changes to events listed in the School calendar, which will involve pupils missing School transport must be notified to parents in good time.
- It is the responsibility of the member of staff concerned to see that pupils who need assistance to arrive home safely do not leave School without this. Arrangements should be made in consultation with parents.
- It is hoped that if the above guidelines are followed, parents will be able to arrange to collect pupils from School. In exceptional cases only, overnight accommodation may be available in School.

## **6. STAFF PUPIL RATIO**

When arranging staffing for your trip, account should be taken of the nature of the group, the activity, the weather etc. DfE guidelines suggest that a ratio of 1 adult for every 15-20 pupils may be acceptable but it does depend on an assessment of the risk inherent in the activity. If unsure, seek advice from the EVC. As a general guide there should be a minimum of two members of staff accompanying a visit in the ratio of not less than one to 20 pupils. However, the Second Master may make exceptions. For instance, for many games trips or for small Sixth Form groups it would be appropriate for one member of staff only to accompany the group. For any overseas trip, there should be a minimum of two members of staff.

Wherever possible, all members of staff accompanying a visit will be teachers employed by the School. However, the Second Master may allow parents, or members of the administrative or domestic staff to accompany a visit, provided a teacher employed by the School is always in charge and the majority of the supervisors are teachers.

The ratios described are minimum recommendations. The Second Master will be responsible for ensuring that the group is adequately staffed. In considering whether a higher ratio of staff to pupils will be necessary for any particular visit the following points should be taken into account:

- the ages and temperaments of the pupils involved
- the length and purposes of the visit

- the method of travel
- the nature of the locality and the activities to be undertaken
- whether or not hazardous activities are involved
- any special needs of any pupils taking part.

If a joint visit is organised with another school so that staff share supervision, members of staff of the other school may be included in calculating the appropriate staff pupil ratio. Pupils from another school, who are not supervised by staff from that school, will not be permitted on visits without specific written approval from the EVC.

If a member of staff accompanies a trip on which their son/daughter is a member of the party, they can be counted as an adult presence, but should not be involved when working out the staff : pupil ratio.

If female pupils are going on a visit a male member of staff should be accompanied by a female member of staff whenever possible and vice versa. However, the Second Master has discretion in this matter in the light of the nature and duration of the proposed visit and the ages of the pupils concerned if compliance would result in difficulties in staffing small groups of pupils. The requirement is primarily for the protection of members of staff who should be advised that a member of staff of the opposite sex would always accompany them on school visit if they so wish. Taking into account the age of the pupils involved, it might be appropriate to gain written permission of the parents of any girls on the trip if the only adults will be male. In this instance, seek guidance from the EVC.

## **7. PARENTS AND OTHER ADULT HELPERS**

Whilst it is accepted that other suitable adults may play a useful role in connection with accompanying school visits, they should not be taken into account in the calculation of the minimum number of staff required to supervise the group as set out above. The Second Master may, however, make exceptions to this general rule provided that a member of the teaching staff is always in charge of the party. These might include groups of 20 or more pupils, where there are already at least two members of staff accompanying the group or for Sixth Form outings.

Parents or other suitable adults should only be allowed to accompany the visit if:

- their inclusion is expressly approved by the Second Master, who reserves the right to refuse any offer of help.
- they have been informed of the nature of the visit and made aware of their duties and responsibilities.
- they have undergone the necessary Safeguarding checks.

## **8. INFORMATION CONCERNING VISITS**

Parents must be fully informed in writing about the visit well in advance. If appropriate, parents and pupils should be invited to the School to discuss details with the organisers. For longer term visits (trips overseas etc) the EVC should be kept fully informed about plans for the trip.

Written information sent to parents should include items such as the following:

- accommodation and meal arrangements
- travel arrangements including time of return
- activities (include remote supervision, if relevant) and visits in which pupils will be allowed to participate
- insurance cover and details
- health formalities (e.g. inoculation)
- names of party leaders and members of staff accompanying party, and address and telephone number of the party leader at the destination.
- in case of pupils under 16 on the day of commencement of the visit, contact numbers for the pupils must be given (if pupils are staying with a family it may not be possible to give this information immediately, in which case further information will need to be given)
- advice on clothing and equipment (if school uniform is not worn, means of identification in emergency are recommended) and pocket money
- code of conduct in detail relating to standard of behaviour expected from pupils during a visit, including rules on smoking and alcohol (this is included in the Code of Conduct, which is signed by pupils and parents)

Parents should also be advised that the Head Master reserves the right to exclude a pupil from a visit on behavioural or other grounds.

## **9. CONSENT FORMS**

A pupil may not be allowed to participate in a School visit involving an overnight stay, unless an appropriate consent form has been signed by his or her parents/guardians and returned to School.

Parents are asked to sign a blanket consent form on entry to the School, which covers that year and each year thereafter, which may be used to include local visits, games' trips and other visits that will take place during normal term time under the supervision of School staff.

This blanket consent should not be used for any visits that are out of the ordinary, for instance exchange visits abroad, overnight stays or trips that involve any hazardous activities etc.

With a blanket consent form there is no possibility of parents providing up-to-date medical information. The member of staff responsible for each visit must ensure that they are aware of any medical condition affecting the pupils at the time of the visit. Procedures must be drawn up to ensure that these are noted by the member of staff concerned.

A ‘Code of Conduct’ document is required before departure on any overnight/residential trip and must be signed by the pupil and parents.

## **10. EMPLOYEES CONVEYING PUPILS IN MINIBUSES OR PRIVATE CARS**

A minibus is defined as a ‘passenger carrying vehicle’ with a minimum of 9 and a maximum of 16 passenger seats (plus the driver’s seat).

**For those staff who held a driving licence before 1 January 1997** you should have the entitlement to drive a Category D1 vehicle – this means you can drive a minibus with up to 16 passenger seats without needing an additional driving test. You should also find a code printed next to this on your licence (101) which means ‘not for hire or reward’. Hire or reward generally means any payment in cash or kind made by or on behalf of passengers that gives them right to be carried in a vehicle.

This means you must not drive the vehicle if a fare or charge is made for the service, eg: a local bus service or even a minibus provided as a courtesy by a hotel could be interpreted as hire or reward.

To drive a minibus for hire and reward a driver must hold a vocational D1 passenger carrying vehicle licence (PCV) and will need to undertake an additional driving test via the Driving Standards Agency.

**For those staff who have held a licence since 1 January 1997** do not have category D1 and therefore cannot drive a minibus without taking the additional driving test.

However, holders of a full Category B (car) driving licence may drive a minibus with up to 16 passenger seats provided all the following conditions are met:

- The vehicle is used for social purposes by a non-commercial body but not for hire or reward;
- The driver is aged 21;
- The driver has held a car (Category B) licence for at least 2 years;
- The driver is providing the service on a voluntary basis;
- The minibus maximum weight is not more than 3.5 tonnes (or 4.25 tonnes including any specialist equipment for the carriage of disabled passengers);
- If the driver is aged 70 or over, is able to meet the health standards for driving a D1 vehicle.

When driving a minibus under these conditions you may not receive any payment or consideration for doing so other than out of pocket expenses or two any size trailer; you may only drive minibuses in this country. Drivers aged 70 or over will need to make a special application, which involves meeting higher medical standards.

It is also the responsibility of all staff to notify the Assistant Bursar (Estates and Facilities) of any endorsements on their licence. The School reserves the right to prohibit any School employee from driving a school minibus, based on the details of the endorsements on their licence.

It is recommended that, if possible, pupils should be transported in a coach, minibus or by public transport and staff should use their discretion as to whether or not private cars should be used.

The risk assessment relevant to the trip must address the problem of driver fatigue.

If the member of staff is uncomfortable travelling alone with a pupil (particularly one of the opposite gender), they could suggest that the pupil sits in the rear seats of the vehicle, rather than at the front.

## **11. SPECIAL ACTIVITIES INCLUDING EXPEDITIONS**

Special activities are those involving a degree of risk, or hazard including the possibility of bodily injury. Examples of these activities include canoeing, climbing, hang-gliding, parachuting, rowing, sailing, skiing, sub Aqua, windsurfing etc. This list is not exhaustive and other activities, not necessarily sporting, could involve a degree of risk or hazard.

It is important that the member of staff in charge matches the scope of the expedition to the skills, physical fitness, knowledge and other capabilities of participants. Where hazardous activities are involved it is important to ensure that appropriate members of staff accompanying the visit are qualified<sup>1</sup> and competent and that all equipment used adhere to the appropriate safety standards and are properly maintained. Where possible, these activities should be undertaken at a specialist centre where properly maintained equipment and qualified and competent staff are available. It is important that parents are informed in writing of any hazardous activities involved, and that these are specifically mentioned when applying for travel insurance e.g. mountain walking, rock climbing, water sports, pony trekking etc If a fully experienced and qualified leader is not available then the proposed activity must be reduced to a non-dangerous level, or should not take place.

The Second Master must be provided with written evidence that any activity centre used has a licence<sup>2</sup> and that all instructors and supervisors are formally qualified and experienced. If an activity centre is to be used the Second Master must be provided with a copy of the centre's Health and Safety policy and assess its suitability.

At the planning stage members of staff responsible for organising special activities are to follow the guidelines explained for normal activities and in addition they should make sure there is suitable insurance cover.

## **12. SHARED RESPONSIBILITIES**

### **RESIDENTIAL CENTRES**

The centre's written safeguarding and safety procedure should be obtained and checked at the initial planning stage. It is likely that there will be times when centre staff will be responsible for the pupils and in accordance with DfE guidance, these times (and in what circumstances) should be set out and agreed in writing prior to the start of the visit. The pupils must know who is in charge at any given time.

If, as in the case of some field trips, the visit is unaccompanied, this must be made clear to parents and the Second Master must be satisfied with the safety procedures.

### **JOINT TRIPS WITH OTHER SCHOOLS**

There should be one overall party leader and the Second Master should be satisfied with the procedures in place at the partner school if these do form the basis of the planning of the trip. The responsibility of the staff of each school for the pupils of the other should be agreed and made clear to the pupils. Pupils from another school, who are not supervised by staff from that school, will not be permitted on visits without specific written approval from the EVC.

## **13. FIRST AID AND MOBILE PHONE**

A mobile phone and a First Aid kit should be carried. Ideally, there should be trained First Aid personnel in every group involved in travel.

## **14. REGULAR ROUTINE CURRICULAR ACTIVITIES OFF THE SCHOOL PREMISES UNDER THE SUPERVISION OF SCHOOL STAFF**

These include, for instance:

- a) Visits to other schools.
- b) Short visits in the area of the School (e.g. local surveys, community service).
- c) Charity works and other sponsored activities off the premises organised by the School.
- d) Sports fixtures.

It is not necessary for parents to sign a consent form for these activities and the Second Master may take parents and other adult helpers into account when deciding on the number of supervisors

required for the journey, provided that a teacher is in charge. It must, however, be borne in mind that the ratio of pupils to teachers for the actual teaching of the activity should be appropriate to the activity being taught.

Depending on factors such as distance, duration and location, consent forms may not always be needed for visits to theatres, concerts, galleries, museums, universities, places of higher education, lectures and places of general interest. Check with EVC if necessary for clarification.

Pupils considered to be sufficiently responsible, may be allowed to walk unaccompanied to where activities are carried out, provided that they walk in groups of no less than three in the First to Third Form and in pairs in the Fourth Form and above (for instance when using the Manor or Warrington field).

## **15. SHORT DURATION OUTINGS (FOR EXAMPLE FROM BOARDING HOUSES)**

When pupils are leaving the site for short periods with a tutor or unaccompanied (e.g. for shopping or when going for a run) the pupils should sign in and out of houses. When a tutor accompanies pupils s/he should ensure that a mobile phone is taken or that a telephone contact number is left with the School.

## **16. RESIDENTIAL VISITS**

All visits involving a period of residence should be planned well ahead.

Whether at home or abroad, residential visits will include periods of time, which are not taken up with organised activity. Pupils may want to leave the group accommodation in order to shop for souvenirs, to take a walk, or to have a cup of coffee at a cafe. After a careful assessment of the risks involved, guidelines must be laid down by the party leader and clearly understood by all members of the party. The following points may be helpful:

- Pupils should not be allowed to wander unsupervised in groups of less than three; larger groups may be required.
- The geographical area in which pupils are allowed to wander should be clearly defined.
- A time limit should be set in proportion to the age of the pupils. Anyone who returns late should understand that he/she might subsequently be penalised. Before dispersal, everyone should know where a member of staff can be found during the whole of the period and exactly where the group is to reassemble.
- If pupils are leaving from, and returning to, the group accommodation, staff should have full knowledge of their whereabouts

- Pupils should only be allowed out of the group accommodation after the evening meal as appropriate to their age. Younger pupils must only go out in escorted parties accompanied by members of staff.
- If the party is staying in a hotel near bars, shops etc, pupils should be reminded that the School rules apply for the duration of the trip unless otherwise notified.
- Pupils away from home may well strike up acquaintances with pupils from other school parties or people from the locality. Staff supervising the trip should be wary that this does not lead to proposed meetings at times when the group is supposed to be engaged in organised activities or safely in their accommodation.
- The group register should be checked regularly (say at meal times) and whenever the party is about to move from one venue to another. It is often convenient to give small groups of pupils responsibility for one another or for a particular member of staff, reporting to the leader if any one is missing.

The party leader should check the fire exits in any group accommodation and ensure that pupils are aware of them and the drill in the event of fire. If appropriate, a fire practice must be carried out as soon as possible.

If pupils are staying in private homes, appropriate guidelines in connection with safety and conduct (based on those set out above as appropriate) may be given to host families.

## **17. TRIPS ABROAD**

Special additional precautions may be necessary for foreign visits:

- INSURANCE COVER - this matter should be discussed with the Bursar
- HEALTH - a check should be made to see whether inoculations are required. Parents and pupils should be carefully briefed on any health and hygiene precautions that are necessary in the regions where pupils will be travelling.

Items to keep in mind:

- tap water is not always safe to drink
- salads should be avoided in remote areas and fruit should be washed in purified water or peeled
- the strength of the sun should never be underestimated, especially at higher altitudes, and pupils should use some protection cream and a hat
- rabies can be transmitted by a bite or scratches from infected cats, dogs, foxes and farm animals.

## FUNDS

Careful estimates should be made of the need for cash in the currency of the country to be visited and staff should have the means available to provide for all anticipated needs, plus an emergency fund. If other funds are required, the group leader should telephone the contact member of staff and/or Reception for assistance.

## FOREIGN CUSTOMS

Pupil should be advised beforehand of any local customs they might meet which could surprise them and also be warned of the possibility of giving offence.

## 18. EXCHANGE VISITS

These usually involve groups of pupils travelling to a foreign country and staying with a host family on a reciprocal basis. They may be organised by specialist companies or in conjunction with a School in that country. The following points should be borne in mind

- The Second Master will normally expect a member of staff to be resident in the country during the stay and that appropriate procedures exist for contacting school and parents in case of emergency.
- Parents should be fully informed of the arrangements and given all necessary details in connection with the host families.
- Members of staff should accompany pupils on both outward and return journeys in accordance with the ratios given previously. Where travel is by air, it is acceptable for there to be a lower ratio of staff to pupils on the flight, provided that the appropriate number of staff accompany the pupils to the departure gate and additional supervisors are available when the party is met by the host school (or company representative) at the point of arrival.
- Normally a member of staff must be present in the locality. When this is the case it should be made clear to pupils and host families when the member of staff will be available at an agreed location and pupils should be given details of how to contact the member of staff. This will normally be by telephone.
- Host families must be made aware of the procedures to be followed and the persons to contact in the event of any accident, and illness problems, or difficulties such as bad behaviour. Whenever a member of staff is advised of the illness of/accident to a pupil, s/he should investigate personally immediately and inform the pupil's parents straight away.
- If activities are planned with a foreign school, it is important that the extent of responsibility of that school staff is agreed in advance and that pupils know when the foreign school staff are in charge and how to contact their own teacher if they are based at a location remote from the pupils.

## **TRAVEL GUIDELINES**

In advance of the trip, pupils should be given clear safety instructions based upon the risks associated with the particular type of travel to be used.

## **19. PROCEDURES IN THE EVENT OF AN EMERGENCY ON A SCHOOL TRIP**

### **SERIOUS OR FATAL INJURY**

An emergency is unlikely to occur in circumstances where these procedures can be carried out exactly, but staff accompanying the party should be so familiar with them that they are able to adapt them to the situation in which they find themselves.

Should a serious incident occur during an off-site activity, the person in charge must:

- Ensure that all staff and pupils are safe from danger and that steps are being taken to provide medical care for the injured.
- If appropriate contact, and co-operate fully with, the emergency services (**999 in the UK**).
- If someone is taken to hospital accompany him or her if possible. If not possible, ask the police to inform you to which hospital they have been taken.
- If an injury occurs on an away sports' fixture it is expected that the member of staff will accompany the pupil to hospital, unless the pupil's parents are present. If the member of staff does accompany the pupil to hospital and there are no other members of staff with them at the fixture, they should ring school to seek advice on what to do with the other members of the team.
- If possible, now contact the School via telephone. (See details provided)
- Discourage pupils from contacting their parents directly, unless they have been briefed on what has happened and the likely next steps.
- Be wary if speaking to the press; but if you do so do not admit liability of any part to anybody for any event.
- Do not permit anyone to interview a pupil involved unless in your presence or in the presence of another responsible adult.
- Be aware that the uninjured children and adults may need support. The emergency services will be able to offer advice.

When contacting the school be prepared to give as much of the following information as possible:

- Name, location and contact number.
- The nature, location and time of the incident.
- Name and contact number of an adult at the incident site (if different).

- Location of injured - name and contact number of adult present.
- Extent of injuries, numbers and names.
- Whether or not the Police have contacted, or intend to contact, parents first themselves.
- Location of uninjured - name and contact number of adult present.
- Emergency services involved – contact name/number of police, doctor etc.
- Actions that have been taken so far.
- Who else has been informed and what has been said.
- Details of any media response.

If the accompanying member of staff is not fit to continue, or is unavailable, another member of staff will be despatched to the scene of the emergency or to another agreed location. The member of staff should not attempt to drive if there is any possibility that he or she is suffering from shock or exhaustion. **If in doubt seek medical advice.**

### **Making Contact with School**

- During school hours contact the school switchboard. (**01380 814500**)
- If the incident happens outside school hours contact a member of the SMT or House Staff directly.
- During holidays inform the Head Master and/or an agreed contact and, if necessary, parent/guardians immediately by telephone. If it is not possible to communicate with the Head Master or the agreed contact, contact a member of the SMT. Failing any of the SMT being available contact the House staff.

### **EMERGENCY PROCEDURES FOR OTHER ACCIDENTS/INCIDENTS**

Fill in the school accident/incident report form or commit to writing full details as required above.

## 20. INSURANCE

The school's general policy covers the following:

- **Employer's liability** - this policy provides cover for the school's legal liability in respect of bodily injury, illness or disease to any employee arising out of, and in the course of, employment, and for legal costs incurred. Cover is provided on a worldwide basis for employees involved in approved school activities.
- **Public and product liability** - this policy provides cover for liability in respect of third-party accidental injury or property damage.
- **Travel** - this policy provides travel and medical cover for staff and pupils in respect of any journey undertaken by the insured persons on the insured's business. Cover is for 24 hours a day at anytime after setting out from the insured person's residence, or place of business until return thereto. If any pupil or member of staff is injured whilst under the directive of the School, should the School be legally negligent, they will be insured by the terms and conditions of the Employer's Liability Insurance.
- **Motor - Occasional Business use** - this policy covers for the loss of, or damage to, all academic staff and non-academic staff who use their vehicle for school business (excluding home to work travel).
- **Volunteers** - Volunteers are not covered by the Group Personal Accident policy or in respect of baggage and personal effects, money and credit cards. However, should any volunteers be injured whilst under the directive of the School and it is proved that the School is legally negligent, all volunteers will be covered by the terms and conditions of the Public Liability Insurance.

<sup>1</sup> Qualifications must be those approved by the sport's/activity's national governing body. See BAALPE 'safe Practice in Physical Education'. Qualifications must be checked in advance by the party leader.

<sup>2</sup> Activity centres providing activities such as caving, climbing, trekking or water sports (other than rowing) and associated activities must be licensed.

MCBM

Reviewed: December 2020  
Next Review: December 2021

## **DAUNTSEY'S SCHOOL**



**VISITS AND ACTIVITIES OUT OF SCHOOL**

**SCHOOL TRANSPORT RISK ASSESSMENT**

## **Part 1: Minibus Use in UK**

- 1.1 The Management System
- 1.2 The Minibus
- 1.3 The Driver
- 1.4 Passengers
- 1.5 Other Road Users
- 1.6 Road, Traffic and Weather Conditions

## **Part 2: Minibus Use in UK**

- 2.1 Embarking/Disembarking
- 2.2 Pick Up / Drop Off
- 2.3 Accounting for the Pupils

## **Part 3: Minibus Use Abroad**

## **Part 4: Other Modes of Transport in the UK**

- 4.1 The Teacher in Charge
- 4.2 Other Road Users
- 4.3 Public Transport
- 4.4 Coaches
- 4.5 Private Cars
- 4.6 Ferries
- 4.7 Air Travel

# School Transport Risk Assessment

## Part 1: Minibus Use in UK

In this document the risks involved in running a minibus (Risk Assessment) are considered along with how those risks can be reduced or minimised (Risk Management).

HAZARD	WHO IS AT RISK?
Road traffic accident	Driver and/or pupils

To reduce the risk of a minibus being involved in a road accident, the factors that might cause such an accident must be assessed. The following are considered:

- 1.1 The management system
- 1.2 The minibus itself
- 1.3 The driver
- 1.4 The passengers
- 1.5 The road, traffic and weather conditions

### 1.1 The Management System

MEANS OF REDUCING RISK
Drivers must be properly trained and fit to drive.  The Facilities Manager will keep the following: <ul style="list-style-type: none"><li>• all documents relating to the vehicle;</li><li>• the vehicle operating log;</li><li>• full details of all drivers;</li><li>• testing and training information;</li><li>• accident/incident reports;</li><li>• emergency equipment check forms;</li><li>• a record of all journeys taken.</li></ul>

## 1.2 The Minibus

<b>MEANS OF REDUCING RISK</b>
The Facilities Manager will ensure that every minibus will: <ul style="list-style-type: none"><li>• be adequately insured;</li><li>• be well maintained;</li><li>• have a valid MOT certificate;</li><li>• have valid road tax;</li><li>• display a small bus permit disc;</li><li>• carry an operating logbook;</li><li>• be checked on a daily basis for safety features including brakes. If there are any faults that might affect the safe use of the vehicle or the safety of the passengers, the vehicle must not be used until the faults have been remedied.</li></ul>
The Facilities Manager will ensure that every minibus will have – <ul style="list-style-type: none"><li>• correct seating;</li><li>• correctly fitted seat belts;</li><li>• a suitable, clearly marked First Aid box;</li><li>• a fire extinguisher</li></ul>
The Facilities Manager will ensure that every minibus will carry – <ul style="list-style-type: none"><li>• instructions and contact details for dealing with an emergency;</li><li>• insurance policy details;</li><li>• breakdown policy details, contact numbers etc.</li></ul>
The driver will ensure that <ul style="list-style-type: none"><li>• they have mobile phone for emergencies;</li><li>• exits are kept clear and free from obstruction.</li></ul>

### 1.3 The Driver

<b>MEANS OF REDUCING RISK</b>
The Facilities Manager will ensure that everyone who drives a minibus for the school is suitable to do so. By law, minibus drivers must – <ul style="list-style-type: none"><li>• hold a valid, full driving licence for private cars (Category B = D1, from 1st January 1997, or Group A or B on old style licence);</li><li>• be at least 21 years of age;</li><li>• be insured to drive the vehicle in question (covered by School insurance).</li></ul>
The Facilities Manager should be satisfied that every minibus driver – <ul style="list-style-type: none"><li>• is medically fit to drive a minibus;</li><li>• fully understands their responsibilities and is able to demonstrate it;</li><li>• undergoes an initial assessment (as outlined in Section 10 of 'Visits and activities Outside School Policy');</li><li>• receives such practical driver training as they need.</li></ul>
The EVC should be satisfied that every minibus driver – <ul style="list-style-type: none"><li>• is accompanied by a second driver on very lengthy journeys or difficult shorter journeys;</li><li>• is aware that they should not drive for more than 7¾ hours in total in a 10 hour period or more than 5½ hours without taking a 30 minute break, to avoid the potential for falling asleep;</li></ul>
Drivers should – <ul style="list-style-type: none"><li>• have a satisfactory driving licence &amp; bring any endorsements to the attention of the Facilities Manager; the School reserves the right to prohibit any School employee from driving a School minibus, based on the details of the endorsements on their licence;</li><li>• plan their journey to include plenty of breaks if necessary and appropriate, and not plan to drive when they would normally be sleeping, unless adequate rest has been taken;</li><li>• whenever possible, arrange to travel outside the normal rush-hour periods. Travel time is reduced and comfort increased;</li><li>• know what to do in the event of a vehicle breakdown, an accident or incident;</li><li>• drive within the law at all times;</li><li>• never drink ANY alcohol and drive;</li><li>• never drive when feeling tired or unwell, or while under the influence of medication that may cause drowsiness.</li></ul>
Drivers should remind passengers to wear seat belts before setting off on the journey – <ul style="list-style-type: none"><li>• all seat belts should be worn as tightly as possible and lap belts should go over the top of the thighs and NEVER the stomach.</li></ul>

## 1.4 Passengers

### MEANS OF REDUCING RISK

Drivers should make passengers aware of the kind of behaviour that is expected of them.

## 1.5 Road, Traffic and Weather Conditions

### MEANS OF REDUCING RISK

The Facilities Manager will ensure that minibus drivers have training that enables them to cope with a wide variety of road and traffic conditions.

At the planning stage drivers should consider –

- the risks and hazards.
- whether or not the journey is in fact necessary.
- alternative forms of transport (coach, bus, train), which could as easily be used.

Drivers should –

- allow sufficient time for the journey.

## School Transport Risk Assessment

### Part 2: Minibus Use in UK

In this part of the document other risks are considered along with how these risks can be reduced or minimised.

HAZARD	WHO IS AT RISK?
Failure to rendezvous etc.	Pupils

The following are considered:

- 2.1 Embarking/Disembarking
- 2.2 Pick Up/ Drop Off
- 2.3 Accounting for the pupils

#### 2.1 Embarking/Disembarking

MEANS OF REDUCING RISK
Drivers must not – <ul style="list-style-type: none"><li>• allow passengers to board until the vehicle is at a complete standstill, and safely parked.</li></ul>
Drivers should – <ul style="list-style-type: none"><li>• ensure pupils are supervised when boarding the vehicle, especially if using the rear door;</li><li>• approach each stop slowly and with care;</li><li>• check all mirrors every time before moving off in case latecomers are approaching the vehicle.</li></ul>

#### 2.2 Pick Up/ Drop Off

MEANS OF REDUCING RISK
Drivers should consider the safety of the passengers waiting for the minibus to arrive and <ul style="list-style-type: none"><li>• identify a safe pick-up point;</li><li>• ensure appropriate supervision is provided before the vehicle arrives.</li></ul>
Drivers must – <ul style="list-style-type: none"><li>• not leave pupils alone at a drop-off point if parents/carers have not arrived to collect them unless other arrangements have been agreed;</li><li>• pre-arrange pick-up and drop-off points and make parents/carers aware of when and where they are expected to collect their children.</li></ul>

#### 2.3 Accounting for the pupils

## **MEANS OF REDUCING RISK**

Drivers should -

- always head count the school party on and off transport;
- carry a complete list of pupils for all but the most brief of trips (with notes of any special needs on lengthy trips);
- keep this list with other relevant documents in a place where it can be readily found in event of an accident.

## School Transport Risk Assessment

### Part 3: Minibus Use Abroad

Staff should first consult the Facilities Manager when planning to take a minibus abroad.

When taking a minibus abroad, the driver must be over 25 and must hold a full, current driving licence and a PCV (passenger carrying vehicle) licence.

Be aware that different legislation and regulations apply to drivers' hours and requirements. For example: there are some very specific EU regulations on driver's hours including maximum driving time without a break. For all international journeys, a tachograph must be fitted and used. Regulations apply from the start of the journey in the UK.

Special documentation is required. The Facilities Manager and motoring organisations (AA, RAC, Bus and Coach council etc) will assist in obtaining the right documentation as will the Department of the Environment, Transport and the Regions and The Foreign and Commonwealth Office's Travel Advice Unit.

Adequate insurance cover must be in place for the journey and for the countries being visited. A 'green card' (essential for trips to non EU countries) incorporates an approved accident report form.

The risk assessment will contain much of what has gone before as well as some extra considerations. For instance, when abroad, the minibus doors may no longer open on the pavement side of the road where travel is on the right-hand side. Extra care is needed when supervising the children getting on and off the minibus. The safest option is to pull into a place off the highway before letting the children get out.

## School Transport Risk Assessment

### Part 4: Other Modes of Transport

In this document the risks involved in using other modes of transport (Risk Assessment) are considered along with how those risks can be reduced or minimised (Risk Management).

HAZARD	WHO IS AT RISK?
Injury	Staff and/or pupils

To reduce the risk of an accident the following are considered:

- 4.1 The teacher in charge
- 4.2 Other Road Users
- 4.3 Public Transport
- 4.4 Coaches
- 4.5 Private cars
- 4.6 Ferries
- 4.7 Air Travel

#### 4.1 The Teacher in Charge

MEANS OF REDUCING RISK
Whichever mode of transport is chosen, the discipline of the school party is the responsibility of the teacher in charge, not the driver of the coach, conductor on the train or steward on a ship or aircraft.
The teacher in charge must – <ul style="list-style-type: none"><li>• make pupils aware of the kind of behaviour that is expected of them.</li></ul>
The teacher in charge should – <ul style="list-style-type: none"><li>• use a reliable company when travelling by coach, rail, air or sea, preferably one that the school has been satisfied with previously;</li><li>• If appropriate, reserve seats well in advance and aim to keep the party as close together as possible while travelling;</li><li>• always head count the school party on and off transport.</li></ul>

## 4.2 Other Road Users

<b>MEANS OF REDUCING RISK</b>
If the School trip involves a visit to a local place within walking distance then there is no need to arrange for transport. The teacher in charge should ensure that - <ul style="list-style-type: none"><li>• pupils are reminded of the basic rules of the road;</li><li>• a group of pupils walking are kept under supervision;</li><li>• the pupils' clothing and footwear are appropriate for the weather and lighting conditions outside;</li><li>• the group keeps away from kerbs and pavement edges;</li><li>• the group uses the safest crossing places available.</li></ul>
If a teacher assumes the responsibility to get pupils across a road, they must discharge this activity as a "reasonable person" and to the best of their ability. Remember that only police officers, traffic wardens and official school crossing patrols have a right under the law to control traffic. For this reason it is essential that a safe crossing point is chosen carefully.

## 4.3 Public Transport

<b>MEANS OF REDUCING RISK</b>
If pupils are to use public transport the teacher in charge should – <ul style="list-style-type: none"><li>• have fares already collected and be ready to pay for the whole party.</li><li>• make sure that the pupils understand the codes of behaviour for travel on public transport, particularly in relation to noise levels, movement, eating and drinking;</li><li>• supervise pupils getting on and off making sure that the vehicle has stopped moving before anyone attempts to step off the platform;</li><li>• ensure that school bags and other equipment are safely stored away from the public aisles;</li><li>• ensure that pupils do not attempt to cross the road until the vehicle has moved off.</li></ul>
On trains teachers in charge should – <ul style="list-style-type: none"><li>• try to keep the pupils' platform waiting time down to a minimum. Reserving seats may make boarding more straightforward;</li><li>• try to reserve seats before the journey so as not to break up the School party. Supervision is easier when all the pupils are in one place;</li><li>• make pupils aware of the potential dangers of rail travel. For example:<ol style="list-style-type: none"><li>1. keep away from platform edges (stand behind the yellow, solid lines);</li><li>2. always wait until the train stops completely before getting on or off a train;</li><li>3. never touch carriage doors or lean out of the windows while the train is moving;</li><li>4. take extra care where there is a gap between the coach and the platform;</li></ol></li></ul>

5. secure any luggage in the allocated storage compartments;
6. be aware of other health and safety risks - e.g. the dangers of hot drinks; litter; not using the toilets when the train is stopped at a station.

On underground trains teachers in charge should -

- carefully instruct pupils in the use of the Underground;
- ensure that pupils know what to do if they become separated from the rest of the party;
- where possible, purchase tickets in advance. Travel passes save money and time;
- avoid rush hours, if possible. If not, be prepared for the group to travel in different carriages. Allocate groups of pupils to teachers for responsibility;
- make regular checks and head counts;
- be aware that escalators require particular care. The safest method is for one teacher to supervise pupils stepping on in single file and another going down in front to supervise them stepping off;
- make sure that there is a designated waiting point after using a lift in separate groups;
- keep proper control and supervision of pupils on platforms - keep pupils well back from the edge of the platform;
- brief pupils on the journey route being taken. Give them the names of the stations along the way. Plan what to do if anyone misses the stop.

#### 4.4 Coaches

##### **MEANS OF REDUCING RISK**

The teacher in charge should –

- only use coaches from reputable companies. Written reservations should be made and details of times and routes should be known in advance;
- check that all pupils have their seatbelts correctly fitted at the start of the journey. Check in advance that the coaches that are used abroad have seat belts fitted. If they do not, this fact must be drawn to the attention of the parents before the trip departs. Written consent must then be obtained from parents, before departure, for their children to travel without a seatbelt.
- note the position of the Emergency door and exits and first aid equipment;
- agree eating times with the driver when food and drink for the journey is taken;
- be aware of the risks around coach parks/service stations. A large number of vehicles are moving in and out all the time. Treat these car parks like you would a road - with respect - and watch out for traffic. Stick to the pedestrianised areas and supervise the pupils across the car park.

#### 4.5 Private Cars

<b>MEANS OF REDUCING RISK</b>
A teacher is legally entitled to use their own car to carry passengers so long as the vehicle is not overloaded. If this is the case, it is dangerous and could invalidate the insurance cover.
The school insurance policy covers teachers who use their own cars to carry pupils on school business.
Non-teaching adults have a normal duty of care to their passengers. While it is not a teacher's responsibility to check each parent's driving competency, they should be cautious when allowing pupils to travel with other parents. Pupils should not be placed with a parent known to be an irresponsible driver or in a car clearly unsuitable. Some parents may not wish their pupils to travel in other parents' cars. If possible they should be given an opportunity to make their wishes clear.

#### 4.6 Ferries

<b>MEANS OF REDUCING RISK</b>
The teacher in charge should –
<ul style="list-style-type: none"><li>• split the party into smaller groups supervised by adults and senior pupils and establish out of bounds areas;</li><li>• ensure that the whereabouts of the leader and deputy leader should be known and an assembly point and luggage storage area clearly fixed in the pupils' minds;</li><li>• ensure that each member of the party knows what to do in an emergency;</li><li>• keep pupils under 13 together in small groups of between six and eight under the supervision of an adult;</li><li>• allow teenagers (13-18) more scope but give clear instructions as to the limits of their movements - and behaviour expected;</li><li>• establish a party base - near one of the emergency "muster stations" and ensure everyone knows where that is and what time to be back there before disembarkation. There should be a Rota of leaders manning the party base.</li></ul>

#### **4.7 Air Travel**

Much of what has gone before will be applicable but taking a school group on an aircraft requires careful planning and preparation. The following advice from the Professional Association of Teachers may be useful:

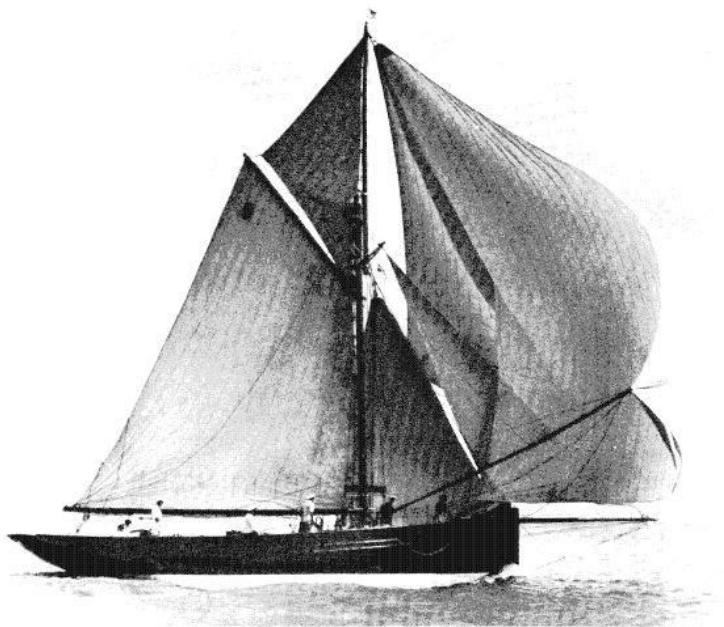
- The Airline will provide much of the necessary information;
- Special meals need to be ordered in advance;
- A wheelchair service should be booked in advance if needed.

Bursar

Reviewed December 2020

Next Review December 2021

# Safety Management System



*Jolie Brise*  
&  
**Dauntsey's School  
Sailing Club**

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## Record of Changes

### ***Jolie Brise SMS (Safety Management System): Version 1 2014***

Changes to this SMS are given a letter and year description to identify the sequence in which they were released, e.g. 'A/2014' would be the first change in 2014.

The changes will be added to any hard or digital copies of the SMS and the changed or inserted text also highlighted in a colour on the page to ensure the change is easily noted. Changes may have a future date when they come into force.

At the end of the year, changes will be fully incorporated into the SMS and the colours removed.

Changes will need to be read by relevant staff, as decided by the Head of Sailing.

The table below allows simple verification of which changes have been incorporated.

Example: A correction with reference 'J/2011' with a date of coming into force of 2/11/2011 would be recorded as shown below.

Record of Change			
Reference	Date coming into force	Colour and page numbers changed	Notified to:
Example J/2011	2 <sup>nd</sup> November 11		All sea staff
A/2014	March 2014		All sea staff
A/2015	1 <sup>st</sup> November 2015		All sea staff
A/2016	1 <sup>st</sup> May 2016		All sea staff
A/2017	23 <sup>rd</sup> May 2017		All sea staff
A/2017	4 <sup>th</sup> November 2017		All sea staff
A/2018	20 <sup>th</sup> February 2018		All sea staff
A/2018	7 <sup>th</sup> June 2018		All sea staff
A/2018	19 <sup>th</sup> September 2018		All sea staff
A/2019	5 <sup>th</sup> February 2019		All sea staff
A/2019	25 <sup>th</sup> February 2019		All sea staff
A/2020	20 <sup>th</sup> January 2020		All sea staff
A/2020	24 <sup>th</sup> July 2020	Page(s): 211-212 (inserted)	All sea staff
A/2020	14 <sup>th</sup> September 2020	Page(s): 213-214 (inserted)	All sea staff
A/2020	20 <sup>th</sup> October 2020	Page(s) 202, 207; 215-217; 219, 223-226;235; Updated school policies page(s) 250 - end	All sea staff

## **Foreword**

This is the SMS (safety management system) for the vessel, *Jolie Brise*, which is owned and administered by Dauntsey's School. This document sets out the over arching principles of operational and health & safety procedures for the running of the vessel and the safety of life and prevention of pollution. The objective of this SMS is to, as far as reasonably possible, ensure safety at sea, prevention of human injury or loss of life, and avoidance of damage to the environment, in particular, to the marine environment, and to property.

This SMS is a living document and constantly under review. Significant changes will be identified and read by the staff concerned.

*Jolie Brise* is mainly used by Dauntsey's School for the adventurous education of their pupils, school groups, parents and the occasional private charter.

## 1 Definitions and Abbreviations

### Definitions

‘Code’ refers to the The Code of Practice for the Safety of Small Commercial Sailing Vessels. This is the level to which *Jolie Brise* is equipped, manned, operated and certified to under the UK Merchant. Because of the colour of its’ cover it is often known as the ‘Blue’ code.

‘CoSWP’ is the Code of Safe Working Practices for seamen, the maritime equivalent of Health and Safety Executive.

‘H&S’ means Health and Safety.

‘Head’ is the Head Master of Dauntsey’s School with overall responsibility for the school, its’ staff and pupils.

‘Head of Sailing’ is the person who is in charge of the sailing department, voyage planning and the overall running of *Jolie Brise*.

‘Governors’ are the group elected by the School to govern the running of the school by debate and committee.

‘ICS’ means International Chamber of Shipping who publish maritime reference books on good practice such as the ICS Bridge Procedures Guide.

‘IMO’ means the International Maritime Organisation who are the International Body responsible for setting the standards for safety at sea.

‘LY3’ means The MCA Large Yacht Code (3<sup>rd</sup> Edition). This Code is for vessels over 24m and as *Jolie Brise* is right on the limit of 24m, often more relevant ‘good practice’ can be had by reviewing LY3.

‘MarPol’ is the International Convention for the Prevention of Marine Pollution, 1973 as amended.

‘MCA’ refers to the Maritime and Coastguard Agency the body responsible for the regulation of Maritime policy for UK Government, the implementation of International and EU Directives at sea.

‘MGN 280’ refers to the Small Commercial Vessel and Pilot Boat (SCV) Code which is the New harmonised Code for vessels up to 24m. *Jolie Brise* is coded under the older Blue code and this is allowed by statute.

‘RYA’ is the Royal Yachting Association, who are the National Governing Body for sailing and many water activities in the UK. They also run a training program for which is used by *Jolie Brise* for the qualification of its’ skipper and the training of the trainees.

‘School’ refers to Dauntsey’s School, West Lavington, Wiltshire.

‘SMS’ is the Safety Management System.

‘SOLAS’ refers to the International Convention for the Safety Of Lives At Sea which forms the basis for, and criteria for, life saving appliances and safety practices on board the boat.

‘Vessel’ is a boat, ship and depending on the context used, often means *Jolie Brise*.

## **Scope**

*Jolie Brise* is certified under the Maritime and Coastguard Agency as a Small Commercial Vessel and therefore operates and is certified under *The Code of Practice for the Safety of Small Commercial Sailing Vessels*. Under this code she is certified to carry up to 15 persons in Category 4 waters and 12 persons in Category 0 (Unrestricted). She is also an active Sail Training Vessel operating under the guidance laid down by the ASTO (Association of Sail Training Vessels) and recognised by the RYA under the ASTO/RYA Training Centre exemption to offer RYA certification to its' club members and trainees up to RYA Watchleader.

Standards that ASTO and RYA require will be additional, and where possible, complimentary to those required under the Merchant Shipping Regulations, its' code exemptions or local or International laws and regulation.

## **References**

In drafting this document; reference, guidance and best practice has been sought from the following documents and authorities:

International Maritime Organisation (IMO) SOLAS V

MCA Large Yacht Code (LY3), Safety Management Systems: Annex 2

The International Safety Management Code IMO Assembly Resolution A.741(18) – 1993.

RYA G15 logbook and G27 Cruising Instructor Handbook

The Code of Practice for the Safety of Small Commercial Sailing Vessels

Small Commercial Vessel and Pilot Boat (SCV) Code; Annex 7 (MGN 280)

International Regulations for the Prevention of Collisions at Sea (IRPCS)

The Code of Safe Working Practices

MARPOL 73/78; Annex V

The Merchant Shipping (Prevention of Pollution by Sewage and Garbage from Ships) Regs 2008

Dauntsey's School Health and Safety Policy

Dauntsey's School Staff handbook

The Railway and Transport Act; Sections 78-79

ICS Bridge Procedures Guide

Maritime Labour Convention as amended in the UK Merchant Shipping Act

## **2 Health, Safety and Environmental Policy**

The policy of *Jolie Brise* and Dauntsey's School is to conduct its' activities, taking full account of the health and safety of its employees and of all persons using or connected with the vessel and to protect the environment. In implementing this policy, Dauntsey's School will ensure that *Jolie Brise* is, at all times, properly maintained and operated by qualified personnel in full compliance with relevant legislation.

Going to sea is all about assessing risk. Whilst it is impossible to fully eliminate risk, it can be assessed and where necessary, steps taken to minimise its' effects or actions taken, to inform others about its' presence.

The Head of Sailing will carry out a risk assessment annually or more often if circumstances change or dictate. It should be remembered that Sailing carries with it inherent dangers and the Skipper and mate are constantly carrying out and applying Dynamic Risk assessments when they are on-board.

The risk assessment will follow these steps:

Identify the hazards and assess the chances of a hazardous event occurring.

Assess the severity or consequences, and if the risk and severity is too great, take action to; remove the risk, or if not possible, reduce the risk to as low a level as reasonably practicable.

Risk will be managed by:

Ensuring facilities and vessels conform to relevant standards, are safe to use and maintained.

Using trained staff, who are informed about the risk through documentation and briefing.

Staff informing trainees and passengers of the risks with the activity and use of safety equipment.

Using the guidance laid down in these operational documents and following best practice.

Changes to the risk assessment or operational procedures will be notified to the staff in writing.

Staff should feel free to seek guidance from the Head of Sailing or their superior, if faced with a problem they are unsure of handling. No unnecessary risk should be taken that may endanger the lives of the trainee, staff or others. The prevailing conditions of, age, declared medical condition and experience of the individuals, will influence this decision.

Our intention is to create a safety and environmental ethos surrounding *Jolie Brise* and demonstrate best practice in the operation of the vessel.

This will be achieved by providing safe practices in vessel operation and a safe working environment, establishing safeguards against identified risks and continuously improving skills of personnel ashore and aboard, including preparing for emergencies.

Annexes give specific detail for operational and emergency procedures. Further guidance is given on the handling of the vessel. For the safe running of the vessel it is a requirement that the instructors and staff read and fully understand these procedures.

Signed

T. Marris Head of Sailing

### **3 Responsibilities**

The registered owner of *Jolie Brise* is Dauntsey's School. The vessel is managed by the Head of Sailing, on the School's behalf.

Everyone who has a hand in the operation of *Jolie Brise* have an overriding responsibility to take care of their own health and safety and that of others, co-operate in health and safety duties, make proper use of safety equipment and report any deficiencies or hazards.

'Head' has overall responsible for ensuring compliance with the school's Health and Safety Policy which comprises of three parts - the General Policy Statement, the Organisation for Health and Safety, and the Arrangements. The Head delegates items of the day to day responsibilities for Health and Safety to the 'Head of Sailing' and where necessary the Bursar.

'Governors' recognise and accept their responsibility as 'employers' for providing, so far as reasonably practicable, safe and healthy work places, work practices and working environments for all their employees, pupils and visitors.

'Head of Sailing' has responsibility for the safe and efficient running of the vessel and developing the overall sailing and annual voyage plan. He will manage the risk assessment, the health and safety of employees, pupils and other persons within his area of responsibility. This will include safe manning, the compliance with relevant maritime laws and good practice maintenance and refit, and safety inspections and accident reporting.

'Sailing Secretary' is responsible for all administration in respect of *Jolie Brise* and the Sailing Club. This will include producing Cruise Information documents reviewing and updating *Jolie Brise* documentation, club membership, arranging transport and crew changes.

'Shore Contacts' are identified people within the school who are always on call whilst the vessel is at sea. They hold crew lists and information on how to contact the vessel and the procedures to take if the vessel is overdue.

'Skipper' is the Master on board and has authority at all times to make decisions with regard to the safety of the vessel and the persons on board. The Skipper has ultimate responsibility for the safe navigation of the ship and the prevention of marine pollution.

'Staff Mate' has the responsibility for all aspects of the maintenance and the vessels refit detailed by the Head of Sailing. They are to work under the guidance of the Head of Sailing. The staff mate will also adopt the role and duties of Mate when sailing on board the vessel.

'Mate' will carry out the skippers instructions Their day to day responsibilities will be watchkeeping, inspections, and assisting in the general safe running of the boat.

'Bosun' will carry out the skippers and mate's instructions. The Bosun is often a role that allows a person to train up into a mates position.

'Trainees/Passengers' have a responsibility to themselves and others and their actions should not hinder the safe operation of the vessel.

## 4 Designated Persons and Lines of Communication

### **Designated person**

The Head of Sailing is the person designated by the school to be the link between the school and the safe operation of *Jolie Brise*.

### **School communication**

There is a responsibility by the school and those on board *Jolie Brise* to ensure that clear Lines of Communication are available so that the vessel can operate safely.

The line of communication with the school is achieved by meetings between the Head of Sailing with the Head, Bursar and Board of Governors and the submitting of the Annual Voyage plan and Safety Management System for *Jolie Brise*.

### **Communication with Skipper and Mates**

The line of communication with Skippers and Mates is through induction, training, the production of Standard Operating Procedures and the constant discussion with the staff to discuss and review of voyages.

All those with a position of responsibility to *Jolie Brise* are welcome to discuss safety and environmental issues with the Head of Sailing, so that the safety of the vessel is not compromised and so that this document can be constantly updated.

### **Overdue vessel**

Shoreside Contacts hold crew lists and specific information on how to contact the vessel and the procedures to take if the vessel is overdue.

## 5 Skippers responsibility

### **Schools undertaking**

Dauntsey's School consider that the Skipper is Master on board and has full responsibility and authority to operate the vessel. The School acknowledges that they cannot prevent or restrict the Skipper from taking or executing any decision that, in the Skipper's professional judgement, is necessary for safe navigation and protection of the marine environment.

### **The Skippers responsibilities are:**

Safe running of the vessel and welfare of those on board

Implementing the Safety and Environmental Policy and encouraging the crew to observe the Policy

Issuing orders and commands in a clear and simple manner

Verifying that specific tasks and requirements laid down in the operating procedures are completed

Reporting all navigational hazards to the appropriate authority as soon as possible

Complete the Ship's Log and associated paperwork

Reviewing the SMS and reporting its' deficiencies to the shore based management

## **6 Resources and Personnel**

### **Staff, Certification and experience**

Only staff who carry appropriate in date certification and relevant experience will fulfil the roles required by the Code. Because of the nature of the work, DBS checks will be carried out or kept on file for staff in contact with trainees. Up to date records of certification will be kept on file.

### **Induction**

New seagoing staff will undertake a briefing or induction with the direction of the Head of Sailing or an experienced Skipper to ensure they are aware of the day-to-day operations on board.

### **Evaluation of staff**

The Head of Sailing will monitor standards by either meeting the trainees by consulting feedback forms. Complaints will be dealt with by the Head of Sailing, or if this is not satisfactory, to the Senior Management Team.

### **Trainee and Staff vulnerability**

The Head of Sailing and Sailing Secretary will make every effort to ensure that trainees have not been allocated to voyages that they are too young in which to participate. The ethos of the school is to introduce trainees to new experiences and the appropriateness of the experience will be assessed and supervised by the Skipper during the voyage.

A Staff member should ensure that they do not put themselves into a situation where they are alone with a trainee for any length of time and should seek another member of staff or another trainee to keep a balanced view of a situation.

### **Trainee suitability**

To ensure trainees are fit for the intended course, all persons are required to fill out a health declaration before they arrive. The health declaration is not intended to stop attendance but will highlight to the School any particular procedures required or problems that could arise. This information will be passed by the Sailing Secretary to the Skipper responsible for the person, it will also travel in the minibus so that any issues can be dealt with promptly in case of accident.

### **Non Swimmers**

The booking form will establish whether a trainee or passenger can swim. Those that cannot swim, or who have a medical condition which is deemed to be a risk to them being able to swim, will be required to wear a lifejacket when on deck and underway.

### **Drugs and Alcohol**

#### **Drugs**

A person using or in possession of controlled drugs without a prescription is breaking the law and not allowed on *Jolie Brise*.

#### **Alcohol**

Alcohol will not be consumed by sea staff or trainees until the vessel is tied up for the day, then only in moderation – see Page 234. Trainees or passengers considered unfit to sail due to Alcohol or drugs, will be asked to leave the vessel. Staff who have a safety critical role should exercise moderation when trainees or passengers are onboard.

## **Section 7 Operation of *Jolie Brise***

The following procedures are the overarching principles applying to all operations.

### **Safe Manning**

*Jolie Brise* will only be operated by staff who have the correct qualification and experience of similar types of boat. New staff will be briefed on how the vessel works before it puts to sea. If felt necessary trainees on major voyages will attend a Sea Survival Course.

### **Safety Briefing**

Before the commencement of any voyage with trainees or passengers, a safety brief will be given. The level of brief will depend on the voyage being undertaken. Safety Brief crib cards are located in the Aft Cabin with all the Ships papers.

### **Environmental protection (MARPOL)**

*Jolie Brise* has responsibilities to the environment because she wants to and because of regulation. When *Jolie Brise* carries 15 persons, she also encounters more stringent regulation, which is explained in the management plan. The Environmental policy and management plan is located in the Aft Cabin with all the Ships papers.

### **Standard Operating Procedures**

Standard Operating Procedures and Skippers Notes are provided to give a baseline on how the boat is to be handled and operated. These have been gained by experience and by trying to find the simplest way of safely completing the task. The Head of Sailing appreciates that the safety of the vessel may require the Skipper or mate, deviating from the Standard Operating Procedures if they see fit.

### **Staffing**

The minimum manning requirement for *Jolie Brise* is a Skipper and Mate who have been authorised by the Head of Sailing or the School and conform to the requirements laid down in the Code of Practice.

### **Watchkeeping**

A Safe Navigational Watch will be adopted at all times the boat is at sea. In planning the watch, the nature and experience of the crew will be taken into consideration. A list of times to call the skipper will be posted so the staff or crew will not be left in any doubt of an approaching situation.

### **Passage planning**

All vessels require a passage plan by regulation and good practice. Each Skipper for each voyage, be it from the Hamble to Cowes or Canada to Belfast, should assess the weather, crew strength, likely hazards encountered on the proposed voyage, density of commercial traffic, ports of refuge, etc as part of his training and good practice.

### **Electronic Routing**

All Skippers, when planning a passage in waters which are not completely familiar to them, in addition to checking for hazards and dangers on the passage, will also use the dock-to-dock auto-routing programme on the Raymarine Chart Plotter and the Brooks & Gatehouse Chart Plotter. These should identify any hazards regarding draught, and air draught, irrespective of the zoom setting on the Chart Plotter. If hazards are identified the Skipper or Mate will investigate further.

### **Sailing programme planning**

When planning the Sailing Programme, the Head of Sailing assesses the elements of each major leg; expected meteorological conditions, density of commercial traffic, local facilities and ports of refuge. The Head of Sailing ensures that the vessel is legally compliant for the passage undertaken.

## **Medical contingency planning**

Often the longer voyages *Jolie Brise* undertakes are generally with the Tall Ships Fleet, where there are usually vessels with hospital type facilities on board. *Jolie Brise* is also equipped with long range communication devices with which to seek medical help. On shorter voyages, she is sailing within Coastguard Helicopter coverage.

## **Consideration to other users**

Boats may create disruptive wash even at low speed, whatever the speed limit. Staff will ensure the vessel is slow enough to minimise wash when around susceptible areas and other users.

# **Section 8 Emergencies**

## **Procedures**

*Jolie Brise* has a set of Emergency procedures for the actions to be taken in the event of an emergency. The procedures should be seen as the initial actions of what to do and it is understood that the person in charge of the situation may need to deviate from these procedures to affect the safest outcome for the staff, trainees and passengers. These procedures are set out in the Emergency procedures documents within **Annex A**.

## **Drills**

The Emergency procedures will be practiced regularly, using the Emergency procedure cards as the initial template for the drill.

## **Medical and First Aid**

The position of first aid kit on *Jolie Brise* will be identified to staff during their induction. Additionally, a first aid kit will be provided by the School Medical Centre for minibus travel to and from *Jolie Brise*. NB All school minibuses permanently equipped with first aid kits.

## **Shoreside contact**

A Shoreside Contact will be nominated before a voyage. Emergency contact information will be held by the designated person ashore (DPA), to enable the next of kin of staff, trainees and passengers to be contacted. This information will be gained from booking forms and trainee or instructor records held by the school. The procedures for the shoreside contact are located on the school computer system and in the Sailing Club office and with the shoreside contact.

# **Section 9 Accident Reporting**

## **Incidents and near-misses**

However safe an organization, accidents, incidents and near-misses can happen. If they occur, the Skipper will manage the situation and ensure relevant information is recorded.

## **Investigation**

The Head of Sailing will investigate and pass on lessons learned to all relevant staff, either ashore or sea staff, to reduce the likelihood of its' reoccurrence. These events will be recorded in the Log Book and Dauntsey's Incident report form. The full accident reporting system is located on board *Jolie Brise*'s computer system.

## **Reporting**

Depending on the circumstances and severity, accidents on board commercial vessels may need to be reported to the Marine Accident Investigation Branch. They may also need reporting to ASTO and the RYA. MAIB report forms are kept on board *Jolie Brise*.

## **10 Maintenance of *Jolie Brise* and her equipment**

### **Vessel**

*Jolie Brise* is surveyed by a Certifying Authority on behalf of the MCA , who certify she conforms to; ‘The Code of Practice for the Safety of Small Commercial Sailing Vessels’.

The material state of the vessel and its’ equipment is governed by the Maritime Coastguard Agency, and Skippers and Mates are to be aware of that the vessel should be operated and maintained to these standards.

### **Seaworthiness and suitability**

The Head of Sailing will satisfy himself as to the safety and suitability of the vessel for the voyages planned.

Skipper and mates should question the Head of Sailing if they are unsure of the operation of maintenance routines for a particular piece of equipment.

### **Maintenance**

The Head of Sailing ensures that *Jolie Brise* complies, and is maintained in accordance with the Maritime & Coastguard Agency (MCA) Code of Practice – the Safety of Small Commercial Sailing Vessels.

### **Inspection - staff**

The vessel will be regularly inspected by, or under the supervision of, the Skipper or Mate. These inspections are produced as regular checklists (Daily, Weekly and Monthly) and are located on board *Jolie Brise*’s computer system.

### **Inspection - MCA**

*Jolie Brise* has a regulated inspection regime enforced by the MCA. This requires a full MCA Survey and inspection every five years, an annual inspection by a person approved by the MCA. Additionally, *Jolie Brise* is inspected by a surveyor at the start and end of her annual refit to ensure that she is in a fit condition to go to sea.

### **Life saving Appliances**

Appropriate personal floatation devices and Life Saving Appliances are carried on board. These will be serviced to the manufacturer’s recommendation and PFDs will be visually examined as part of the regular checking program.

### **Non-conformities**

If during Inspection, maintenance or occurrence items are found to be broken or showing signs where they could be hazardous, they should be removed from service and the Skipper/Head of Sailing notified and recorded if it is not dealt with immediately.

Non-conformities and their repair should be logged so that a pattern can be established.

When there is equipment failure that would make the voyage unduly hazardous, the vessel should not depart.

## **11 Certification and documentation**

*Jolie Brise* is a commercial vessel and is certified as such with the MCA. Therefore, the vessel and certain staff are required to hold appropriate certification and qualifications.

It is the Head of Sailing's responsibility to manage the survey and compliance of the vessel and to ensure that appropriately qualified staff, man the vessel.

### **Carriage requirements**

To comply with good practice and regulation, the following documents will be kept on-board.

Certificate of British Registry

Small Commercial Craft Certificate

Small Commercial Craft SCV2 form

Vessels Insurance Certificate and Policy

Small Commercial Craft - Training Manual

Small Commercial Craft - Instruction Manual

Safety Management system complete with Standard & Emergency Operating Procedures

Vessel Log Book

Garbage Management Plan

Service records for: Life Saving Appliances and Fire Fighting Prevention

Trainee details and medical/voyage critical information

Insurance documents

### **Documents ashore**

The following records will be kept ashore and administered by the Sailing Secretary;

Booking forms including medical details

Trainee certificates and correspondence/feedback

Staff qualifications and competencies

Staff training and induction

Accidents, incidents and near misses

Confirmation 'sign-off' sheet to ensure instructors and staff have read this document

### **Insurance**

*Jolie Brise* carries insurances to fulfil its' legal obligations.

## **Section 12 Review and Evaluation**

### **Distribution**

This SMS will be read by all staff who have a role in the operation of *Jolie Brise*, whether ashore or afloat. All those who are noted in the responsibilities section of this document will read this SMS and any amendments brought to their attention.

### **Review**

The Safety Management System is a living document and is under constant review. A full review and audit is being considered for three years from the implementation of the SMS (Implementation 2013 – Review 2016)

### **Record of Changes**

Significant changes will be notified to the staff who will re-sign to say that they have read and understood the changes or documentation. Changes to the SMS will be identified on the amendment sheet at the front of the SMS.

# Risk Assessments

Contents:	Personal Injury	<i>Jolie Brise</i>	Other Vessels	Environment
Fire	✓	✓	✓	✓
Collision	✓	✓	✓	✓
Flooding	✓	✓	✗	✓
Grounding	✓	✓	✗	✓
Man Overboard	✓	✗	✗	✗
Hypothermia	✓	✗	✗	✗
Gas Escape	✓	✓	✗	✓
Going Aloft	✓	✗	✗	✗
Boom	✓	✗	✗	✗
Working on Deck	✓	✗	✗	✗
Backstay Block	✓	✗	✗	✗
Headsail sheets and Staysail	✓	✗	✗	✗
Rope injuries	✓	✗	✗	✗
Foot injuries	✓	✗	✗	✗
Sea Sickness	✓	✓	✗	✗
MOB at anchor or harbour	✓	✗	✗	✗
Swimming	✓	✗	✗	✗
Companionway ladders	✓	✗	✗	✗
Galley Stove	✓	✓	✗	✗
Galley Fire	✓	✓	✓	✓
Galley Utensils	✓	✗	✗	✗
Falling in interior spaces	✓	✗	✗	✗
Additional Risks – current Summer Cruise Programme	✓	✓	✗	✗
<b>COVID-19 Risk Assessment</b>	✓	✗	✗	✗

Hazard	Consequence	Severity	Likelihood	Control measure	Action
Fire	Loss or damage to vessel	High	Low	<ul style="list-style-type: none"> <li>Equip and maintain fire fighting equipment to MCA standards</li> <li>Skipper or Mate to hold fire fighting certificate</li> <li>Procedures for Fire and Abandon ship</li> </ul>	<ul style="list-style-type: none"> <li>Fire fighting equipment to be inspected and maintained by checklist and service engineer</li> <li>Staff member trained in basic fire fighting</li> <li>Safety brief to include fire safety and evacuation</li> <li>Conduct fire and abandon ship drills</li> </ul>
Collision	Loss or damage to vessel	High	Low Medium	<ul style="list-style-type: none"> <li>Adequate watch keeping whilst at sea</li> <li>Early action when risk is identified</li> <li>Procedures for abandon ship</li> <li>Procedures for when to call Skipper if risk of collision is identified</li> </ul>	<ul style="list-style-type: none"> <li>Efficient look out to be kept at all times.</li> <li>Early avoiding action to be taken</li> <li>Ensure extra vigilance during sail hoists &amp; drops</li> <li>Conduct regular abandon ship drills</li> </ul>
Flooding	Loss or damage to vessel	High	Low	<ul style="list-style-type: none"> <li>Maintenance of skin fittings</li> <li>Bilge pumping systems to MCA level</li> <li>Monitoring of bilge levels</li> <li>Skin fitting location plan</li> <li>Procedures for flooding &amp; abandon ship</li> </ul>	<ul style="list-style-type: none"> <li>Regular inspection of skin fittings and systems</li> <li>Regular check of bilge pumping and alarm systems</li> <li>Regular checking of bilge levels</li> <li>Skin fitting location identified at staff induction</li> <li>Conduct regular abandon ship drills</li> </ul>
Grounding	Loss or damage to vessel	High	Low	<ul style="list-style-type: none"> <li>Navigational awareness</li> <li>Use of echo sounder</li> </ul>	<ul style="list-style-type: none"> <li>Maintain regular position fixing.</li> <li>Maintain Effective Look out</li> </ul>
Person Overboard	Casualty lost overboard. Risk of death by drowning or Hypothermia.	High	Low	<ul style="list-style-type: none"> <li>Lifejackets and harness lines to be worn when told by skipper or mate</li> <li>Staff to enforce lifejacket rules</li> <li>Procedures for bowsprit use and MOB</li> </ul>	<ul style="list-style-type: none"> <li>Safety brief on lifejackets and harness lines</li> <li>Procedures for bowsprit use</li> <li>Regular MOB training and drills</li> </ul>
Hypothermia	Risk of death	Medium	Low Medium	<ul style="list-style-type: none"> <li>All to be properly dressed for weather conditions.</li> <li>Waterproofs available for all on board</li> <li>Joining instructions to indicate clothing to bring on voyage</li> </ul>	<ul style="list-style-type: none"> <li>Staff to check that trainees are correctly dressed</li> <li>Staff to be alert for first signs of hypothermia</li> <li>Those showing signs of hypothermia to be sent below for warming/treatment and supervised</li> </ul>
Gas Escape	Explosion	High	Low	<ul style="list-style-type: none"> <li>Gas safety procedures to be followed</li> <li>Galley stove not to be left unattended when lit</li> </ul>	<ul style="list-style-type: none"> <li>Briefing and supervision of Trainees on gas safety</li> <li>Annual inspection of gas installation by Gas Safe engineer</li> </ul>

Hazard	Consequence	Severity	Likelihood	Control measure	Action
Going aloft	Injury or death	High	Low	<ul style="list-style-type: none"> <li>• Use correct equipment and procedures when going aloft</li> <li>• Supervision from deck</li> </ul>	<ul style="list-style-type: none"> <li>• Enforce procedures for working aloft</li> <li>• Permission required from Skipper or Mate</li> </ul>
Boom	Injury from being struck by boom during sailing manoeuvres	High	Medium	<ul style="list-style-type: none"> <li>• Use of boom guys when necessary</li> <li>• Supervision of crew when sailing</li> <li>• Avoid sailing close to gybe point</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to organise guys when required</li> <li>• Supervision of helm when sailing up/downwind</li> <li>• Safety brief to cover danger of boom.</li> <li>• Staff to ensure trainees are not in potentially dangerous positions</li> </ul>
Working on deck	Injury from being washed off feet when on deck	Medium	Medium	<ul style="list-style-type: none"> <li>• Bear away if conditions are hazardous</li> <li>• Use of harness lines and jackstays when necessary</li> <li>• Manage crew working on deck</li> <li>• Anticipation of conditions and setting appropriate sail plan in advance</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to lead deck work when required</li> <li>• Supervision of helmsman whilst crew are working</li> <li>• Effective briefing of trainees before starting work</li> <li>• Setting sail plan appropriate to conditions/ability of crew</li> <li>• Safety brief to cover harness use</li> </ul>
Backstay Block	Crew on side deck hit by runner block	Medium	Low	<ul style="list-style-type: none"> <li>• Use of tricing lines to control runner block</li> </ul>	<ul style="list-style-type: none"> <li>• Briefing, training when sailing</li> <li>• Trainees suitably experienced or supervised</li> </ul>
Headsail Sheets & Staysail	Injury from flogging sheets and staysail clew	High	Medium	<ul style="list-style-type: none"> <li>• Sheets to be controlled to reduce flogging during sail hoists</li> <li>• Trainees to be clear of staysail clew during manoeuvres</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of sheeting and making fast</li> <li>• Staff to check trainees are not in hazardous position</li> <li>• Safety brief to cover sheets and blocks</li> </ul>
Rope Injuries	Rope Burns	Low	Medium	<ul style="list-style-type: none"> <li>• Correct use of belaying pins</li> </ul>	<ul style="list-style-type: none"> <li>• Training in correct use of making off and easing</li> <li>• Halyards and sheets to be used under supervision</li> </ul>
Seasickness	Dehydration Shock	Medium	High	<ul style="list-style-type: none"> <li>• Those seasick to be cared for and if required treated for dehydration</li> <li>• Medication if directed</li> </ul>	<ul style="list-style-type: none"> <li>• Staff to monitor trainees for seasickness and give appropriate care</li> <li>• Master to administer medication if qualified</li> <li>• Drinks before leaving and regularly on voyage</li> </ul>
MOB at Anchor or in Harbour	Drowning Hypothermia	High	Low	<ul style="list-style-type: none"> <li>• Young trainees to remain below deck after lights out</li> </ul>	<ul style="list-style-type: none"> <li>• Brief on rules requiring trainees to remain below after lights out when at anchor or in harbour</li> <li>• Safety brief to include life-rings and MOB</li> </ul>
Swimming	Drowning Hypothermia	High	Low	<ul style="list-style-type: none"> <li>• Assessment of conditions</li> <li>• Supervision of swimmers</li> <li>• Tender readied for rescue</li> <li>• Vessel should be at anchor, buoy etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Skipper to assess wind/sea and tide conditions</li> <li>• Staff to supervise swimmers</li> <li>• Tender readied for immediate launching</li> <li>• Procedures for swimming followed</li> </ul>

Hazard	Consequence	Severity	Likelihood	Control measure	Action
Companionway Ladders	Falling	High	Low	<ul style="list-style-type: none"> <li>Correct use of ladders.</li> </ul>	<ul style="list-style-type: none"> <li>Briefing and supervision of Trainees</li> </ul>
Galley Stove	Burns Scalds	Medium	Low	<ul style="list-style-type: none"> <li>Care when using galley stove</li> <li>Protective clothing</li> <li>Adequate supervision</li> </ul>	<ul style="list-style-type: none"> <li>Briefing and supervision of Trainees using Stove</li> </ul>
Galley Fire	Burns Loss of vessel	High	Low	<ul style="list-style-type: none"> <li>Galley stove not to be left unattended when lit</li> </ul>	<ul style="list-style-type: none"> <li>Briefing and supervision of Trainees whilst using Galley Stove</li> </ul>
Galley utensils	Cuts	Low	Low	<ul style="list-style-type: none"> <li>Care when using sharp utensils</li> </ul>	<ul style="list-style-type: none"> <li>Briefing and supervision of Trainees whilst using Galley utensils</li> </ul>
Falling in interior spaces	Injury	Medium	Low	<ul style="list-style-type: none"> <li>Handholds and proximity of surfaces</li> </ul>	<ul style="list-style-type: none"> <li>Briefing on the use moving around at sea</li> </ul>

Signed by T. Marrs.....Head of Sailing, on the .....20.....

Revision date: January 2014

## Jolie Brise Risk Assessment for DAY PASSENGER SAILS during COVID-19

[This is an **EXTENSION** to *Jolie Brise's* Risk Assessment and Safety Management System, it does **NOT** replace it

	RISK	MITIGATING RISK
1	Staff skill fade due to shutdown	Sea Trials and Staff Training have been carried out.
2	Equipment servicing and checks possible delay due to shutdown	All equipment has been serviced and <i>Jolie Brise</i> has had a FULL INSPECTION post shutdown.
3	Guests catching COVID-19 from each other	Guests to maintain social distancing, except within their own social “bubble” on deck.
4	Guests catching COVID-19 from crew	Guests and crew to maintain social distancing and no more than one crew member and one guest below decks at any time.
5	Crew catching COVID-19 from crew	Crew to maintain social distancing as applicable. If having to work in close proximity to each other to use appropriate PPE.
6	Guests catching COVID-19 from contaminated areas of <i>Jolie Brise</i>	After each trip all <i>Jolie Brise's</i> shiny surfaces will be disinfected. There will be a 48hour quarantine period between each trip and <i>Jolie Brise</i> will be disinfected AGAIN before the start of each trip.
7	Crew catching COVID-19 from contaminated areas of <i>Jolie Brise</i>	After each trip all <i>Jolie Brise's</i> shiny surfaces will be disinfected. There will be a 48hour quarantine period between each trip and <i>Jolie Brise</i> will be disinfected AGAIN before the start of each trip.
8	Guests bringing contaminated equipment/belongings on to <i>Jolie Brise</i>	Guests' personal possessions to go into named storage boxes, which will be disinfected at the start and end of each trip.

	RISK	MITIGATING RISK
9.	Guests or crew coming on board with contaminated hands	All guests and crew to use hand sanitising station on the pontoon beside <i>Jolie Brise</i> BEFORE boarding.
10.	Guests or crew requiring FIRST AID	Minor injuries such as cuts and scrapes should be treated by the injured person themselves where possible. As with all first aid, if staff are giving first aid, they should avoid contact with body fluids using gloves and other appropriate PPE.
11.	Guests or crew catching Coronavirus from food or drink	All guests and crew will bring their own packed lunch and drink.
12.	An emergency situation which prevents social distancing	Social distancing will be ignored in the event of a serious emergency on board. In the event of an emergency, priority will be given to the prevention of loss of life or serious injury, over the risk posed by the transmission of COVID-19.
<p><b>ALL the above risks will be mitigated by both the crew and guests confirming that they have not had any contact with anyone who is showing symptoms of Coronavirus, or who has had Coronavirus in the 14 days before the day out.</b></p> <p><b>They will be asked to verbally confirm this AGAIN prior to boarding <i>Jolie Brise</i>.</b></p>		
<p><b>This information will be circulated by the Skipper to the crew BEFORE each trip</b></p>		
<p><b>The Safety Brief will be given at the start of each trip using the COVID Safety Brief DAY SAIL sheet</b></p>		
<p><b>Special joining instructions given to all passengers and crew prior to the Day Sail</b></p>		

## *Jolie Brise Risk Assessment for FOURTH FORM DAY SAILS during COVID-19*

[This is an **EXTENSION** to *Jolie Brise's* Risk Assessment and Safety Management System, it does **NOT** replace it]

	RISK	MITIGATING RISK
1	Staff skill fade due to shutdown	Sea Trials and Staff Training have been carried out.
2	Equipment servicing and checks possible delay due to shutdown	All equipment has been serviced and <i>Jolie Brise</i> has had a FULL INSPECTION post shutdown.
3	Students catching COVID-19 from each other	Students to maintain social distancing, except within their own social “bubble” on deck.
4	Students catching COVID-19 from crew	Students and crew to maintain social distancing and no more than three people below decks at any one time.
5	Crew catching COVID-19 from crew	Crew to maintain social distancing as applicable. Crew to be their own social bubble, if having to work in extreme proximity to each other to use appropriate PPE.
6	Students catching COVID-19 from contaminated areas of <i>Jolie Brise</i>	After each trip all <i>Jolie Brise</i> 's shiny surfaces will be disinfected. <i>Jolie Brise</i> will be disinfected AGAIN before the start of each trip.
7	Crew catching COVID-19 from contaminated areas of <i>Jolie Brise</i>	After each trip all <i>Jolie Brise</i> 's shiny surfaces will be disinfected. <i>Jolie Brise</i> will be disinfected AGAIN before the start of each trip.
8	Students using contaminated lifejackets or waterproof clothing.	All lifejackets and waterproofs will be stored in the Hamble Yacht Services Events Centre, and at the start and finish of each session they will be disinfected, using the specialist equipment supplied from Dauntsey's School .

	RISK	MITIGATING RISK
9	Students or crew coming on board with contaminated hands	All students and crew to use hand sanitising station in the HYS Events Centre BEFORE boarding <i>Jolie Brise</i> .
10.	Students or crew requiring FIRST AID	Minor injuries such as cuts and scrapes should be treated by the injured person themselves where possible. As with all first aid, if staff are giving first aid, they should avoid contact with body fluids using gloves and other appropriate PPE.
11.	Students or crew catching Coronavirus from food or drink	A packed lunch will be provided by Dauntsey's School for students and crew each day.
12.	An emergency situation which prevents social distancing	Social distancing will be ignored in the event of a serious emergency on board. In the event of an emergency, priority will be given to the prevention of loss of life or serious injury, over the risk posed by the transmission of COVID-19.
<p><b>ALL</b> the above risks will be mitigated by both the crew and students confirming that they have not had any contact with anyone who is showing symptoms of Coronavirus, or who has had Coronavirus in the 14 days before the day sail.  <b>They will be asked to verbally confirm this AGAIN prior to boarding <i>Jolie Brise</i>.</b></p>		
<p><b>This information will be circulated by the Skipper to the crew BEFORE each trip</b></p>		
<p><b>The Safety Brief will be given at the start of each trip using the COVID Safety Brief FOURTH FORM DAY SAIL sheet</b></p>		
<p><b>Special joining instructions will be given to all students, to be distributed through the Houses, prior to the Day Sail</b></p>		

## **ADDITIONAL RISKS**

### **PLEASE NOTE:**

There are six categories of operation which apply to *Jolie Brise*.

Category 0 - plus 150 miles from safe haven, no restrictions apply - able to cruise worldwide, no helicopter rescue available;

Category 1 within 150 miles from safe haven, helicopter rescue available;

**Category 2 within 60 miles from safe haven, helicopter rescue and fast inshore lifeboat available.**

Category 3 up to 20 miles from safe haven.

Category 4 up to 20 miles from safe haven, in favourable weather in daylight.

Category 5 to sea, within 20 miles from a nominated departure point in favourable weather and daylight.

Category 6 to sea, within 3 miles from a nominated departure point and never more than 3 miles from land in favourable weather and daylight.

**PLEASE NOTE: *Jolie Brise* is coded and carries the equipment for Category 0 operations**

### **MARAD 4 Electronic Safety Management System**

Marad 4 is a computer programme which sits both on board *Jolie Brise*'s computers, the school system, and Marad's own server. The system is used to monitor drills, maintenance, unplanned maintenance, certification and surveys. It can be operated from either the school or the boat and when changes are made these are stored on the Marad server until such time they can update the school or the boat's programme. All Staff, both office and sailing, have the ability to edit Marad as per their areas of responsibility. All Staff will be familiar with using Marad as well as *Jolie Brise*'s paper Safety Management System.

It should be noted that the MARAD system has been suspended for the time being, due to *Jolie Brise* not being able to make either overnight or overseas voyages due to the current Coronavirus situation.

## ADDENDUM FOR 2021

### PROPOSED SUMMER CRUISE PROGRAMMES for 2021

Due to the very uncertain situation due to Coronavirus I have three different proposed summer programmes, depending on the situation in the Spring.

All three of the proposed programmes would come under Category 2 voyages under the coding regulations – **please see above**.

Programme A – assuming residential trips are allowed to go ahead, and the prevalence of Coronavirus is very low – a circumnavigation of England, Wales and Southern Scotland. This would be done in week long legs, with each cruise starting and finishing from school, with travel to *Jolie Brise* by minibus. This way, if there is an outbreak of Coronavirus on board, or an unforeseen circumstance that means we have to adjust the cruise programme, logically it would be very simple.

Programme B – residential trips permitted, but Coronavirus still prevalent in the community – *Jolie Brise* becomes her own social bubble, with students and staff being tested before boarding. Each cruise being a week long, starting and finishing from her home berth in Hamble. That way if a situation develops on board, *Jolie Brise* would simply return to her home berth quickly and easily and the cruises re-scheduled.

Programme C – residential trips on board still not permitted due to Coronavirus – day trips from Hamble for both students, parents and the wider school community.

PLEASE NOTE: this does NOT identify additional risks for each cruise, as at this moment in time it is very hard to guess the future outlook. However, all three suggested programmes are low risk and, as said, within Category 2. The Head of Sailing, when more information is available in the Spring, will identify the nautical risks for the proposed summer legs, and they will be incorporated into this Safety Management System.

### **Applicable to all of *Jolie Brise*'s trips**

It should be noted that *Jolie Brise* now carries fleet broadband satellite communications, allowing both voice and broadband, instant contact ship-to-shore and shore-to-ship. Also, Yellowbrick Iridium satellite tracking, allowing a continuous monitoring of *Jolie Brise*'s position, course and speed, in addition to her shortwave radio communications.

### **Personal Crew Safety for all of *Jolie Brise*'s trips**

The main risk to all crew and trainees on any of these legs or any *Jolie Brise* offshore operation, is becoming a person overboard and separated from *Jolie Brise*. As such, from the 2017 season, and all future *Jolie Brise* offshore voyages over 24 hours, lifejackets will be equipped with personal AIS transponders, enabling both *Jolie Brise* and any other vessel to locate the casualty by electronic means.

***Jolie Brise* Mobile Number in case of Emergency: +44 7796 531232**

**email: [joliebrise@dauntseys.wilts.sch.uk](mailto:joliebrise@dauntseys.wilts.sch.uk)**

**Hull Insurance – Policy No. 70909186-11** with Pantaenius UK Limited, Marine Building, 1 Queen Anne Place, Plymouth PL4 0FB  
through Hayes Parsons Marine  
St Lawrence House  
Broad Street  
Bristol  
BS1 2HF  
Tel: 01179 301652

**Protection and Indemnity Insurance – Policy No T2020093013080925** with British Marine, London  
through Hayes Parsons Marine (new 30<sup>th</sup> September 2020)  
St Lawrence House  
Broad Street  
Bristol  
BS1 2HF  
Tel: 01179 301652



# Operating Procedures

## Contents

- Skipper and Mates notes**
- Going aloft**
- Garbage management**
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- Swimming**
- Relief Mate and Skipper Familiarisation**
- Safety briefing checklist**
- Shoreside contact**
- Times to call the Skipper**
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## **Skippers, Mate and Bosun's notes**

The following notes are based on experience gained by the staff skipper and mate. They should be considered as guidance to assist an experienced skipper to make day to day judgments on the running of the boat.

### **Voyage start**

Arrive in good time before the voyage starts to check the vessel is fuelled, water and all the required safety checks have been completed. Discuss any issues with the boat with the staff skipper or mate

When the crew arrive, they will require a briefing on the safety and living aspects of the vessel. The safety brief needs to be given before departure. See **Annex B**.

The students arrival also means that their paperwork arrives and it will need to be reviewed.

Review the crew members' details and establish whether they can swim, if they have medical, dietary or pastoral considerations.

### **Voyage finish guidelines**

All defects and maintenance issues should be recorded and reported to the Head of Sailing or at the earliest time. Clean the vessel and ensure all deficiencies are logged. Please refill fuel tanks when they get below 60% and leave the water tanks full.

Please leave safety equipment in a way that it can easily be checked, and remain dry and fresh.

### **Equipment Notes**

#### **Yankee**

The yankee/jib topsail sheets run well aft and can be a hazard across the whole of the aft deck if they flog. These sheets require monitoring when sail handling and keeping under control.

In heavy weather the yankee should come off the bowsprit and be stowed. If it stays on the bowsprit it fills with water and loads up the bowsprit and the rest of the rig.

#### **Flying jibs**

When raising or lowering any flying jib, hoist them stoppered or with the wind aft of the beam in anything other than very light winds. During hoist monitor sheets and have keep a full turn on to control the sheet.

#### **Jib**

Unless T Marris or A Seager are on board, the No 2 furling headsail will be used by all Skippers and crew  
If the non-furling headsails are used please see the notes below.

Ensure the tack is hauled fully out on the bowsprit using the outhaul. It is often easier to do this when sailing off-the-wind when under the lee of the main, or hoisting it stoppered when there is not enough sea room to bear away.

Jib No1 and 2 have a better upwind sheeting angle when the sheet is led through the eye on the capping rail forward, however this does make it harder to sheet in.

The No3 jib can be tacked without initially touching the sheets. When on the new tack the new sheet can be made off and the old sheet eased.

### **Staysail**

The staysail is a very handy sail going upwind and it is worth putting a handy-billy on the sheet to get it hard-in. The clew & sheets can be a hazard during tack or gybe so keep everyone clear or adequately briefed.

### **Trawler sail**

This works best when at least 60—70 degrees off the wind. It is sheeted under the bulwarks.

### **Mainsail hoist**

When hoisting it is preferable to keep the wind on the starboard bow as it saves having to pull the gaff onto the portside of the topping lift.

It is very easy to lose vision when hoisting the main, because as soon as the aft sail ties are removed the sail drops on top of the helm area. Ideally both the Skipper and Mate supervise the main hoist.

Best practice – Ensure that all crew are ready and standing by to hoist the main before the final two sail ties and gaff tie are released.

Starboard side - The Mate supervises the halyards and lookout to starboard.

Port side - Skipper ensures the peak stays to port of topping lift and keeps a lookout to port as well as advising helm.

### **Mainsail reefing**

Top the mainsail up a lot (1-2m) to depower and to help deal with the amount of sail to be hauled out.  
When sufficient sail is lowered;

- 1) Lash the ‘new’ tack down to the cleats on the mast
- 2) Remove the tackle under the boom from the existing clew outhaul
- 3) Attach to the new clew outhaul and stretch it a lot before attempting to fix reefing pennant.
- 4) Put a lashing through the new clew and around the boom

If the exercise is still difficult, raise the boom gallows and drop the boom into the gallows, by lowering the topping lift and steering the boom with the mainsheet. Tighten the mainsheet to keep the boom in the gallows whilst the reef is put in.

### **Storm Trisail**

Lower the mainsail completely and securely lower the boom and gaff into gallows and lash in place.  
Fix storm trysail into place and use throat halyard to hoist.

Use the topsail sheets and sheet through the topsail sheet blocks on the quarters.

Keep both runners on.

### **Topsail**

This sail often looks a mess when it is first pulled out of a bag onto the deck but it generally sorts itself out when hoisting.

When its’ first hank meets the top of the leader on the topmast it often requires yanking clear. If the header gets caught on top of the mainmast it can often be cleared by a flick from the deck, otherwise someone may need to go aloft to clear it.

The fully tension the clew consider topping-up the gaff peak, sheeting the topsail clew, then easing the gaff peak once again. The downhaul and leader get squeezed together on purchase.

### **Lowering main**

Be aware this can be done on any point of sail

### **Scandalizing the main**

Topping lift on, lower peak so peak end of gaff is at same height of boom.

### **Backstays**

Trainees operating the backstays aft of helmsman seat during a tack or gybe should be suitably experienced or monitored by staff.

### **Storm jib**

The storm jib and No 3 jib are kept in colour-coded bags. Always hoist them stoppered. When they are lowered, re-stopper the sails ready for next use.

### **Topsail**

When lowering do not release leader ease the downhaul.

## Fuel and boathandling under power

### Fuel Data

Engine Fuel Consumption		Diesel Fuel Capacity	
Engine Revs	Litres per hour	Increments on Diesel Tank Dipstick	
1200 rpm	6 litres per hour	50 litres	25 cm
1500 rpm	7.5 litres per hour	100 litres	33 cm
1800 rpm	10 litres per hour	150 litres	43 cm
2000 rpm	14 litres per hour	200 litres	52 cm
2200 rpm	18 litres per hour	250 litres	61 cm
2500 rpm	25 litres per hour		

### Boathandling

Before berthing ensure both backstays are tensioned to support the bowsprit.

The prop is offset on the port side and the boat naturally and always turns to starboard until it is sufficiently underway.

If the boat is making way forward going into neutral will often allow for a smaller turning circle to both port and starboard.

Going astern, if the prop ventilates the stern will walk dramatically to port. Once the boat starts moving backwards and the prop is not ventilating, it will drag the stern to starboard.

If you need to stop quickly you will not be able to stop a dramatic turn of the boats head to starboard because of the big kick to port.

### Radar

The radome is fitted to the crosstrees on the starboard side. It therefore has a radar blind spot port side because of the mast.

### Depth

The vessel draws 3m and vessel grounds when the sounder reads Zero.

## **Going Aloft**

There are usually two reasons for staff or trainees to go aloft:

- 1) To work or carry out a duty
- 2) For adventure

Whatever reason a person goes aloft, safety must be maintained during the exercise.

Permission must be sought from the Skipper or Mate.

The area underneath the person aloft should be kept clear and a person designated to keep other clear, during hoisting, lowering and whilst the person is aloft.

### **Aloft to top of main mast**

Trainees or staff will be briefed as necessary before going aloft and monitored whilst aloft.

Any tools used should be tied on.

The going aloft harness will be used and a suitably trained Staff member will check it is fitted correctly. The fall arrest device will be visually inspected to make sure it is in good condition. As required, the person going aloft will be shown how to operate it, and it will be attached to the specific fall arrest line and the personnel going aloft will NOT un-attach from it until they return to the deck.

### **Aloft to top of top mast**

Trainees or staff will be briefed before going aloft and monitored whilst aloft, by suitably trained crew member.

Use a climbing harness and a second body harness. A suitably trained crew member will check fittings.

Attach a halyard with bowline to the sit-in climbing harness.

Attach the spinnaker halyard with a bowline to the body harness as a safety line.

Skipper or Mate monitors the safety line and trainees hoist on Topsail halyard.

## **Garbage Management**

The expected garbage types on Jolie Brise is food, paper waste and drinks and food containers.

Where possible waste will be sorted so that recyclable items are separated from non-recyclables.

Waste bins/receptacles are located in the galley.

Brief trainees on the location of the waste bins.

When a bin bag is full it will be secured, double bagged and stored in the forepeak.

Dispose of waste ashore at the earliest possible time ensuring recyclable products are placed in recycling bins.

## **Use of Dinghy/Tender**

Before the dinghy is used the Skipper or Mate must give permission.

If the dinghy is going out of sight of *Jolie Brise*, the expected time of return and procedures for contacting the vessel if overdue should be discussed.

Only those who have been suitably trained to the satisfaction of the Skipper or Mate can use the dinghy. Those that have the experience, but not familiarity with *Jolie Brise*'s dinghy should be inducted into its use.

When the dinghy is used by trainees, the area of operation or boundaries will be set and discussed.

## **Swimming**

Before any swimming commences permission has to be granted by the Skipper or Mate. Before granting permission, the Skipper or Mate will assess the conditions of wind, stream, visibility, proximity of other boats, water temperature and quality.

The vessel should be in a position where she cannot drift away from or onto the swimmers.

*Jolie Brise*'s tender will be launched and ready to use as a rescue vessel if the Skipper or Mate deem it necessary.

The boarding ladder will be deployed.

Non-swimmers will not be allowed to enter the water without suitable buoyancy aid or device.

Swimmers should bring their towels on deck so that they can dry themselves sufficiently before going down below and making the surfaces below slippery.

A member of staff should be allocated to watch over the swimmers. The swimmers should be watched for signs of hypothermia and in cold climates, should dry and get dressed as soon as they come out of the water.

## **Relief Mate/Skipper Vessel Familiarisation**

Before a new Skipper or mate works on the boat they will be familiarised to the minimum list below.

### **Documentation**

Paper work of vessel, Safety Management Systems and operating procedures.

### **Vessel**

#### **Safety Harnesses**

Clipping points and policy – bowsprit policy

#### **Life Jackets**

When to wear, operation and checks

### **Gas**

Deck gas shut off valve, cooker isolator tap, Gas alarm.

### **Fire**

Smoking policy, below & on deck, Emergency procedures, extinguisher locations, engine room valves and pump.

### **Hull Openings**

Where they are located

### **Safety Drill**

Policy for drills and special procedures for Jolie Brise - MOB

### **Bilge Pump**

Locations and switch/change over valve locations and use

### **Life Saving Appliances**

Location of life-rafts

Life-rings

Danbuoys

Jonbuoys MOB recovery system

Lights

Flares

### **Man Overboard**

Emergency procedure and normal problems/solutions on Jolie Brise. Recovery Methods.

### **Anchor Windlass**

Procedure and how to use.

### **Sailing procedures**

See Skippers, Mates and Bosun's Notes.

### **Navigation Equipment**

Powering up the system

Vessel start up

DC digital panel – switch to on board mode

Actisense radar transponder switched to on, on both digital switch and instrument switch

GPS on

Raymarine Plotter on with radar scanner either on transmit or standby

Sat C – check login using the LED lights on the unit

VHF on plus ensure the VHF remote is switched on

AIS on

Fleet broadband switched on

Navtex on

B&G on

### **Engine**

Location of spares and lubes

Identification and location of major valves and systems

Bleeding points for engine and generator

Tank location and checks

### **Electrical**

240 system, switch panel and breakers

12 volt system, panel and breakers

Changeover switches and primary power breakers.

## **Safety briefing checklist**

Before the commencement of any voyage the Skipper should ensure that all persons are briefed, as a minimum, on the stowage and use of personal safety equipment such as those underlined.

Before venturing offshore or when the crew are on board for over 24 hours the remaining topics should be covered.

### **Lifejackets and harnesses**

These are worn when asked by the Skipper or Mate

Harnesses and clipping points on deck and jacks stays

Clipping on before going on the bowsprit and permission sought

### **Emergency procedures and actions in case of abandonment**

Life jacket on, muster on deck, head count.

### **Liferaft location, launching and abandonment**

### **Procedures for the recovery of a person from the sea and LSA equipment**

### **Location and use of flares**

### **Method of starting, stopping and controlling the main engine**

### **Location of first aid kits**

### **Personal safety**

Dangers around the pontoon – lines, cables and boats alongside

One hand for yourself and one for the boat

Travel on the high side

Hatches and companionway/forepeak steps

Dangers of falling off:

Water temperature

Difficult to get back to you

Sailing dangers such as:

The boom and what happens during tacking and gybing

Main and staysail blocks, headsail sheet and backstays

### **Sailing Skills**

Flaking and tailing lines, surging lines, use of belaying pins. Deck walk bow to stern highlighting the common lines, sheets and halyards.

### **Going ashore**

Location of shoreside facilities

Go ashore in groups of more than 1 so that help is at hand

**Down below**

Procedures and operation of radios carried

How to send a DSC alert message

Location of navigation and other light switches

Walk through the boat highlighting the key areas for stowage and equipment

**Location and use of Fire Extinguishers and Blanket**

Use of the gas system below and the cooker

**Hand holds down below and dangers of slipping across cabin**

**Personnel gear stowage and tidiness**

**Use of heads**

## **Operating Procedure for Shoreside Contact**

When *Jolie Brise* is on a voyage with trainees or passengers, a shoreside contact will be available with relevant voyage information so there is a continual line of communication between the boat and the School.

The Shoreside contacts will have a copy of the Safety Management System with **Annex C** attached , showing Procedures flow chart for overdue vessel.

On longer passages, the Shoreside contact can also provide passage information and ways to check on the vessels position to the Emergency services if require.

The shoreside contact will have the following documentation:

Full crew list and notifications of changes to crew

Next of Kin and medical details

EPIRB registration number

MMSI number and call sign

The contact and tracking details for *Jolie Brise* by

- 1) Cell Phone numbers of Skipper, Mate and *Jolie Brise*'s phone
- 2) Inmarsat phone number
- 3) Sat C contact information via email
- 4) AIS tracking via internet
- 5) Yellow Brick tracking information on website

In the event of the vessel being overdue by 24 hours or by a prearranged time, the following procedure will be followed see below and **Annex C**.

The Shoreside contact will endeavour to make contact or establish the position of *Jolie Brise* by the methods shown above.

If the vessel is uncontactable the Head Master and Bursar will be informed.

**If the vessel is uncontactable but through investigation, is underway and steering a straight course, then the position of the boat will be noted and monitored regularly until contact is made.**

**If the vessel is uncontactable and when tracked, looks as though she is sailing erratically or has stopped, there could be possible problem especially if she should be sailing faster in the conditions. The Coastguard should be notified with the following information.**

“*Jolie Brise* with .... Number of persons onboard has failed to meet a scheduled report, her position is Latitude ..... and Longitude ..... . She is uncontactable and seems stopped or slow in the water.”

**If the vessel is uncontactable and no current position is available.**

“*Jolie Brise* with .... Number of persons onboard has failed to meet a scheduled report, her position is Latitude ..... and Longitude ..... . The last point of contact was..... and she is failing to show up on her tracking or communication devices.”

It should be stressed that lack of contact could just be an electrical problem, that is being rectified or needs sorting out when back onshore. The boat has short range VHF radios which can be used to communicate when near other vessels or land.

## **Times to call the Skipper**

The watchleader should call the Skipper at the following times:

In any emergency situation

If restricted visibility is encountered or expected

If traffic conditions or the movements of other vessels are causing concern

If difficulties are experienced in maintaining course

On failure to sight land, a navigation mark or obtain soundings by the time expected

If, unexpectedly, land or a navigational mark is sighted or a change of sounding occurs

Of breakdown of engines, propulsion machinery, steering equipment, sails, rig or any navigational equipment or alarm.

If the radio equipment malfunctions

In heavy weather, if in any doubt about the possibility of weather damage

If the vessel meets a hazard

If there are any security concerns

If the wind increases or decreases by parameters set by the Skipper.

In any other emergency or doubt.

## Checklists

### Daily

#### Engine

Isolate engine battery/remove keys before entering engine compartment before checks

Engine Oil

Engine Coolant

Stern Gland - visual

Hydraulic oil

Fuel filter

Belt tensions

Sea Water strainer

Engine hours recorded

Visual look for leaks/problems

#### Charts

If with internet connection/navionics/on line chart correction

#### Generator

Oil level

Coolant level

Belt tension

Sea water strainer

Fuel filter

Visual look for leaks/problems

### Weekly

Lifejackets - bottle security general condition

Horseshoe buoy light check

EPIRB – visual

Liferaft – visual

Danbuoy - visual

Gas alarm – test

Gas – quantity

Emergency torches

Bilge pumps working

Navigation lights

### Monthly

EPIRB – self test

Throw lines

Rigging cutters, knives and grinders - operable

Fog horn

Bilge alarm test

Fire Extinguisher gauges

Sea cock operation

Change over valves operable

Fuel shut offs operable

Search Light operable

Yellow Brick tracker

Rig condition check

First Aid Stretcher condition

# Emergency Procedures

## Contents

**Fire**

**Engine Fire**

**Man Overboard**

**Flooding**

**Abandon Ship**

## **Emergency Procedures – Fire**

The following actions will be managed by the Skipper and First Mate

Sound alarm by shouting 'Fire'

Call the Skipper

Muster Crew and don lifejackets

Check all Crewmembers present

Consider calling MAYDAY or PAN PAN

Prepare fire hose/fire fighting equipment

If appropriate send in fire party

Fight fire

Close doors and hatches and reduce air into area

Consider boundary cooling

Consider flooding problems if using water

### **Other items**

Switch off Gas at bottles and consider dumping the bottles

Dump outboard fuel

PREPARE TO ABANDON SHIP

## **Emergency Procedures – Engine Fire**

The following actions will be managed by the Skipper and First Mate

Sound alarm by shouting ‘Fire’

Call the Skipper

Muster Crew and don lifejackets

Check all Crewmembers present

Consider calling MAYDAY or PAN PAN

Stop engine

Shut off - fuel and Main engine battery

Close engine dorade vents near engine panel

Activate Manual Engine Extinguisher

Retrieve extinguishers from the boat – if possible

Close hatches and doors

Move liferafts away from engine compartment and starter panel

Prepare fire hose consider boundary cooling on deck

### **Other items**

Switch off Gas at bottles and consider dumping the bottles

Dump outboard fuel

PREPARE TO ABANDON SHIP

## **Emergency procedure - Man Overboard**

The following actions will be managed by the Skipper and First Mate

Sound alarm by shouting 'Man Overboard'

Assign someone to point at the person in the water

Release lifebuoy and Danbuoy into the water when ordered to

Activate MOB button on GPS or Chartplotter

Call skipper to deck

Ready boat to stop and turn - controlling mainsheet and runners

Commence a recovery procedure

Broadcast Urgency or Distress message

Ready throwing line

Prepare Jonbuoy MOB equipment

Ready a staff member with harness line or climbing harness to help effect recovery

Consider clipping the staff member to the deck so they do not get pulled in

Recovery could be from bobstay, ladder, life-raft, utilising a halyard and a helicopter strop

Start First Aid and get the person ashore if appropriate

If MOB is attached to boat or washed off bowsprit, turn head to wind or stop the boat immediately.

Inform Head of Sailing/Shoreside contact.

## **Emergency procedure - Flooding**

The following actions will be managed by the Skipper and First Mate

Alert the Skipper

Start pumps

Muster crew to deck in lifejackets

Head count

Assign trainees to manual pumps on deck and buckets

Locate leak and check skin fittings - check engine room

Divert valves in engine room whilst possible

Remove portable radios, EPIRBs, SARTs from down below.

Use Communication devices before water level rises above batteries

Broadcast Distress Alert or Urgency message

## **Other Items**

Consider clutch pump on engine

Divert fire hose to run from bilge

If a seam, consider reducing stress from rig or point of sail

## **Emergency procedure - Abandon Ship**

The following actions will be managed by the Skipper and First Mate

Master to notify all on board to Abandon ship

Broadcast Distress Alert

All to Muster on deck

All to don warm clothing, waterproofs and lifejackets

Fetch Grab Bag

Fetch SART

Fetch EPIRB

Launch Life-raft(s) – ensure life-raft painters are attached to vessel

Embark crew and staff in life-raft

Rafts to stay together and within safe proximity of Jolie Brise or last known position.

## **Accident Reporting**

### **Accidents, incidents and near misses**

Accidents, incidents and near misses can happen. When they occur, the Skipper will normally be first on the scene so will need to deal with the incident, manage the situation and afterwards ensure the relevant information is recorded. Events will be recorded in the vessels log book and on a Dauntsey's School Incident Form.

The Head of Sailing will review the information and pass on lessons learned to reduce the likelihood of its reoccurrence. The Head of Sailing or Headmaster will be responsible for contacting the Marine Accident Investigation Branch with reportable incidents. Reportable incidents are defined below.

### **DEFINITIONS: ACCIDENT, SERIOUS INJURY AND SEVERE POLLUTION**

For the purposes of the Regulations, an accident may be any marine casualty or marine incident. Accidents may be classified (in order of severity) as follows: very serious marine casualties, serious marine casualties and marine incidents.

A **marine casualty** is an event or sequence of events that has resulted in any of the following and has occurred directly by or in connection with the operation of a ship involving-

- (i) the death of, or serious injury to, a person;
- (ii) the loss of a person from a ship;
- (iii) the loss, presumed loss or abandonment of a ship;
- (iv) material damage to a ship;
- (v) the stranding or disabling of a ship, or the involvement of a ship in a collision;
- (vi) material damage to marine infrastructure external of a ship, that could seriously endanger the safety of the ship, another ship or any individual, or
- (vii) pollution, or the potential for such pollution to the environment caused by damage to a ship or ships.

A **very serious marine casualty** is an event or sequence of events that has resulted in any of the following and has occurred directly by or in connection with the operation of a ship-

- a) the total loss of a ship;
- b) loss of life;
- c) severe pollution.

A **serious marine casualty** is an event or sequence of events that has resulted in any of the following and has occurred directly by or in connection with the operation of a ship but does not qualify as a very serious marine casualty, that involves-

- (i) fire;
- (ii) explosion;
- (iii) collision;
- (iv) grounding;
- (v) contact;
- (vi) heavy weather damage, or
- (vii) ice damage, or a suspected hull defect.

resulting in any of the following-

- a) the immobilisation of the main engines;
- b) extensive accommodation damage;
- c) severe structural damage including penetration of the hull under water rendering the ship unfit to proceed;
- d) pollution, or
- e) a breakdown that necessitates towage or shore assistance.

A **marine incident** is an event or sequence of events other than those listed above which has occurred directly in connection with the operation of a ship that endangered, or if not corrected would endanger the safety of a ship, its occupants or any other person or the environment. 'Near misses' are marine incidents.

An accident does not include a deliberate act or omission with the intention to cause harm to the safety of a ship, an individual or the environment.

7. A **serious injury** means-

- a) any fracture, other than to a finger, thumb or toe;
- b) any loss of a limb or part of a limb;
- c) dislocation of the shoulder, hip, knee or spine;
- d) loss of sight, whether temporary or permanent;
- e) penetrating injury to the eye;
- f) any injury to a person employed or carried in a ship which occurs on board or during access which results in incapacitation for more than three consecutive days excluding the day of the accident, or g) any other injury leading to hypothermia, unconsciousness, requires resuscitation or requiring admittance to a hospital or other medical facility as an in-patient for more than 24 hours.

8. **Severe pollution** is a case of pollution which, as evaluated by the coastal State(s) affected or the flag State, as appropriate, produces a major deleterious effect upon the environment, or which would have produced such an effect without preventive action.

**REPORTING SCHEDULE AND MAIB CONTACT DETAILS**

**Information that must be provided in reports sent to MAIB**

Name of ship and IMO, official or fishing vessel number including flag of the country of registration;

Type of ship;

Date and time of the accident;

Latitude and longitude or geographical position in which the accident occurred;

Name and port of registry of any other ship involved;

Number of people killed or seriously injured and associated type or types of casualty;

Brief details of the accident including ship, cargo or any other damage;

Ports of departure and destination;

Traffic separation scheme if appropriate;

Place on board, and

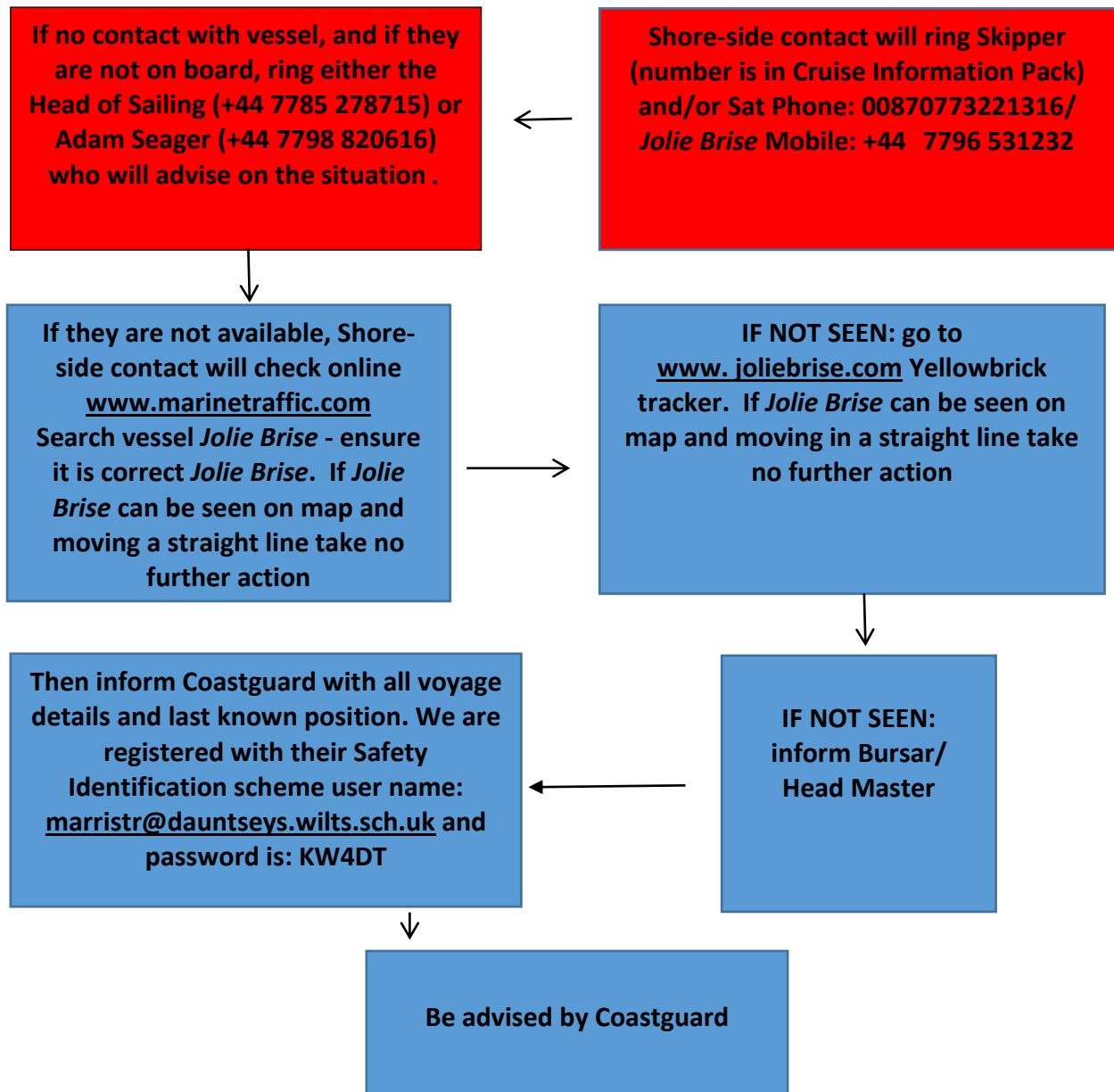
The nature of any pollution that occurs as a result of an accident.

## Contact numbers

Who	How
Head of Sailing – Toby Marris	01380 814630 w / 07785 278715 m
Staff Mate – Adam Seager	<a href="#">07798 820616 m</a>
Sailing Secretary – Sue Stone	01380 814633 w/ 07791 824307 m
Headmaster – Mark Lascelles	01380 814503 w / 01380 814569 h
Bursar – Will Ethelston	02380 814512 w / 01264 738677 h / 07899 991846 m
Southampton Vessel Tracking Service	02380 608205
Hamble Yacht Services	02380 454111
Lee-on-Solent Coastguard	02392 552100

## ANNEX C

### IN THE EVENT OF *JOLIE BRISE* BEING OVERDUE BY 24 HOURS, OR BY A PRE-ARRANGED TIME, THE FOLLOWING PROCEDURE WILL TAKE PLACE



**Notes:** Mobile phone coverage is usually only within three miles of the coast. AIS web tracking is usually only up to twenty miles offshore. The Yellowbrick tracker position from *Jolie Brise* website only updates every four hours. It is fairly easy for *Jolie Brise* to lose all electrical power, so the fact that she cannot be contacted or seen does not necessarily mean disaster SO DO NOT PANIC, IT IS VERY LIKELY ALL IS WELL.

# Boat Policies

## Contents:

- Marine and Environmental  
Garbage Management Plan**
- Policy for Work Parties**
- Policy for the safety of trainees in Port**
- Drugs Policy**
- Alcohol Policy**

## **Marine Pollution and Environmental Policy**

This policy is intended to reduce the impact of operating *Jolie Brise* on the marine environment. Having reviewed the MarPol regulations we consider that within the normal running of *Jolie Brise* and her operating area, the following key regulations should be complied with due to the nature of her operation, her size and amount of passengers. We will review our policy if we venture into special areas such as the Caribbean, Baltic, Antarctic, Arctic or Mediterranean Sea.

*Jolie Brise* operates with 15 persons on board for short day trips in the Solent and with 12 persons on board at other times.

The regulations applying to *Jolie Brise* are:

### Discharge limits

1) Oil discharges shall be less than 15 ppm (parts per million)  
(Reference MARPOL - Annex V - Reg 9 (2), 10(2)(b))

Measure adopted on board

Check bilges before pumping

Use environmentally approved products for bilge cleaning

Do not overfill fuel tanks

2) If oil discharge is over 15ppm it shall be kept onboard and disposed of ashore  
(Reference MARPOL Annex V – Reg 9(6))

Measure adopted

Use oil absorbent matting if a leak is suspected and dispose of ashore

Waste oil and other chemical products to be retained on board for disposal at appropriate facilities.

3) Discharge of chemicals that are hazardous to the marine environment are forbidden  
(Reference MARPOL - Annex V – Reg 9(5))

Measure adopted

Do not use detergents for dispersing spillages

Use only environmentally approved products for cleaning including washing up

### Garbage Management

4) Display placards for garbage disposal.

Reference Marpol - Annex V - Reg 10 (1.1)

Measure adopted

All domestic waste to be retained on board for disposal of at appropriate facilities.

As far as practical recyclable materials should be separated and disposed of at the appropriate facilities.

Crew to be briefed on environmental considerations before going ashore

Vessels carrying over 15 persons require a garbage management plan

Measure adopted

Garbage management plan overleaf

## **Garbage management plan and policy**

### **Foreword**

When *Jolie Brise* carries 15 or more persons she is required by MarPol to carry a garbage management plan. *Jolie Brise* is coded by the MCA to carry 15 persons in area Category 4 and this only occurs when operating in the UK. When operating with 15 persons *Jolie Brise* only runs day charters within the UK as she physically cannot accommodate more than 12 overnight. As *Jolie Brise* does not operate with 15 persons ‘in voyages to ports or offshore terminals under the jurisdiction of a Party to the Convention other than the ship’s flag State,’ (The Merchant Shipping (Prevention of Pollution by Sewage and Garbage from Ships) Regulations 2008) she does not require a garbage record book.

The expected garbage types on Day Sails will be food, paper waste and drinks and food containers.

The Skipper is the person designated in managing the garbage management plan for *Jolie Brise*. The Skipper may delegate the duties as he sees fit and may ask for guidance from the Head of Sailing.

Where possible the waste will be sorted so that recyclable items are separated and kept separate from non-recyclable wastes.

Waste bins/receptacles are located in the galley.

Persons on board will be briefed on the location of the receptacles and crewmembers will ensure that waste items are collected from deck and placed in the suitable receptacle.

When a receptacle is full it will be secured, double bagged and stored in the forepeak. Because the boat only Day Sails, stored waste should not be on board overnight.

When the vessel reaches shore, the waste will be carried ashore and placed in the suitable receptacles ashore. Special consideration will be made to ensure that recyclable products are placed in recycling bins whenever possible.

The waste receptacles at a port are well marked and we see no need for any further training of staff to dispose of waste in port.

## **Policy For Work Parties**

**For example; pupils working on board *Jolie Brise* whilst in refit**

Work parties involve the carrying out of maintenance tasks on *Jolie Brise*.

### **Possible Dangers:**

- 1) Traffic hazards within the boatyard itself.
- 2) Working on scaffolding at height of 12 feet.
- 3) Pupils falling off *Jolie Brise* or ladder giving way whilst climbing on board.
- 4) Using hazardous products on board as part of maintenance activity.
- 5) Use of tools and power tools.
- 6) Cooking evening meal.
- 7) Abduction/Harassment whilst staying in Hamble Village
- 8) Drowning through water hazard of Hamble River.
- 9) Potential Fire Risk whilst working in Hamble Yacht Services Boatyard.

### **Actions to minimise risk as far as possible:**

- 1) Traffic hazards within the boatyard itself.

All pupils to be given thorough briefing about general hazards of machinery and vehicles operating in boatyard before disembarking the minibus.

- 2) Working on scaffolding at height of 12 feet.

Working on scaffolding – Head of Sailing to ensure scaffolding has been erected properly with footboards and safety rails around all parts of scaffolding. All pupils working on scaffold to be briefed “no running/horseplay whilst at height and also no pupils to move any scaffold boards without first consulting Head of Sailing/First Mate, also no pupils to go outside scaffold”.

- 3) Pupils falling off *Jolie Brise* or ladder giving way whilst climbing on board.

Head of Sailing or First Mate to ensure pupils briefed about moving round on deck and not leaning outboard of vessel, also Head of Sailing/First Mate to ensure all relevant ladders are secured aloft and pupils briefed in their use.

- 4) Using hazardous products on board as part of maintenance activity.

Head of Sailing/First Mate will ensure pupils thoroughly briefed about hazards of products used, i.e. paints, cleaning products, etc. Will also ensure that relevant safety protective clothing is used, i.e. safety goggles, respirator, ear defenders and gloves, as appropriate.

- 5) Use of tools and power tools.

Head of Sailing/First Mate will ensure pupils thoroughly briefed about hazards of power tools and will also ensure that pupils are taught correct use and will also ensure that relevant safety protective clothing is used, i.e. safety goggles, respirator, ear defenders and gloves, as appropriate.

6) Cooking evening meal.

Pupils to be thoroughly briefed and assisted by Head of Sailing during cooking of evening meal.

Head of Sailing/First Mate will ensure that none of the above activities are carried out without continuous adult supervision.

7) Abduction/Harassment whilst staying in Hamble Village.

Head of Sailing will ensure that no pupils will walk around Hamble Village, after sunset, in groups of less than two. Head of Sailing has also noted Hampshire Police Headquarters, at entrance to Hamble Village. Hamble Village has one road in and one road out – therefore relatively low crime rate.

8) Drowning through water hazard of Hamble River.

If pupils required to walk along the pontoons or near water, Head of Sailing will ensure that all pupils are thoroughly briefed about dangers of cold water/slippery pontoons. If Head of Sailing deems it necessary, will issue buoyancy aids and keep under supervision if conditions warrant it.

9) Potential Fire Risk whilst working in Hamble Yacht Services Boatyard.

All pupils and staff on Work Party will be shown fire escape routes from yard. On board *Jolie Brise* ship's own fire extinguishers will be kept on board for duration of re-fit.

NB If Firemen are on strike Work Party will be cancelled.

#### **Actions To Be Taken In The Event Of An Accident/Incident Occurring:**

Head of Sailing will ensure First Aid Kit from school accompanies the minibus and Work Party to Hamble and is available both whilst working on board *Jolie Brise* and will also go to Head of Sailing's house whilst the Work Party are there.

Head of Sailing will ensure that a file is carried on board the minibus accompanying the Work Party, which includes "Dauntsey's School Action in the Event of an Emergency on a School Trip" sheet. Parental Consent Forms with medical information and emergency contact numbers for each pupil will also be included. Head of Sailing will ensure that all adults/staff on Work Party are aware of file, and will have read the information before Work Party commences.

## **Policy for the Safety of Trainees – in port**

- Risks:**
- a) embarking & disembarking *Jolie Brise*
  - b) risk to pupils and crew from members of the public whilst in port

### **Actions to minimise these risks**

#### **a) embarking & disembarking *Jolie Brise*.**

If *Jolie Brise* is alongside the Captain/First Mate will ensure that all crew/pupils are briefed as to the dangers of falling between the vessel and the quayside. The Captain/First Mate will also ensure as much as is possible that there is safe access to and from the boat, i.e. suitable gangway/ladder.

If *Jolie Brise* is on a mooring or at anchor the Captain/First Mate will ensure that all crew are briefed as to the dangers of rubber dinghies and outboards and will ensure, where applicable, that the correct safety equipment is worn.

#### **b) risk to pupils and crew from members of the public whilst in port**

The Captain/First Mate will ensure that when pupils/crew go ashore that they never do so in groups of less than two, and all pupils/crew members will seek the Captain/First Mate's permission to go ashore either being given or giving a return time. If pupils/crew members have mobile phones they will be given both the ship's mobile phone number and also local emergency service numbers.

### **Actions to be taken in the event of these risks**

#### **a) embarking & disembarking *Jolie Brise***

If there were a casualty due to either of the above, to follow the school's "Actions to be taken in the event of an emergency on a school trip" policy.

#### **b) risk to pupils and crew from members of the public whilst in port**

If a problem does occur to follow the school's "Actions to be taken in the event of an emergency on a school trip" policy.

### **Actions to be taken in the event of these risks**

#### **a) embarking & disembarking *Jolie Brise***

If there were a casualty due to either of the above, to follow the school's "Actions to be taken in the event of an emergency on a school trip" policy.

#### **b) risk to pupils and crew from members of the public whilst in port**

If a problem does occur to follow the school's "Actions to be taken in the event of an emergency on a school trip" policy.

## **2) Travel to and from *Jolie Brise* for crew changes**

See School's Generic Policy for School Trips.

## **Drugs' Policy (Standard Dauntsey's School)**

It is forbidden to possess, or bring into school, drugs, except as authorised by the school medical officer, nursing sister or parents. The unauthorised sale, possession or use of illegal drugs constitutes a criminal offence whether on, or outside, school property, whether in term time or vacation, and any pupil found guilty of these offences should expect to be requested to leave the school.

If the Head Master feels there is reasonable cause, he reserves the right to call for a medically supervised test to establish the presence or absence of any illegal substance. This will normally take the form of a urine test. Parents will be informed of an intention to test, wherever possible.

The Head Master will in all cases report the full circumstances to the Chairman of Governors. If the test proves positive and, very exceptionally, it is considered that automatic permanent expulsion may not be appropriate, any readmission will be conditional upon the agreement of that pupil and his/her parents to special sanctions, including random testing.

It is the School's aim to promote in partnership with pupils and their parents a drug-free culture throughout the Dauntsey's community. Central to this policy is the programme of education dealing with, amongst other aspects, the harm which drugs bring.

This education programme, followed as part of the PSE curriculum by every pupil, aims:

- to increase knowledge and understanding of drugs (both legal and illegal) and their effects by providing students with accurate information

- to improve students' self-awareness, particularly in terms of risk-taking

- to promote positive attitudes towards healthy lifestyles and to challenge those likely to lead to negative outcomes

- to promote a sense of responsibility towards the use of drugs

- to enable our students to acquire the social skills they will need to make informed choices and to resist pressure from peers and media influences

## **Drugs Policy on board *Jolie Brise***

The same overall policy as to the school's acceptance of drugs is adopted on board *Jolie Brise*. However, the way that it is dealt with, and the implications for the individual, crew and vessel could be very different.

*Jolie Brise* can be boarded by Customs and Excise, Marine Police or Maritime Inspectors at any time. If drugs are found, or if adequate suspicions are raised, these will be dealt with by the law of the country, that often means investigation and possible prosecution by the Police or the inspecting authority. It can also mean the boat is served with a detention notice stopping it from leaving port.

Drugs found on staff or staff under the influence of drugs would be subject to disciplinary action.

## **Alcohol (Schools Policy)**

Pupils are forbidden to purchase, possess or consume alcoholic beverages. Exceptions to this are: Within the "17 Club" by those who are members of the club. Following the introduction of The 2003 Licensing Act, which came into effect in November 2005, the School has adapted its policy in order to conform to the regulations of the new Act. This allows, in the case of older pupils, a sensible and reasonable approach such as might be found in the pupil's own home. Of course, the laws of the land circumscribe any school dispensation.

Formal House/School dinners, directly under the supervision of members of staff. On such occasions pupils need House Staff permission to have beer or wine. Such permission will not be granted to pupils below the 6th Form, or to 6th Form pupils when House Staff know there are family objections. In addition, it is forbidden to visit any licensed premises, other than the village shop. Exceptions to this are:

Pupils over 18 with specific permission from House Staff, and who are in possession of appropriate identification.

Prefects who are going out for a meal, with permission from House Staff.

Pupils accompanied by parents/guardians, or who are the guests of other parents/guardians. It is recognised that some parents may have objections to their sons or daughters using the dispensation set out above. House staff are glad to hear of such cases and to support parents accordingly. Any pupil who breaks the rules on alcohol will be subject to the following sanctions:

1st Offence 2nd Offence

3rd Offence

Saturday evening detention. Parents informed.

Saturday evening detention (parents informed), or temporary exclusion from school for up to 1 week.

Temporary or permanent exclusion at Head Master's discretion.

Sanctions will apply for a 12-month period from the date of the first offence. If the offence is serious it will assume greater gravity (e.g. spirits are involved, or medical attention is required).

## **Alcohol policy onboard *Jolie Brise***

The Dauntsey's School policy on consumption of alcohol by pupils will be applied to all pupils embarked as trainees on board the *Jolie Brise*. No pupil below the 6<sup>th</sup> Form must be allowed alcohol under any circumstances. Alcohol may only be consumed by 6<sup>th</sup> Form pupils in moderation over dinner, under the direct supervision of members of staff. At other times, it will be at the discretion of the Skipper, but at all times must be in moderation abiding by 17 Club rules. Permission will not be granted to 6<sup>th</sup> Form pupils where parents have expressed an objection to the consumption of alcohol by the pupil.

For staff there are three maritime regulations concerning the use of Alcohol;

- 1) Railway and Transport Act; sections 78 and 79
- 2) STCW 95 Alcohol limits imposed under the Maritime Labour Convention
- 3) UNCLOS which states that when a vessel is overseas, that nations laws apply.

# School Policies

## Contents:

**Transportation Policy**

**Rules, Rewards & Sanctions**

**Code of Conduct for Teaching and Support Staff**

**Summary of Key Points of Code of Conduct for Teaching and  
Support Staff**

**Safeguarding and Child Protection Policy**

**Physical Restraint Policy**

# **DAUNTSEY'S SCHOOL**



## **VISITS AND ACTIVITIES OUT OF SCHOOL**

## **SCHOOL TRANSPORT RISK ASSESSMENT**

## **Part 1: Minibus Use in UK**

- 1.1 The Management System
- 1.2 The Minibus
- 1.3 The Driver
- 1.4 Passengers
- 1.5 Other Road Users
- 1.6 Road, Traffic and Weather Conditions

## **Part 2: Minibus Use in UK**

- 2.1 Embarking/Disembarking
- 2.2 Pick Up / Drop Off
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## **Part 3: Minibus Use Abroad**

## **Part 4: Other Modes of Transport in the UK**

- 4.1 The Teacher in Charge
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- 4.3 Public Transport
- 4.4 Coaches
- 4.5 Private Cars
- 4.6 Ferries
- 4.7 Air Travel

# School Transport Risk Assessment

## Part 1: Minibus Use in UK

In this document the risks involved in running a minibus (Risk Assessment) are considered along with how those risks can be reduced or minimised (Risk Management).

HAZARD	WHO IS AT RISK?
Road traffic accident	Driver and/or pupils

To reduce the risk of a minibus being involved in a road accident, the factors that might cause such an accident must be assessed. The following are considered:

- 1.1 The management system
- 1.2 The minibus itself
- 1.3 The driver
- 1.4 The passengers
- 1.5 The road, traffic and weather conditions

### 1.1 The Management System

MEANS OF REDUCING RISK
Drivers must be properly trained and fit to drive.
The Facilities Manager will keep the following: <ul style="list-style-type: none"><li>• all documents relating to the vehicle;</li><li>• the vehicle operating log;</li><li>• full details of all drivers;</li><li>• testing and training information;</li><li>• accident/incident reports;</li><li>• emergency equipment check forms;</li><li>• a record of all journeys taken.</li></ul>

## 1.2 The Minibus

<b>MEANS OF REDUCING RISK</b>
The Facilities Manager will ensure that every minibus will: <ul style="list-style-type: none"><li>• be adequately insured;</li><li>• be well maintained;</li><li>• have a valid MOT certificate;</li><li>• have valid road tax;</li><li>• display a small bus permit disc;</li><li>• carry an operating logbook;</li><li>• be checked on a daily basis for safety features including brakes. If there are any faults that might affect the safe use of the vehicle or the safety of the passengers, the vehicle must not be used until the faults have been remedied.</li></ul>
The Facilities Manager will ensure that every minibus will have – <ul style="list-style-type: none"><li>• correct seating;</li><li>• correctly fitted seat belts;</li><li>• a suitable, clearly marked First Aid box;</li><li>• a fire extinguisher</li></ul>
The Facilities Manager will ensure that every minibus will carry – <ul style="list-style-type: none"><li>• instructions and contact details for dealing with an emergency;</li><li>• insurance policy details;</li><li>• breakdown policy details, contact numbers etc.</li></ul>
The driver will ensure that <ul style="list-style-type: none"><li>• they have mobile phone for emergencies;</li><li>• exits are kept clear and free from obstruction.</li></ul>

### 1.3 The Driver

<b>MEANS OF REDUCING RISK</b>
The Facilities Manager will ensure that everyone who drives a minibus for the school is suitable to do so. By law, minibus drivers must – <ul style="list-style-type: none"><li>• hold a valid, full driving licence for private cars (Category B = D1, from 1st January 1997, or Group A or B on old style licence);</li><li>• be at least 21 years of age;</li><li>• be insured to drive the vehicle in question (covered by School insurance).</li></ul>
The Facilities Manager should be satisfied that every minibus driver – <ul style="list-style-type: none"><li>• is medically fit to drive a minibus;</li><li>• fully understands their responsibilities and is able to demonstrate it;</li><li>• undergoes an initial assessment (as outlined in Section 10 of 'Visits and activities Outside School Policy');</li><li>• receives such practical driver training as they need.</li></ul>
The EVC should be satisfied that every minibus driver – <ul style="list-style-type: none"><li>• is accompanied by a second driver on very lengthy journeys or difficult shorter journeys;</li><li>• is aware that they should not drive for more than 7¾ hours in total in a 10 hour period or more than 5½ hours without taking a 30 minute break, to avoid the potential for falling asleep;</li></ul>
Drivers should – <ul style="list-style-type: none"><li>• have a satisfactory driving licence &amp; bring any endorsements to the attention of the Facilities Manager; the School reserves the right to prohibit any School employee from driving a School minibus, based on the details of the endorsements on their licence;</li><li>• plan their journey to include plenty of breaks if necessary and appropriate, and not plan to drive when they would normally be sleeping, unless adequate rest has been taken;</li><li>• whenever possible, arrange to travel outside the normal rush-hour periods. Travel time is reduced and comfort increased;</li><li>• know what to do in the event of a vehicle breakdown, an accident or incident;</li><li>• drive within the law at all times;</li><li>• never drink ANY alcohol and drive;</li><li>• never drive when feeling tired or unwell, or while under the influence of medication that may cause drowsiness.</li></ul>
Drivers should remind passengers to wear seat belts before setting off on the journey – <ul style="list-style-type: none"><li>• all seat belts should be worn as tightly as possible and lap belts should go over the top of the thighs and NEVER the stomach.</li></ul>

## 1.4 Passengers

### MEANS OF REDUCING RISK

Drivers should make passengers aware of the kind of behaviour that is expected of them.

## 1.5 Road, Traffic and Weather Conditions

### MEANS OF REDUCING RISK

The Facilities Manager will ensure that minibus drivers have training that enables them to cope with a wide variety of road and traffic conditions.

At the planning stage drivers should consider –

- the risks and hazards.
- whether or not the journey is in fact necessary.
- alternative forms of transport (coach, bus, train), which could as easily be used.

Drivers should –

- allow sufficient time for the journey.

## School Transport Risk Assessment

### Part 2: Minibus Use in UK

In this part of the document other risks are considered along with how these risks can be reduced or minimised.

HAZARD	WHO IS AT RISK?
Failure to rendezvous etc.	Pupils

The following are considered:

- 2.1 Embarking/Disembarking
- 2.2 Pick Up/ Drop Off
- 2.3 Accounting for the pupils

#### 2.1 Embarking/Disembarking

MEANS OF REDUCING RISK
Drivers must not – <ul style="list-style-type: none"><li>• allow passengers to board until the vehicle is at a complete standstill, and safely parked.</li></ul>
Drivers should – <ul style="list-style-type: none"><li>• ensure pupils are supervised when boarding the vehicle, especially if using the rear door;</li><li>• approach each stop slowly and with care;</li><li>• check all mirrors every time before moving off in case latecomers are approaching the vehicle.</li></ul>

#### 2.2 Pick Up/ Drop Off

MEANS OF REDUCING RISK
Drivers should consider the safety of the passengers waiting for the minibus to arrive and <ul style="list-style-type: none"><li>• identify a safe pick-up point;</li><li>• ensure appropriate supervision is provided before the vehicle arrives.</li></ul>
Drivers must – <ul style="list-style-type: none"><li>• not leave pupils alone at a drop-off point if parents/carers have not arrived to collect them unless other arrangements have been agreed;</li><li>• pre-arrange pick-up and drop-off points and make parents/carers aware of when and where they are expected to collect their children.</li></ul>

#### 2.3 Accounting for the pupils

## **MEANS OF REDUCING RISK**

Drivers should -

- always head count the school party on and off transport;
- carry a complete list of pupils for all but the most brief of trips (with notes of any special needs on lengthy trips);
- keep this list with other relevant documents in a place where it can be readily found in event of an accident.

## School Transport Risk Assessment

### Part 3: Minibus Use Abroad

Staff should first consult the Facilities Manager when planning to take a minibus abroad.

When taking a minibus abroad, the driver must be over 25 and must hold a full, current driving licence and a PCV (passenger carrying vehicle) licence.

Be aware that different legislation and regulations apply to drivers' hours and requirements. For example: there are some very specific EU regulations on driver's hours including maximum driving time without a break. For all international journeys, a tachograph must be fitted and used. Regulations apply from the start of the journey in the UK.

Special documentation is required. The Facilities Manager and motoring organisations (AA, RAC, Bus and Coach council etc) will assist in obtaining the right documentation as will the Department of the Environment, Transport and the Regions and The Foreign and Commonwealth Office's Travel Advice Unit.

Adequate insurance cover must be in place for the journey and for the countries being visited. A 'green card' (essential for trips to non EU countries) incorporates an approved accident report form.

The risk assessment will contain much of what has gone before as well as some extra considerations. For instance, when abroad, the minibus doors may no longer open on the pavement side of the road where travel is on the right-hand side. Extra care is needed when supervising the children getting on and off the minibus. The safest option is to pull into a place off the highway before letting the children get out.

## School Transport Risk Assessment

### Part 4: Other Modes of Transport

In this document the risks involved in using other modes of transport (Risk Assessment) are considered along with how those risks can be reduced or minimised (Risk Management).

HAZARD	WHO IS AT RISK?
Injury	Staff and/or pupils

To reduce the risk of an accident the following are considered:

- 4.1 The teacher in charge
- 4.2 Other Road Users
- 4.3 Public Transport
- 4.4 Coaches
- 4.5 Private cars
- 4.6 Ferries
- 4.7 Air Travel

#### 4.1 The Teacher in Charge

MEANS OF REDUCING RISK
Whichever mode of transport is chosen, the discipline of the school party is the responsibility of the teacher in charge, not the driver of the coach, conductor on the train or steward on a ship or aircraft.
The teacher in charge must – <ul style="list-style-type: none"><li>• make pupils aware of the kind of behaviour that is expected of them.</li></ul>
The teacher in charge should – <ul style="list-style-type: none"><li>• use a reliable company when travelling by coach, rail, air or sea, preferably one that the school has been satisfied with previously;</li><li>• If appropriate, reserve seats well in advance and aim to keep the party as close together as possible while travelling;</li><li>• always head count the school party on and off transport.</li></ul>

## 4.2 Other Road Users

<b>MEANS OF REDUCING RISK</b>
If the School trip involves a visit to a local place within walking distance then there is no need to arrange for transport. The teacher in charge should ensure that - <ul style="list-style-type: none"><li>• pupils are reminded of the basic rules of the road;</li><li>• a group of pupils walking are kept under supervision;</li><li>• the pupils' clothing and footwear are appropriate for the weather and lighting conditions outside;</li><li>• the group keeps away from kerbs and pavement edges;</li><li>• the group uses the safest crossing places available.</li></ul>
If a teacher assumes the responsibility to get pupils across a road, they must discharge this activity as a "reasonable person" and to the best of their ability. Remember that only police officers, traffic wardens and official school crossing patrols have a right under the law to control traffic. For this reason it is essential that a safe crossing point is chosen carefully.

## 4.3 Public Transport

<b>MEANS OF REDUCING RISK</b>
If pupils are to use public transport the teacher in charge should – <ul style="list-style-type: none"><li>• have fares already collected and be ready to pay for the whole party.</li><li>• make sure that the pupils understand the codes of behaviour for travel on public transport, particularly in relation to noise levels, movement, eating and drinking;</li><li>• supervise pupils getting on and off making sure that the vehicle has stopped moving before anyone attempts to step off the platform;</li><li>• ensure that school bags and other equipment are safely stored away from the public aisles;</li><li>• ensure that pupils do not attempt to cross the road until the vehicle has moved off.</li></ul>
On trains teachers in charge should – <ul style="list-style-type: none"><li>• try to keep the pupils' platform waiting time down to a minimum. Reserving seats may make boarding more straightforward;</li><li>• try to reserve seats before the journey so as not to break up the School party. Supervision is easier when all the pupils are in one place;</li><li>• make pupils aware of the potential dangers of rail travel. For example:<ol style="list-style-type: none"><li>1. keep away from platform edges (stand behind the yellow, solid lines);</li><li>2. always wait until the train stops completely before getting on or off a train;</li><li>3. never touch carriage doors or lean out of the windows while the train is moving;</li><li>4. take extra care where there is a gap between the coach and the platform;</li></ol></li></ul>

5. secure any luggage in the allocated storage compartments;
6. be aware of other health and safety risks - e.g. the dangers of hot drinks; litter; not using the toilets when the train is stopped at a station.

On underground trains teachers in charge should -

- carefully instruct pupils in the use of the Underground;
- ensure that pupils know what to do if they become separated from the rest of the party;
- where possible, purchase tickets in advance. Travel passes save money and time;
- avoid rush hours, if possible. If not, be prepared for the group to travel in different carriages. Allocate groups of pupils to teachers for responsibility;
- make regular checks and head counts;
- be aware that escalators require particular care. The safest method is for one teacher to supervise pupils stepping on in single file and another going down in front to supervise them stepping off;
- make sure that there is a designated waiting point after using a lift in separate groups;
- keep proper control and supervision of pupils on platforms - keep pupils well back from the edge of the platform;
- brief pupils on the journey route being taken. Give them the names of the stations along the way. Plan what to do if anyone misses the stop.

#### 4.4 Coaches

##### **MEANS OF REDUCING RISK**

The teacher in charge should –

- only use coaches from reputable companies. Written reservations should be made and details of times and routes should be known in advance;
- check that all pupils have their seatbelts correctly fitted at the start of the journey. Check in advance that the coaches that are used abroad have seat belts fitted. If they do not, this fact must be drawn to the attention of the parents before the trip departs. Written consent must then be obtained from parents, before departure, for their children to travel without a seatbelt.
- note the position of the Emergency door and exits and first aid equipment;
- agree eating times with the driver when food and drink for the journey is taken;
- be aware of the risks around coach parks/service stations. A large number of vehicles are moving in and out all the time. Treat these car parks like you would a road - with respect - and watch out for traffic. Stick to the pedestrianised areas and supervise the pupils across the car park.

#### 4.5 Private Cars

<b>MEANS OF REDUCING RISK</b>
A teacher is legally entitled to use their own car to carry passengers so long as the vehicle is not overloaded. If this is the case, it is dangerous and could invalidate the insurance cover.
The school insurance policy covers teachers who use their own cars to carry pupils on school business.
Non-teaching adults have a normal duty of care to their passengers. While it is not a teacher's responsibility to check each parent's driving competency, they should be cautious when allowing pupils to travel with other parents. Pupils should not be placed with a parent known to be an irresponsible driver or in a car clearly unsuitable. Some parents may not wish their pupils to travel in other parents' cars. If possible they should be given an opportunity to make their wishes clear.

#### 4.6 Ferries

<b>MEANS OF REDUCING RISK</b>
The teacher in charge should –
<ul style="list-style-type: none"><li>• split the party into smaller groups supervised by adults and senior pupils and establish out of bounds areas;</li><li>• ensure that the whereabouts of the leader and deputy leader should be known and an assembly point and luggage storage area clearly fixed in the pupils' minds;</li><li>• ensure that each member of the party knows what to do in an emergency;</li><li>• keep pupils under 13 together in small groups of between six and eight under the supervision of an adult;</li><li>• allow teenagers (13-18) more scope but give clear instructions as to the limits of their movements - and behaviour expected;</li><li>• establish a party base - near one of the emergency "muster stations" and ensure everyone knows where that is and what time to be back there before disembarkation. There should be a Rota of leaders manning the party base.</li></ul>

#### **4.7 Air Travel**

Much of what has gone before will be applicable but taking a school group on an aircraft requires careful planning and preparation. The following advice from the Professional Association of Teachers may be useful:

- The Airline will provide much of the necessary information;
- Special meals need to be ordered in advance;
- A wheelchair service should be booked in advance if needed.

Bursar

Reviewed December 2020

Next Review December 2021

# Rules, Rewards & Sanctions

## 2020 - 2021



Dauntsey's

## **Introduction**

All members of the Dauntsey's community are expected to treat each other with courtesy, respect and consideration, and are encouraged to respond positively to the demands that community life places upon them.

The School should be lively, creative and caring and it should also be a happy place with a friendly and supportive atmosphere. In this way we hope to create an environment in which all pupils have the opportunity to fulfil their potential and to achieve their aspirations, both academically and otherwise.

The quality of relationships in this School is of crucial importance in forming pupils' attitudes to good social behaviour and self-discipline. The Code of Conduct at Dauntsey's is based upon mutual respect between pupils, teaching staff and all other members of the community. It also includes a healthy respect for property. The Code of Conduct is printed in each term's calendar.

At times the Code of Conduct may be broken. This can cause suspicion and damage relationships; it is vital for the success of the community that, if and when problems arise, they are addressed promptly and sensitively.

The School Rules and the system of Rewards and Sanctions have been evolved to support the Code of Conduct and thus regulate the life of the community. It is a condition of a pupil's admission to the School, and of their remaining a member of it, that both parents and pupils accept and support the School's ideals.

Pupils should ensure that they are fully acquainted with both the Code of Conduct and the contents of this booklet.

**Mark Lascelles**  
***Head Master***

## The Code of Conduct

The Code of Conduct is based on a need for mutual respect and trust. All members of the Dauntsey's community have the right to experience a well-ordered environment that is conducive to study. This right can be achieved only when all members of the community accept their obligation to honour the Code of Conduct.

There are two main principles:

Everyone has the right to be treated with respect and to work in a clean, calm and safe environment.

This means:

1. treating everyone with courtesy, respect and consideration
2. showing respect for others by working sensibly in lessons and not disrupting the learning of others
3. caring for all members of the School community, for the buildings and equipment, and for the quality of the environment
4. showing consideration for others by moving around the School quietly and carefully
5. showing respect for the property of others
6. not saying or doing anything that is unkind and could be considered as, or encourages, bullying.

Everyone is expected to make the most of their time at school; all are asked to be punctual and well prepared for both lessons and other activities.

This means:

4. coming properly dressed and bringing everything you will need for lessons
5. arriving in plenty of time for the start of lessons
6. completing all work and prep on time, and to the best of your ability.

Dauntsey's is the place you come to work. Make sure you always do your best.

## **The Library Code of Conduct**

The Library is an area for silent and independent study.

### **General**

- Work alone and in silence.
- Always ensure that you have work to do in Private Study lessons in the Library. At other times only use the Library if you have work to do, or for quiet reading.
- Food and drink, with the exception of a water bottle, may not be brought into the Library.
- Mobile phones should be switched to ‘silent’.
- Pupils are responsible for all items borrowed and will be required to pay for any lost or damaged items.
- Pupils in PE kit must wear tracksuit trousers (unless the rule is relaxed when Summer uniform is allowed).

### **Computers**

- The computers in the Library should only be used for educational purposes.
- There should be no more than one person to a computer at any time.
- This Code of Conduct applies at all times, including breaks and evenings, and to all parts of the Library.

## **ICT Acceptable Use Policy**

Dauntsey's enjoys the privilege of a computer system with connection to the global ICT community and misuse of the system can cause significant disruption to the work of other members of the School. All users of the School's ICT facilities are deemed to have agreed with the conditions of the Acceptable Use Policy. This is published on Dauntseys.NET.

The key points of the AUP include:

- Access to the network is only possible with a valid username and password. The username uniquely identifies each individual, who is then personally responsible for all activity that takes place through the use of this username. Passwords must never be disclosed to any other person, either inside or outside School.
- Access to the Internet is both filtered and monitored in order to minimize the potential for harm to individuals by contact with materials that is defamatory, abusive, obscene, indecent, racist, sexist, in breach of copyright or otherwise inappropriate including material that seeks to promulgate terrorist activities and radicalist points of view.
- The use of e-mail and access to the Internet is only permitted once you have received your user name and password.
- During lesson and prep times the use of e-mail and access to the Internet from the School's computers and network should be for educational purposes only. Facilities for personal, social or non-educational use are provided at certain other specified times.
- Users must not:
  - Tamper with any school computing equipment, nor remove it from School.
  - Interfere with, or bypass, the security controls on the computer system.
  - Use technology in a way that causes hurt or harm to another pupil or to a member of staff.
  - Install, or alter, software on any of the School's computers.
  - Write computer viruses or knowingly introduce computer viruses.
  - Use any of the School resources or facilities to assist or support any illegal activity.
  - Knowingly attempt to access and download or upload Internet material that is hurtful, defamatory, abusive, obscene, indecent, racist, sexist, or in breach of copyright, or is otherwise inappropriate, including material that seeks to promulgate terrorist activities and radicalist points of view.
  - Send or store e-mails or attachments containing material that is hurtful, defamatory, abusive, obscene, indecent, racist, sexist, or in breach of copyright, or is otherwise inappropriate, including material that seeks to promulgate terrorist activities and radicalist points of view.

- Publish material about, or on behalf of, the School on the Internet without first seeking authority from the Network Administrator or a member of the Senior Management Team.
  - Make use of any electronic image(s) stored on the School network to create a meme, or other depiction, of another pupil or member of staff.
  - Under data protection legislation and laws relating to confidentiality, publish personal details of identifiable individuals, even if accessed inadvertently, on the Internet without first obtaining the subject's permission or the permission of the subject's parent/guardian.
  - Cancel or dis-apply the School auto-signature/disclaimer attached to all e-mail messages.
  - Send or receive encrypted messages; if such a message is received it must be referred to the Network Administrator.
  - Connect personal computers to the School wired network.
  - Make use of any ICT facilities, whether within or outside the School, in a manner which may adversely affect the reputation of the School.
  - Attempt to use an alternative means of gaining internet access on the School network in order to view material which is blocked by the School's filtering system.
- Users must:
- Assume that all material on the Internet is protected by copyright and therefore treat such material appropriately and in accordance with the owner's rights – e.g. pupils must not plagiarize another's original work.
  - Tell IT Support or a Senior Member of Staff immediately if they have accidentally read, downloaded or have been sent inappropriate material, which might be considered to be hurtful, defamatory, abusive, obscene, indecent, racist, sexist in breach of copyright, or otherwise inappropriate, including material that seeks to promulgate terrorist activities and radicalist points of view.
  - Only connect personal computers to the School WiFi having followed the guidance provided by IT Support.
  - Have up-to-date Anti-virus software installed on personal pcs and laptops.
  - Be aware of the appropriate uses of Skype and ensure that, in all instances, they are protected by acting responsibly when using it.
- Users of cameras or mobile phones (with or without camera facilities) must adhere to the following guidelines:
- Using mobile phones or photographic material of any kind to bully, harass or intimidate others will not be tolerated and will constitute a serious breach of discipline, whether the device is used inside, or outside, School.

- Pupils may only use cameras (or mobile phones with camera facilities) with the express permission of the member of staff in charge of an activity and with the permission of those appearing in the image.
- All pupils must allow a member of Senior Management or their Housemaster or Housemistress access to images stored on mobile phones and/or cameras. If it is believed by such persons that they are inappropriate in terms of being hurtful, defamatory, abusive, obscene, indecent or racist or that they might be used to bully, harass or intimidate others, they must delete images if requested to do so by a member of Senior Management or their Housemaster or Housemistress.
- Posting of photographic material on websites such as YouTube, Facebook, Instagram etc. which, in the reasonable opinion of the Head Master, is considered to be offensive, hurtful to others or potentially damages the reputation of the School is a serious breach of discipline and will be subject to disciplinary procedures whatever the source of the material. This is the position whether the electronic device used belongs to the School or is a separate device operated in the pupil's home or in School.

Users of ICT equipment must be aware of the following points:

1. Individuals will be held personally responsible for all material that they have placed on a website and for all material that appears on a website for which they are the account holder.
2. If the Head Master has reasonable grounds to believe that a pupil's mobile phone, camera or personal laptop contains image(s), text message(s) or other material that may constitute evidence of criminal activity, he may hand the phone, camera or laptop to the police for examination.
3. Use of cameras, mobile phones with camera facilities or laptop computers in breach of this policy may result in confiscation of the equipment for a period of time deemed reasonable by the Head Master, and the pupil may be permanently prevented from bringing a camera, mobile phone or laptop onto School premises in future.
4. A pupil must not expect to keep his/her place in the School if he/she is responsible (in the sense explained above) for material on his/her own, or another, website that would be a serious breach of School rules in any other context.
5. Any misconduct, as outlined in this document, outside School will be liable to School discipline if the welfare of another pupil or the culture or the reputation of the School is placed at risk.
6. Failure by a pupil to abide by these guidelines may result in legal action being taken against them by any individuals, entities or organisations who consider that they have been slandered or defamed.
7. For their own protection and that of others, pupil use of e-mail and of the Internet is monitored by the School. It is important to remember that once an e-mail, or

anything downloaded from the Internet, has been deleted, it can still be traced on the system.

8. An individual immediately loses control of any image or text that is sent to others, or placed on the Internet, since it can be copied, altered and retained.

The sanctions for any pupil misusing the facilities will depend upon the nature of the incident. They will range between:

- a Saturday evening Detention plus the possible withdrawal of unsupervised access to the network for up to one week and
- temporary or permanent exclusion at the Head Master's discretion.

In addition, a pupil (or their parents) may also be asked to pay for any significant expenditure, or indemnify any significant liability, incurred by the School as a result of the breach.

**Individuals must be aware that in breaching any of the above guidelines they may also be acting illegally.**

## **School Dress Code - *First to Fifth Forms***

### **Boys**

- Blazer
- Dark charcoal grey trousers
- Black belt
- Sky blue Oxford shirt (long or short sleeved)
- Blue V-neck pullover with crest
- Black socks
- School tie
- Black shoes

### **Girls**

- Blazer
- Blue Bedford check skirt (which should not be rolled up to make it shorter)
- Sky blue blouse (long or short sleeved)
- Blue V-neck pullover with crest
- Black tights or navy blue ankle socks
- Hair accessories (black and blue)
- Black shoes

*Shoes must always be polished and there should be no extremes of style. Boots are not allowed.*

**Jewellery** Rings and bracelets may not be worn, but a simple and discreet chain necklace is permissible. Boys may not wear earrings. If girls wear earrings there should be only one small sleeper/stud earring in each lower lobe. All jewellery must be removed for PE and games, and no responsibility can be accepted for losses. Make-up should not be worn in the First and Second Forms and, if worn, should be subtle and discreet in the Third, Fourth and Fifth Forms. Nail varnish is not to be worn by any pupils in the First to Fifth Forms.

## **School Dress Code - *Sixth Form***

Sixth Form pupils are not expected to wear School uniform but their dress and appearance should be in a style that would be appropriate for a formal business environment. The following guidelines may help in deciding what is appropriate.

<b>Boys</b>	<b>Girls</b>
<ul style="list-style-type: none"><li>• A tailored suit or a tailored sports jacket/blazer with formal trousers (proper chinos are acceptable).</li></ul>	<ul style="list-style-type: none"><li>• A tailored suit or a tailored jacket, formal skirt, dress or trousers. The skirt or dress should be of approximately knee length.</li></ul>
<ul style="list-style-type: none"><li>• A formal collared shirt with tie.</li></ul>	<ul style="list-style-type: none"><li>• A formal blouse or top.</li></ul>
<ul style="list-style-type: none"><li>• A sweater, waistcoat or cardigan may be worn over a shirt and tie</li></ul>	<ul style="list-style-type: none"><li>• A sweater, waistcoat or cardigan may be worn over a blouse or top</li></ul>
<ul style="list-style-type: none"><li>• Practical and smart footwear.</li></ul>	<ul style="list-style-type: none"><li>• Practical and smart footwear.</li></ul>
<ul style="list-style-type: none"><li>• A top coat may be worn, but this must be in addition to the required jacket.</li></ul>	<ul style="list-style-type: none"><li>• A top coat may be worn, but this must be in addition to the required jacket.</li></ul>
<ul style="list-style-type: none"><li>• Jewellery, if worn, should be discreet. Earrings may not be worn.</li></ul>	<ul style="list-style-type: none"><li>• Jewellery and make-up, if worn, should be discreet. If earrings are worn there should be only two in each ear.</li></ul>

- **Corduroy, denim, canvas, fur or fleece clothing (including coats) or shoes are not appropriate.**
- **Clothes should not be over-sized or under-sized, unclean or in a state of poor repair. Clothes and shoes should not be of an extreme colour or style, but discreet.**
- **No exposed midriffs or low-cut tops. Underwear should not be visible.**
- **No jeans-style trousers, sweatshirts or hoodies.**

If pupils or their parents have any doubt as to whether an item of clothing is suitable for School, they should consult the appropriate Housemaster/mistress. New Sixth Form entrants should confirm the sports they will be playing before purchasing games kit.

## **Further Guidance on Dress Regulations**

### **General**

School dress, as prescribed above and including School sports' kit, is to be worn until 5.30pm from Monday to Friday, and up to 1.30pm on Saturdays, after which pupils may change into their own clothes. However, if pupils are involved in matches or any other school activity, they must remain in uniform until their commitments are fulfilled.

Unless summer dress has been declared, all pupils in the First to Fifth Form are required to wear a blazer.

If a pupil wishes to adopt a particular style of dress because of their religious beliefs, they should consult the Head Master.

All day pupils should travel to School in full School uniform.

Between 8.00am and 4.00pm all pupils should be dressed in full School uniform. On certain occasions it might be necessary for pupils to wear School sports' kit to lessons; this should only be the case if it is a requirement of the lesson (for example A level Sports Studies) or special permission has been given by the member of staff running an official activity either just before or just after the lesson.

When this is necessary, all pupils must ensure that tracksuit trousers are worn.

After 4.00pm day pupils may wear their House sweatshirts/hooded tops as part of their games' kit if they are attending a club/activity; boarders can wear their House sweatshirts/hooded tops at this time.

**Jewellery** Nose studs, tongue studs and the like are not allowed under any circumstances.

**Hair** There should be no extremes of style, colour or cut.

**Boys:** Hair must be groomed and tidy; side burns should not be below the ear lobe and hair should be off the collar. Boys should be clean shaven.

**Girls:** If hair is worn long it must be kept groomed and tidy, or be tied back.

### **School Transport**

Pupils using School transport are expected to travel to school in School uniform. They can return home in uniform or full School tracksuit.

## **Summer Uniform**

Once the Head Master declares ‘Summer Dress’ the following modifications are allowed:

### **Boys - Sixth Form**

Jackets need not be worn. It is acceptable to wear a jacket without a tie. Only shirts with a formal collar should be worn - polo shirts are unsuitable. If the tie is removed, a jumper should not be worn.

### **Fifth Form and below**

Pupils may choose not to wear blazer but a jumper cannot be worn without a blazer. It is permissible still to wear a tie; this can be done with or without a blazer. If the tie is removed, a jumper cannot be worn. A short-sleeved shirt may be worn.

### **Girls - Sixth Form**

Jackets need not be worn.

### **Fifth Form and below**

Pupils may choose not to wear a blazer but a jumper cannot be worn without a blazer. A short-sleeved shirt may be worn.

### **All pupils**

Jumpers should not be tied around the waist. If a T-shirt is worn under a shirt, it should not be visible.

## **Games Kit**

### **Boys**

- Personalised sports bag
- School white polo shirt
- School white PE shorts
- School tracksuit bottoms
- School games fleece
- School games gilet (optional)
- School games smock top
- White ankle socks
- School games socks
- Black rugby shorts
- Rugby shirt
- School cricket trousers (teams only)
- School cricket shirt (teams only)
- Shinpads for hockey
- Hockey stick
- Gum shield for hockey and rugby
- Black lycra shorts
- Black base layer top
- School swimming trunks
- Water bottle
- Indoor trainers
- Outdoor trainers
- Astro shoes
- Rugby boots
- Training tee (seniors)

### **Girls**

- Personalised sports bag
- School white polo shirt
- School tracksuit bottoms
- School games fleece
- School games gilet (optional)
- School games smock top
- School games leggings (optional)
- School running shorts (optional)
- White ankle socks/trainer socks
- School games socks
- School games skort
- School tennis skort (teams only)
- School swimming costume
- Shinpads for hockey
- Gum shield for hockey
- Hockey stick
- Tennis racquet
- Black base layer top
- Water bottle
- Indoor trainers (non-marking sole)
- Outdoor trainers
- Astro shoes
- Training tee (seniors)

### **Gum shields are compulsory for rugby and hockey**

*If any item of dress is found to be unacceptable, boarders will be asked to return to their Houses and change, and day pupils will be asked to report to House staff.*

## School Rules

A breach of common sense and trust is a breach of School rules.

1. All members of the Dauntsey's community are expected to abide by the Code of Conduct.
2. Any act of bullying, theft, blackmail, physical violence, intimidation or racism, constitute a serious breach of School rules, and all reported incidences of such behaviour will be thoroughly investigated.
3. Pupils must know, and comply with, the School Bounds Rules.
4. Pupils must know, and comply with, the School Dress Code.
5. Pupils must know, and comply with, the School rules on computer use and must abide by the ICT Acceptable Use Policy.
6. Smoking is not permitted, nor is the possession of tobacco. Chewing gum is not to be brought into School.
7. It is forbidden to purchase, possess or consume alcoholic drinks. However, in some circumstances, as explained in this document under the heading 'Alcohol', older pupils are exempt from this rule.
8. Misconduct of a sexual nature constitutes a serious breach of discipline.
9. It is forbidden to possess, or bring into School, unauthorised drugs.
10. The supply or possession of extreme pornography constitutes a serious breach of discipline.
11. Pupils, be they drivers or passengers, must be aware of, and comply with, the School driving regulations.
12. Personal behaviour should be discreet and seemly at all times and there should be no public displays of affection.
13. Pupils should respect the property of the School and that of all members of the community.
14. Pupils should be aware of, and comply with, the School safety rules.

Further guidance on the School rules is given in this handbook. In addition, the rules are posted on House notice boards.

The laws of the land circumscribe all School rules.

## **Further Guidance on the School Rules**

### **Behaviour**

As explained both in the Head Master's Introduction and in the Code of Conduct, pupils are expected to show consideration for all members of the School community, for the equipment and for the quality of the environment. In addition, they are expected to treat others with courtesy and respect. They should move around the School quietly and carefully, show respect for the property of others and work sensibly in lessons, thereby not disrupting the learning of other pupils. Any incidents of misbehaviour will be thoroughly investigated.

It is the School's policy to investigate all incidents involving Dauntsey's pupils, whether these occur on site or outside school, if the welfare of any individual in the School community or the reputation of the School is put at risk.

### **Bullying**

Bullying, in any form, is not acceptable and will not be tolerated.

All pupils have the right to enjoy their time at Dauntsey's in an atmosphere of emotional and physical security, and we, the staff and pupils, will uphold that right. Pupils have the right to talk to any adult at any time about bullying in the knowledge that the resulting staff intervention will be designed to bring any bullying to an end, without damaging pupils' peer group relationships.

Bullying is considered to be any act that deliberately causes pain, unhappiness, humiliation or suffering to another. Bullying activities include isolated or repeated acts of physical violence, persistent verbal abuse, the sending of hurtful text and e-mail messages, and the use of social media sites. The deliberate exclusion of others from the social groups that form in Houses, classes, the dining room and elsewhere is also an act of bullying. The erosion of self-esteem, and, in certain cases, the taking or spoiling of possessions, may also be classed as bullying.

Further guidance is given in a separate document detailing the School's anti-bullying policy.

### **Bounds**

In general, unless accompanied by a member of staff or taking part in an official school activity, no pupil may leave the main School grounds during the School day (8.25am-5.30pm), unless permission has been obtained from House staff. This includes pupils who are 'off games'.

There are a number of exceptions to this rule, however, and these are set out below.

- **Upper School boarding pupils** may visit the village shop without staff permission at the following times:

Mondays–Fridays	1.15pm–2.30pm
	4.00pm–5.50pm
	6.00pm-7.00pm
Saturdays from	12.45pm until 9.00pm
Sundays up to	9.00pm
- 2. **Upper School day pupils** may visit the village shop without staff permission at the following times:

Mondays-Fridays	1.15pm-2.30pm
	4.00pm-5.20pm (Sixth Form only)
- 3. Lower School pupils (day and boarding) may not visit the village shop at any time unless they have permission from their Housemaster or Housemistress.
- 4. On Upper School games' afternoons (Tuesdays and Thursdays), the shop may be visited from 3.30 pm if a games' activity has been completed.
- 5. Once purchases have been made from the village shop, pupils should return to the School grounds immediately. Pupils are not allowed in the areas behind the village shop, i.e. the housing estate, garages and grassed area near the village hall.
- 6. In exceptional circumstances boarding pupils may be given permission to visit the shop at other times in the evenings and at weekends.
- 7. When crossing roads outside School gates, pupils should use crossings, if available.
- 8. Trips to Devizes are arranged each week for Upper School boarding pupils and they may sign up for these without staff permission. Boarders who wish to visit another neighbouring town should obtain permission from House staff beforehand.
- 9. Other than to visit the village shop, and other than as described above, Upper School boarders may only leave the site with the permission of House staff.
- 10. No pupils are allowed outside paved areas of the main School grounds during the hours of darkness, other than as described above.
- 11. The Manor grounds are out of bounds to all except Manor pupils unless pupils are undertaking a recognised or supervised activity.
- 12. The Manor bounds rules for Lower School boarders are published separately.

13. The following are OUT OF BOUNDS to all pupils:

- The Staff Common Room, staff studies and offices, the private accommodation of all members of staff and the gardens of staff homes, expect when accompanied by a member of staff.
- The School Offices and Reception area, unless specifically required.
- The kitchens, unless requested by a member of staff.
- The area behind Jeanne House and the Lower School Centre.
- All laboratories, pavilions, the Sports Hall and the Swimming Pool, except with staff permission.
- The Memorial Hall lawn and all cricket squares.
- Any licensed premises, other than the village shop (see alcohol rules).

All pupils, including those boarders who are resident on site during examination study leave, must know, and comply with, these rules.

## Alcohol

Pupils are forbidden to purchase, possess or consume alcoholic beverages. Exceptions to this are:

- Within the 17 Club by those who are members of the Club. Following the introduction of The 2003 Licensing Act, which came into effect in November 2005, the School has adapted its policy in order to conform to the regulations of the Act. This allows, in the case of older pupils, a sensible and reasonable approach such as might be found in the pupil's own home. Of course, the laws of the land circumscribe any School dispensation.
- Formal House/School dinners, directly under the supervision of members of staff. At such events only beer and wine will be available, and it will not be served to pupils below the Sixth Form, or to Sixth Form pupils when House staff know that there are family objections.

In addition it is forbidden to visit any licensed premises, other than the village shop. Exceptions to this are:

- Sixth Form boarding pupils with specific permission from House staff, and who are in possession of appropriate identification.
- Boarding pupils accompanied by parents/guardians, or who are the guests of other parents/guardians; House Staff should be made aware of all such instances in advance.

It is recognised that some parents may have objections to their sons or daughters using the dispensation set out above. House staff are glad to hear of such cases and to support parents accordingly.

Any pupil who breaks the rules on alcohol will be subject to the following sanctions:

### **First offence**

Saturday evening detention. Parents informed.

### **Second offence**

Saturday evening detention (parents informed), or temporary exclusion from School for up to 1 week.

### **Third offence**

Temporary or permanent exclusion at the Head Master's discretion.

At the start of all 17 Club and House Parties a breathalyser will be used on a randomly selected group of pupils in order to ascertain if any of them have been drinking before the event. This will only be carried out by the Second Master or by a senior member of staff in his absence.

Sanctions will apply for a 12-month period from the date of the first offence. If any offence involves spirits, or medical intervention is required, a pupil should expect to be temporarily excluded from School. If a pupil brings any alcohol into the School, they should expect to be temporarily excluded.

## **Drugs**

It is forbidden to possess drugs of any kind, including those banned by the Psychoactive Substances Act, except where expressly authorised by the School Doctor or Senior Sanatorium Sister. Authorisation will only ever be given for a drug prescribed by a medically qualified practitioner or over the counter medicines. Parents should ensure that the pupil contacts the Senior Sanatorium Sister at the first possible opportunity with any medication or prescribed drugs. The sale, supply, possession or use of illegal drugs at any time constitutes a criminal offence whether on, or outside, School property and whether in term time or vacation. A pupil contravening these rules should expect that the Police will be informed, and the most likely outcome is that they will be required to leave the School.

The School also treats the possession, use, supply or sale of psychoactive substances as a substantial breach of School policy, and any pupil found to be in contravention of this policy is likely to be required to leave the School. The misuse of solvents is also forbidden.

If the Head Master feels there is reasonable cause, he may request a medically supervised test to establish whether a pupil has used illegal drugs.

## **Smoking**

Pupils are forbidden to smoke, or possess tobacco in any form; this includes electronic cigarettes and vapourisers. It is also forbidden to possess matches or cigarette lighters.

Any pupil who breaks the rules on smoking will be subject to the following sanctions, which will apply for a 12-month period from the date of the first offence:

### **First offence**

Parents informed. Saturday evening detention.

### **Second offence**

Parents informed. Saturday evening detention or temporary exclusion from School for up to 1 week.

### **Third offence**

Temporary or permanent exclusion at the Head Master's discretion.

If an offence is serious it will assume greater gravity (e.g. pupils supplying tobacco to, or smoking in the presence of, pupils younger than themselves). Any pupil caught smoking a cigarette with a lighted flame inside a School building should expect to be suspended immediately. Any pupil caught smoking an electronic cigarette or using a vaporiser inside a School building will be punished with the sanctions outlined above. Pupils who are found in the presence of other pupils who are smoking can expect similar disciplinary action to be taken against them.

Pupils who feel unable to give up smoking will always be offered some form of medical support in the form of therapy or counselling. However, a pupil who persistently breaks the no smoking rules, and who has exhausted the normal disciplinary procedures, may expect to be asked to leave the School.

## **Use of Mobile Phones around School**

### **Rationale**

- The School recognises that personal communication through mobile technologies is an accepted part of everyday life and provide pupils and parents with a ready means of communicating. However, there is a need to set clear guidelines and limit their use during the School day.
- The School recognises the importance of technologies in mobile phones (eg camera and video recording, internet access, playback, blogging etc) and therefore teachers may wish to utilise these functions to aid teaching and learning. However, the use of mobile phones in one lesson for a specific purpose does not mean that similar usage is acceptable in other lessons, unless instructed.

### **Responsibility**

- The decision to provide a pupil with a mobile phone should be made by the parents or guardians. It is the responsibility of the parents or guardians to understand the capabilities of the phone and the potential use, and misuse, of these capabilities.
- The School cannot accept any responsibility for any loss, damage or costs incurred due to its use at School.
- Parents and guardians are reminded that in cases of emergency, the School Reception offers an appropriate point of contact and can ensure that a message reaches a pupil. This also reduces the likelihood of lessons or activities being inadvertently disrupted.
- It is strongly advised that pupils use passwords/pin numbers to ensure that unauthorised phone calls or messages cannot be made from their devices. It is also recommended that pupils mark their devices clearly with their names (invisible marker pens can be used).

### **Acceptable Use in the Upper School**

- Mobile phones must be kept in ‘silent’ mode throughout the time that pupils are in School. They must not be used in Assemblies/Services or in the Dining Hall.
- Fourth and Fifth Form pupils may only use mobile phones in House areas, in the Library, or when a member of staff specifically requests their use in a lesson.
- When they are used, as explained above, it is important that they are used discreetly and that pupils display courtesy, consideration and respect for others.

### **Acceptable Use in the Lower School**

- Mobile phones may be brought into School, but they should be handed to House staff on arrival.
- They will be locked away securely from 08:20 – 17:20 (Monday to Friday) and 08:20 - 12:45 (on Saturday).
- The Manor pupils leave their phones locked away safely at The Manor.

## **Plagiarism**

Plagiarism is the reproduction, without acknowledgement, of work, including that of fellow pupils, either verbatim or in close paraphrase. In this context, the work primarily includes material taken from books, textbooks or downloaded from the internet.

The School takes allegations of plagiarism very seriously. Instances that are discovered in the Lower School will normally be punished with a School detention, during which the work will be repeated. In the Upper School, a pupil should expect to be punished with a Saturday afternoon detention for any internal piece of work that demonstrates clear signs of plagiarism. If plagiarism is detected in work that is to be submitted to an Examination Board as a piece of coursework, the Examination Board will normally be contacted and the consequences are likely to be very serious. In this final example, the pupil will be punished internally with a Saturday evening detention.

For all instances of plagiarism, the School will write formally to the parents of the pupil involved. In the event of a pupil repeating the offence, the consequences are likely to be much more serious and could involve suspension from School.

## **Property**

All property should be clearly labelled with the name of the owner.

Pupils should not:

- leave books and equipment lying around the School site; books and equipment should be stored in the designated areas or left on the green racks or in the pigeon holes by the glasshouse or the Dining Hall, for a temporary period of time
- borrow property, or money, including clothing and games kit, without the consent of the owner
- borrow or handle School equipment without the consent of a member of staff
- damage any School buildings or property belonging to the School or any other member of the community
- bring into School any mains electrical equipment, unless sanctioned by a Housemaster or a Housemistress
- bring large sums of money to School.

The deliberate removal or borrowing of School or personal property without consent for any period of time may be deemed an act of theft and will be dealt with very seriously indeed. All instances of theft will be thoroughly investigated, and the police will be informed in serious cases. Any member of the School found to be guilty of theft will be subject to a range of sanctions up to and including temporary or

permanent exclusion.

Parents are advised to ensure that adequate insurance cover is in place to protect pupil belongings whilst on the School premises.

## **Protocol for the searching of the possessions of a pupil**

On occasions it may be necessary to search the possessions of a pupil. This can only be done once permission has been received from the Head Master or, in his absence, the Second Master. When the search is carried out, the pupil should be present, with an option to be supported by a member of staff, relative or friend of his or her choosing.

Where a pupil is unable to be present (e.g. if they are absent from School), they must be informed that a search is due to take place and given every opportunity to be present. If it is not possible for them to be present, they must be given the opportunity to nominate a friend or supporter who is able to be present whilst their possessions are being searched. It should be explained to the pupil exactly what is being sought, and they should be given the opportunity to discuss the situation before the search commences.

Anything found and subsequently confiscated should be formally recorded and acknowledged by signature by those present. Any item removed must be stored securely and a time frame for its return must be discussed with the pupil concerned.

## **Relationships**

The School is a completely co-educational environment and a close integration between pupils in the classroom, in extra-curricular activities and on the sports field is both expected and to be encouraged.

As in any community, however, it is sensible to have guidelines in place to inform all on what is considered to be an acceptable code of behaviour.

- There should be no public displays of affection.
- Pupils must be aware that being in close physical contact leaves them vulnerable to more serious accusations. In such cases sanctions are at the discretion of the Head Master and may involve the issue of a formal warning, suspension or, in extreme circumstances, expulsion.
- Pupils must be aware of, and adhere to, House visiting rules.

## Safety

In order to make the School a safe environment for all members of the community the safety rules must be both known and observed. In particular, full attention should be given to the fire regulations and the School evacuation procedure, details of which are posted around the School.

In addition pupils should not bring any item into School that is likely to endanger themselves or others. This includes:

- fireworks, or other explosive material, firearms, knives or any other kind of weapon.

In addition pupils should not:

- cycle, skateboard or roller blade in the school grounds in a manner liable to cause an accident (see additional rules below)
- hitch-hike.

## Bicycles

### General

- Pupils may not ride across any grassed area.
- Pupils must wear a protective helmet.

### Boarders

- Boarding pupils may ride bicycles on the School site at any time on a Sunday, after lessons finish on a Saturday and after the buses have left on other days of the week.
- Before riding a bicycle out of the School grounds, a pupil must first obtain permission from a member of the House staff. For such outings pupils must wear the appropriate safety equipment.

### Day pupils

Day pupils may use a bicycle to travel to and from School only. They do so subject to the general conditions set out above. Pupils should ensure that appropriate safety equipment is worn and that bicycles are safely secured during the School day.

## **Motor Vehicles**

It is forbidden to bring into School any motor cycle or car, except as authorised by Housemasters and Housemistresses and the Second Master for day pupils. Boarders may not drive cars, except when accompanied by the family for the purpose of returning to or leaving School, nor may they be carried in cars driven by day pupils, unless under exceptional circumstances and only when permission has been granted by both sets of parents and by the Second Master. However, in the summer term only, Upper Sixth boarders are allowed to bring cars to School subject to the same conditions as day pupils; keys must be given to House staff whilst the boarder is in School.

Day pupils who hold a full driving licence, and whose parents have completed and signed the necessary form, may apply to drive a car/motor cycle that is licensed, taxed and insured, and in good order (MOT if appropriate) for journeys to, and from, home and School only. Special permission from House staff must be sought in advance for any other journey.

Completed application forms must be passed to the Second Master, who will maintain the School register of permitted vehicles, drivers and passengers. Forms must also be countersigned by House staff. Any alteration, such as a change of vehicle, must be notified in advance to the Second Master.

Day pupils wishing to carry another day pupil passenger, to and from School only, must present written permission from both sets of parents. If permission is so granted, it is strictly for travelling to and from School only. Boarding pupils may be carried, in exceptional cases only, to and from the School following written permission from both sets of parents.

Vehicles must be parked only in the area designated by the School. The School can take no responsibility for the safety of vehicles parked on the School site.

This dispensation is not an automatic right and any breach of the conditions will result in the withdrawal of the privilege.

## **Sports Fixtures**

There is a full range of fixtures against other Schools

If required by the School, all pupils must participate in team games. The Heads of Sports select pupils to play team games. If a pupil is unable to attend a particular fixture their parents must seek permission from the Head Master well in advance.

Team sheets are published on the relevant team notice boards and on the School's intranet as far in advance of the fixture as possible.

## **Incentives and Rewards**

In order to promote self-esteem amongst pupils, positive behaviour is recognised by rewarding such things as commitment, initiative, responsibility, self-discipline, good manners and exceptional work.

Rewards may take many forms, e.g. verbal praise, positive reports, written commendation to House staff for parents, positive comments in the pupil planner.

A system of Merit Points is used to promote positive behaviour. Points can be awarded, for instance, when a single piece of work is of high quality (bearing in mind the ability of the pupil) or when the pupil has performed a significant act of kindness. Merits are recorded electronically and Awards will be made for every ten Merit Points on a termly basis.

After each grades session, Lower School pupils with a strong set of grades or significantly improved grades receive commendation from the Head Master.

If a pupil, in either the Lower School or the Upper School, produces an exceptional piece of work, they can be requested to show it to the Head Master and they receive a Head Master's Commendation for Excellence.

In addition to the Merit Point system, School prizes, Sports Colours and Head Master's commendation certificates may be awarded for valuable contributions to the School community or for individual performances, both in the classroom and beyond. House and School positions of responsibility are also the outcome of positive behaviour.

**The greatest reward for good behaviour lies in the quality of life and relationships that pupils build among themselves and with staff.**

## Sanctions

Pupils are actively encouraged to keep to the Code of Conduct and the School Rules in the proper spirit of the community. However, when things do go wrong, when rules are broken or when expectations are not met, the School may invoke the following sanctions in order to reinforce what it believes to be right.

	<b>Sanction</b>	<b>Duration</b>	<b>Given by?</b>	<b>Reason</b>	<b>Notes</b>
1	Departmental sanction	Variable	Any member of staff	Poor academic work or poor behaviour in class	Re-doing of work to a higher standard or attending a departmental detention
2a	Academic detention	16:20-17:20 Monday and Thursday	Any member of staff	Poor academic work	Supervised by duty staff and possibly involving undertaking academic work
2b	Behaviour detention	16:20-17:20 Tuesday and Friday	Any member of staff or a prefect	Poor behaviour or minor infringement of the Code of Conduct	Supervised by duty staff and involving some element of community service
2c	Upper School Lost Property detention	16:20-17:20 Wednesday	Second Master	Failure to collect item(s) from lost property within specified period	Supervised by Prefects
2d	Uniform detention	30 minutes	Second Master	Three infringements in a term	Task set by Second Master
3	House gating	Variable	House staff	For breaking bounds, infringement of the Code of Conduct etc	Pupil confined to area specified by House staff
4	Report cards	Variable	House staff after liaison with subject staff	Ongoing poor behaviour or academic work	A monitoring tool with parental involvement by signature

	<b>Sanction</b>	<b>Duration</b>	<b>Given by?</b>	<b>Reason</b>	<b>Notes</b>
5	Head of Lower School or Second Master's detention	16:20-17:20 Monday to Friday	Head of Lower School or Second Master	Continued infringement of the Code of Conduct or failure to attend two consecutive Academic (2a) or Behaviour (2b) detentions without an acceptable reason.	Supervised by Head of Lower School or Second Master
6	Saturday afternoon detention	1 or 2 hours between 2 and 6 pm	Any member of staff after liaison with Housemaster or Housemistress	Repeated poor work or serious infringement of the Code of Conduct	Supervised by day duty staff
7	Saturday evening detention	1 or 2 hours between 6 and 9 pm	Second Master	Serious misbehaviour <i>Another serious offence is likely to lead to temporary exclusion</i>	Supervised by evening duty staff <i>Another serious offence is likely to lead to temporary exclusion</i>
8	Temporary exclusion (suspension)	Variable depending on offence	Head Master (or Second Master in Head Master's absence)	Serious or repeated breach of School rules	
9	Permanent exclusion (expulsion) or required removal		Head Master	Serious or repeated breach of School rules	

If a pupil is persistently in breach of the School Rules, or his or her attitude is seriously damaging to the welfare of others, or for a single major breach of the School Rules, he or she may be asked to leave the School. Association with drugs, and cases of malicious or bullying behaviour, are examples of what may be classified as such a breach.

M C B McFarland

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## DAUNTSEY'S SCHOOL

### CODE OF CONDUCT FOR TEACHING AND SUPPORT STAFF

#### 1. Overview

Dauntsey's School seeks to provide a safe and supportive environment, which secures the well-being and very best outcomes for pupils in their care. Our values are set out in the Statement of Values.

This document should clarify what is expected in terms of professional behaviour; it gives clear advice about what constitutes illegal behaviour and what might be considered as misconduct. It also describes safe practice and which behaviours should be avoided.

**If a member of staff does not follow this code of conduct this may lead to disciplinary procedures.**

There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances staff will always advise their senior colleagues of their justification for any such action that has already been taken or is proposed.

#### 2. Core Principles

- The welfare of pupils is paramount.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed.

- Staff should apply the same professional standards in keeping with the School's Equality Policy.
- All staff should know the name of their designated person for safeguarding lead, be familiar with child protection arrangements and understand their responsibilities to safeguard and protect pupils.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **Safe Working Practices for the Protection of Pupils and Staff at Dauntsey's School**

### **1. Introduction**

This guidance has been produced to help all staff establish the safest possible learning and working environment. The aims are to safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

***This means that these guidelines:***

- *apply to all adults working in education settings whatever their position, roles, or responsibilities.*

### **2. Duty of Care**

Teachers and other staff are accountable for the way in which they exercise authority; manage risk; use resources and protect pupils from discrimination and avoidable harm.

***This means that staff should:***

- *understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached*
- *always act, and be seen to act, in the child's best interests*
- *avoid any conduct which would lead any reasonable person to question their motivation and intentions*
- *take responsibility for their own actions and behaviour*

There are legitimate high expectations about the nature of the professional involvement of staff in the lives of pupils. When individuals accept a role that involves working with children and young people, they need to understand and acknowledge the responsibilities and trust inherent in that role.

Employers have a duty of care towards their employees which requires them to provide a safe working environment for staff, and guidance about safe working practices.

***This means that Dauntsey's School should:***

- ensure that safeguarding procedures are in place and reviewed
- ensure that systems are in place for concerns to be raised
- ensure that adults are not placed in situations which render them particularly vulnerable

### **3. Exercise of Professional Judgement**

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the pupils which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

***This means that where no specific guidance exists staff should:***

- discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted
- always discuss any misunderstanding, accidents or threats with a senior leader
- always record discussions and actions taken with their justifications

### **4. Power and Positions of Trust**

All adults working with pupils in educational settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people; staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Staff should always maintain appropriate professionalism and wherever possible, they should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

***This means that staff should not:***

- use their position to gain access to information for their own advantage and/or a pupil's or their family's detriment
- use their power to intimidate, threaten, coerce or undermine pupils
- use their status and standing to form or promote a relationship with a pupil, which is of a sexual nature.
- attempt to initiate a relationship with a recent ex-pupil, which is of a sexual nature.

Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with, or in the presence of, that child, or to cause or incite that child to engage in, or watch, sexual activity. Where a person aged 18 or over is in a position of trust established with a person who has only recently left the school, any attempt to engage in sexual activity with that person will be a cause for concern and will be treated as a breach of trust established in that prior relationship.

## 5. Confidentiality

Members of staff may have access to confidential information about pupils in order to undertake their every day responsibilities. In some circumstances staff may be given additional highly sensitive or private information. They should never use confidential or personal information about a pupil or their family for their own, or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the pupil.

Confidential information about pupils should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

***This means that staff:***

- *are expected to treat information they receive about pupils in a discreet and confidential manner.*
- *in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff*
- *need to be cautious when passing information to others about a pupil.*
- *need to know to whom any concerns or allegations should be reported*

If a member of staff is in any doubt about whether to share information or keep it confidential, he or she should seek guidance from a senior member of staff. Any media or legal enquiries should be passed to a member of senior management.

Adults need to be aware that although it is important to listen to, and support, pupils, they must not promise confidentiality or request pupils to do the same under any circumstances.

Additionally, concerns and allegations about adults should be treated as confidential and passed to a senior manager without delay.

## 6. Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.

***This means that staff should not:***

- *behave in a manner which would lead any reasonable person to question their suitability to work with pupils or act as a role model.*
- *purchase alcohol for current pupils nor drink with them except in moderation in public or private places. There may be exceptional circumstances where a member of staff may be personal friends with a parent which means that normal social life will bring the pupil into social contact with a member of staff. However, generally, if a member of staff finds themselves in a pub or other meeting place in which current pupils are drinking, the member of staff should not join the pupils and may need to draw the attention of bar staff to the age of the pupils. It is difficult to determine exact regulations in this area; if a member of staff feels that there are exceptional reasons why the general restriction on drinking alcohol with pupils should not apply, they should discuss the matter with a senior member of staff.*
- *drink alcohol above the unit allowed to drive a car in the country where residing, when supervising pupils or on school trips, since the member of staff may be called upon to make decisions affecting the group or to act if an emergency occurs.*

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting, so it is important to exercise due care and attention when outside of the school environment.

Membership of organisations whose goals are in conflict with the values and equality policies of the school is not acceptable.

- *make inappropriate remarks to a pupil (including email, text messages, phone or letter etc.)*
- *discuss their own sexual relationships with, or in the presence of, pupils*
- *discuss a pupil's sexual relationships in inappropriate settings or contexts*
- *make (or encourage others to make) unprofessional personal comments in any form of communication (e-mail, conversations or social networking comments)*

**Staff must:**

*Be aware that their behaviour in their personal lives may impact upon their work with pupils.*

## 7. Dress and Appearance

Staff should ensure that the manner of their dress and appearance is appropriate to their professional role. We require pupils to be smart in their uniform; smart and professional appearance is expected at all times for staff. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake.

Those who dress or appear in a manner which could be considered as inappropriate (which might include excessive tattoos or piercings) could render themselves vulnerable to criticism or allegation. Appropriate personal presentation is expected of staff.

Jewellery should not be ostentatious.

***This means that staff should ensure their appearance and clothing:***

- *promotes a positive and professional image, including ensuring that for male staff facial hair is either well shaved or trimmed and neat.*
- *is appropriate to their role*
- *is not likely to be viewed as offensive, revealing, or sexually provocative*
- *does not distract, cause embarrassment or give rise to misunderstanding*

## **8. Gifts**

Staff should be aware of the School's policy regarding arrangements for the declaration of gifts received and given.

Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when pupils or parents wish to pass small tokens of appreciation to staff, for example at Christmas or as a thank-you, and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Any member of staff concerned about whether they, or their colleagues, may be at risk of giving or receiving a bribe (financial or otherwise) should contact the Bursar. Any member of staff receiving gifts or entertainment valued at more than £50 must disclose this to the Bursar.

Members of staff may not give personal gifts to pupils. It is acceptable for staff to offer prizes of small value in certain tasks or competitions.

## **9. Infatuations**

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop an infatuation. Staff should be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for that it is possible allegations to be made against staff.

A member of staff who becomes aware that a pupil may be infatuated with themselves, or a colleague, should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt and distress for all concerned

***This means that staff should:***

- *ensure that gifts of significant value are declared.*
- *generally, only give gifts to an individual as part of an agreed reward system*
- *ensure that any gifts that are given are of insignificant value and are given to all pupils equally.*

***This means that staff should:***

- *report to senior colleagues any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff.*
- *be mindful if they are alone in a room with a pupil; leave the door open if necessary.*

## **10. Personal Living Space**

No pupil should be in, or invited into, the home of an adult who works as the School, unless the reason for this has been firmly established and agreed with parents and senior staff, or the home has been designated by the School or regulatory body as a work place e.g. boarding house staff accommodation, childminders, foster carers.

## **11. Communication with pupils (including the use of technology)**

Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites, social networking sites, online gaming and blogs. Adults should not share any personal information with a pupil. They should not request, or respond to, any personal information from the pupil, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with pupils so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to pupils including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior staff and parents. E-mail or text communications between an adult and a pupil outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet-based web sites, such as social networking, instant messaging or gaming.

### ***This means that staff should:***

- *be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations*
- *be mindful of the need to maintain professional boundaries*

### ***This means that staff should:***

- *only give their personal contact details to pupils, including their mobile telephone number, for professional reasons and with the knowledge of their line manager.*
- *communicate with pupils in an appropriate and professional manner*
- *only make contact with pupils for professional reasons*
- *not use internet or web-based communication channels to send personal messages to a pupil*
- *not have images of pupils stored on personal cameras, devices or home computers.*
- *not make images of pupils available on the internet, other than through the School network/website, without permission from parents and senior staff.*
- *be cautious in their contact with ex-pupils, as there is still a professional relationship and the ex-pupils may still be in contact with current pupils.*

Communication with ex-pupils who are over 18 is left to staff discretion. Please be conscious of the fact that ex-pupils may be in contact with current pupils.

Be aware that actions that bring the School into disrepute could lead to disciplinary procedures being taken.

## 12. Social Contact

Staff should not establish, or seek to establish, social contact with pupils, or their families, for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response but should always discuss this with a senior manager. Staff must be aware that social contact, in certain situations, could be misconstrued as grooming.

Staff should not give their personal details such as their home or e-mail address, social network sites, gamer tags or web pages to pupils unless the need to do so is agreed with senior management. If pupils do become aware of your gamer tag you must change it.

## 13. Social Networking Sites and Online Gaming

Dauntsey's School staff may use social networking sites for personal use. However, the School requires that profile and photos of the member of staff are 'locked down' as private so that pupils or parents do not have access to any personal data or images.

Staff must deny current or recent pupils' access to your profile so you do not put yourself in a vulnerable position.

***This means that staff should:***

- *have no secret social contact with pupils*
- *consider the appropriateness of the social contact according to the role and nature of their work*
- *always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme*
- *advise senior management of any regular social contact they have with a pupil or parent which may give rise to concern*
- *report and record any situation, which they feel, might compromise the School or their own professional standing.*

***This means that staff should:***

- *Lock down their profile in order to ensure that data and images are not freely available. Seek advice if you are unsure how to do this.*
- *Do not permit current and recent pupils or parents to have access to your profile.*
- *Ensure that all your passwords are kept strong and secure. Be aware that images of others should be protected and be treated as carefully as you would your own*

Staff should be aware that they leave themselves open to a charge of professional misconduct if images of a member of staff in a compromising situation are made available on a public profile by anyone.

If a pupil does gain access to the profile of a member of staff by fraudulent means (impersonation or hacking) senior management should be informed immediately.

Where relationships exist between staff and those who are also parents at the School, or personal friends who are parents at the School, social networking is acceptable but caution must be exercised so that professional standards are maintained and staff do not compromise themselves or the School.

As soon as a member of staff becomes aware that they are in an online game with a pupil of Dauntsey's School, the member of staff should cease to play against that pupil and should not enter any games containing that player as part of the group.

Under no circumstances should staff seek out pupils and/or share their own gamer tags/ID with pupils, or use school equipment to play online games.

#### **14. Physical Contact**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, and it should be of limited duration and appropriate.

***This means that staff should:***

- *be aware that even well-intentioned physical contact may be misconstrued by the pupil, an observer or by anyone to whom this action is described*
- *never touch a pupil in a way which may be considered indecent*
- *always be prepared to explain actions, and accept that all physical contact be open to scrutiny*

Staff should use their professional judgement at all times about the appropriateness of any physical contact.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be made clear to senior staff.

Physical contact, which occurs regularly with an individual pupil, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review.

## **15. Physical Education and other activities which require physical contact.**

Some staff, for example, those who teach PE and games, or who offer music tuition, will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument, or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment (see section 19, one-to-one situations, below). Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

### ***This means that Dauntsey's School should:***

- ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior management.
- Provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care.

### ***This means that staff should:***

- consider alternatives, where it is anticipated that a pupil might misinterpret any such contact, perhaps involving another member of staff, or a less vulnerable pupil in the demonstration.
- always explain to a pupil the reason why contact is necessary and what form that contact will take, unless their safety is at immediate risk

## **16. Showers and Changing**

Young people are entitled to being granted respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment.

Staff therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils.

## **17. Pupils in Distress**

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age - appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance they should seek further advice from a senior member of staff.

## **18. Behaviour Management**

All pupils have a right to be treated with respect and dignity. Staff should not use any form of degrading treatment to punish a pupil. Whilst the use of humour can help to defuse a situation, the use of sarcasm or demeaning or insensitive comments towards pupils is not acceptable in any situation.

### ***This means that staff should:***

- *avoid any physical contact when pupils are in a state of undress*
- *avoid any visually intrusive behavior but where there are changing rooms, possibly remain in the room when groups are changing*
- *ensure that sensitive pupils are offered the opportunity to change privately*

### ***This means that staff should not:***

- *change in the same place as pupils*
- *shower with pupils*

### ***This means that staff should:***

- *consider the way in which they offer comfort to a distressed pupil*
- *always tell a colleague when, and how, they offered comfort to a distressed pupil*
- *record situations which may give rise to concern.*

### ***This means that staff should:***

- *not use force as a form of punishment*
- *try to defuse situations before they escalate*
- *keep parents informed of any sanctions*
- *adhere to Dauntsey's School's 'Rules, Rewards and Sanctions'.*

## **19. Care, Control and Physical Intervention**

Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to ensure that good order and discipline is maintained. Staff should have regard to the health and safety of themselves and others.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

## **20. Sexual Contact with Pupils**

Any sexual behaviour by a member of staff with, or towards, a pupil is both inappropriate and illegal. Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes the prohibition on adults in a position of trust.

The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in, or watch, sexual activity or the production of pornographic material.

***This means that staff should:***

- *always seek to defuse situations*
- *always use minimum force for the shortest period necessary.*

***This means that staff should:***

- *not pursue sexual relationships with children and young people either in, or out, of School.*
- *avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative, ie verbal comments, letters, notes, electronic mail, phone calls, texts or physical contact.*

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

## 21. One to One Situations

Staff working in one to one situations with children and young people are more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

Pre-arranged meetings with pupils away from the School premises should not be permitted unless approval is obtained from their parent and the Headmaster or other senior colleague with delegated authority.

***This means that staff should:***

- *avoid meetings with pupils in remote, secluded areas of the School*
- *ensure there is visual access and/or an open door in one to one situations*
- *inform other staff of the meeting beforehand, assessing the need to have them present or close by*
- *avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy*
- *always report any situation where a child becomes distressed or angry to a senior colleague*
- *consider the needs and circumstances of the child/children involved when determining whether to meet them.*

## **22. Transporting Children**

In certain situations, for example out of School activities, staff or volunteers may agree to transport children. A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult, additional to the driver, acting as an escort. **The driver must also have appropriate insurance.**

Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

***This means that staff should:***

- *plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements*
- *ensure that they are alone with a child for the minimum time possible*
- *be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer*
- *report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures*
- *ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety*
- *take into account any specific needs that the child may have.*

## **23. Extra-curricular activities**

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the School site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip.

***This means that staff should:***

- *always have another adult present in out of school activities, unless otherwise agreed with senior staff in the school*
- *undertake a risk assessment*
- *have parental consent to the activity*
- *ensure that their behaviour remains professional at all times.*

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

## 24. Intimate Care

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis.

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents and the organisation must be negotiated, agreed and recorded.

## 25. Curriculum

Many areas of the curriculum can include, or raise, subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

***This means that staff should:***

- *make other staff aware of the task being undertaken*
- *explain to the child what is happening*
- *consult with colleagues where any variation from agreed procedure/ care plan is necessary*
- *record the justification for any variations to the agreed procedure/ care plan and share this information with parents.*

***This means that staff should:***

- *have clear written lesson plans.*

***This means that staff should not:***

- *enter into, or encourage, inappropriate or offensive discussion about sexual activity.*

The curriculum can sometimes include, or lead, to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the governing body's required policy on sex and relationships education and the wishes of parents. Parents have the right to withdraw their children from all, or part, of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

## 26. Photography, Videos and other Creative Arts

Many school activities involve recording images. These may be undertaken as part of the curriculum, out of school activities, for publicity, or to celebrate achievement.

Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken.

Using images of children for the School's publicity purposes has already had the consent of parents. Images should not be displayed on other websites, in publications or in a public place without additional consent.

### ***This means that staff should:***

- *be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded*
- *ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.*
- *ensure that all images are available for scrutiny in order to screen for acceptability*
- *be able to justify images of children in their possession*
- *avoid making images in one to one situation.*

### ***This means that staff should not:***

- *have images of pupils stored on personal cameras, devices or home computers.*
- *make images of pupils available on the internet, other than through the School network/ website with permission from parents and senior teachers.*

## **27. Internet Use**

Dauntsey's School has a clear policy about access to, and the use of, the Internet. Please refer to the acceptable use of Internet policy for further guidance.

Under no circumstances should adults in the School access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from work with children and young people.

Using school equipment to access inappropriate or indecent material, including adult pornography, would normally lead to disciplinary action, particularly if as a result pupils might be exposed to inappropriate or indecent material.

## **28. Whistleblowing**

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercuSSION. Please refer to the school Whistle Blowing Policy

***This means that staff should:***

- *report any behaviour by colleagues that raises concern.*

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

## **29. Sharing Concerns and Recording Incidents**

All staff should be aware of the School's child protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional association.

In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent could avoid any misunderstanding.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken.

### ***This means that staff:***

- *should be familiar with Dauntsey's Child Protection procedures*
- *should take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the School or workplace - see Safeguarding Policy for further information*

ALJ

Reviewed: July 2020

Next Review: July 2021



## DAUNTSEY'S SCHOOL

### A SUMMARY OF THE KEY POINTS OF THE CODE OF CONDUCT FOR TEACHING AND SUPPORT STAFF

This document is a summary of the key points made in this Code of Conduct, and should be used in conjunction with the policy itself, which will provide greater depth and detail

#### *Overview*

- This document should clarify what is expected in terms of professional behaviour; it gives clear advice about what constitutes illegal behaviour and what might be considered as misconduct. It also describes safe practice and which behaviours should be avoided.
- ***If a member of staff does not follow this code of conduct this may lead to disciplinary procedures.***
- There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. It is expected that in these circumstances staff will always advise their senior colleagues of their justification for any such action that has already been taken or is proposed.

#### *Core Principles*

- The welfare of pupils is paramount.
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed.
- Staff should apply the same professional standards in keeping with the School's Equality Policy.
- All staff should know the name of their designated person for safeguarding lead, be familiar with child protection arrangements and understand their responsibilities to safeguard and protect pupils.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **Key Points of the Safe Working Practices for the Protection of Pupils and Staff at Dauntsey's**

Staff should:

- always act, and be seen to act, in the child's best interests
- avoid conduct which would lead any reasonable person to question their motivation and intentions
- try to avoid being placed in situations which render them particularly vulnerable
- be mindful if they are alone in a room with a pupil; leave the door open if necessary
- when transporting a pupil ensure that they are alone with them for the minimum time possible
- treat information they receive about pupils in a discreet and confidential manner
- be cautious when passing information to others about a pupil
- ensure that gifts of significant value are declared
- generally, only give gifts to an individual as part of an agreed reward system
- ensure that any gifts that are given are of insignificant value and are given to all pupils equally
- only give their personal contact details to pupils, including their mobile telephone number, for professional reasons and with the knowledge of their line manager
- only make contact with pupils for professional reasons
- be cautious in their contact with ex-pupils, as there is still a professional relationship and the ex-pupils may still be in contact with current pupils
- when taking photos, be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- in the event of an injury, always explain to a pupil the reason why contact is necessary and what form that contact will take, unless their safety is at immediate risk
- consider the way in which they offer comfort to a distressed pupil
- adhere to Dauntsey's School's 'Rules, Rewards and Sanctions'
- be familiar with Dauntsey's Child Protection procedures
- take responsibility for recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the School or workplace - see Safeguarding Policy for further information

Staff should not:

- use their status and standing to form or promote a relationship of a sexual nature with a pupil
- attempt to initiate a relationship with a recent ex-pupil, which is of a sexual nature
- make inappropriate remarks to a pupil (including by email, text messages, phone or letter etc)
- discuss their own sexual relationships with, or in the presence of, pupils
- discuss a pupil's sexual relationships in inappropriate settings or contexts
- make (or encourage others to make) unprofessional personal comments in any form of communication (e-mail, conversations or social networking comments)
- use internet or web-based communication channels to send personal messages to a pupil
- have images of pupils stored on personal cameras, devices or home computers
- make images of pupils available on the internet, other than through the School network/website, without permission from parents and senior staff
- touch a pupil in a way which may be considered indecent
- change in the same place as pupils

- use force as a form of punishment
- use their power to intimidate, threaten, coerce or undermine pupils
- purchase alcohol for current pupils nor drink with them except in moderation in public or private places
- drink alcohol above the unit allowed to drive a car in the country where residing, when supervising pupils or on school trips, since the member of staff may be called upon to make decisions affecting the group or to act if an emergency occurs

ALJ

July 2020

# Safeguarding and Child Protection Policy

Dauntsey's School fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	August 20th 2020
Policy published (including on website) (date):	September 1st 2020
Next review (date):	September 1st 2021
Policy Owner:	A. L. Jackson - Deputy Head Pastoral

## • Key Safeguarding Personnel

Role	Name	Telephone	Email
Head Master	Mr M. Lascelles	01380 814503	headmaster@dauntseys.org
Designated Safeguarding Lead (DSL)	Mrs A. L. Jackson	01380 814508	a.jackson@dauntseys.org
Deputy DSLs (DDSL)	Miss E. S. Conidaris Mr G. P. James	01380 814557 01380 814500	e.conidaris@dauntseys.org g.james@dauntseys.org
Nominated Governor	Mrs Veryan Nield	01380 814500	v.nield @dauntseys.org
Chairman of Governors	Mrs L. Walsh Waring	01380 814500	l.walshwaring@dauntseys.org
Designated Teacher for Looked After Children (LAC)	Mrs A. L. Jackson	01380 814508	a.jackson@dauntseys.org
The key safeguarding responsibilities within each of the roles above are set out in <b>Keeping Children Safe in Education (2020)</b>			

Children's Social Care referrals:	Multi-Agency Safeguarding Hub (MASH): 0300 456 0108 Out of hours: 0300 456 0100
Wiltshire Designated Officer for Allegations (DOFA):	01225 713945

If you believe a child is **at immediate risk** of significant harm or injury,  
you **must** call the police on 999.

## • **Introduction**

Dauntsey's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020)
- Non-statutory interim guidance: [COVID-19: safeguarding in schools, colleges and other](#)
- The Procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)
- Prevent Duty Guidance for England and Wales (March 2015)
- National Minimum Boarding Standards

See Appendix 1 for further relevant guidance documents

Dauntsey's School Safeguarding and Child Protection Policy reflects the ethos of the School, which is to respect the individuality and integrity of a pupil while recognising that while in a community there must, inevitably, be sensible rules and regulations. Dauntsey's School is fully committed to equal opportunities and makes no distinction by gender, sexual orientation, race, religion, culture or disability. Pupils from widely differing backgrounds are warmly and equally welcomed to the School community.

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

Where a child is suffering harm, or is likely to do so, immediate action will be taken to protect the child. Action will also be taken to promote the welfare of a child in need of early help or intervention, even if they are not suffering harm or are not at immediate risk, through inter-agency assessment using local processes, including use of the Common Assessment Framework (CAF) and Team Around the Child (TAC) approaches. Dauntsey's School has a responsibility to have in place a process, in line with those from the Safeguarding Vulnerable People Partnership (SVPP), for responding to allegations made against those who work with children on a paid or voluntary basis.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm due to abuse by one or more pupils, a referral will be made to the MASH. Where bullying is thought to have taken place but a child has not suffered significant harm or is not likely to suffer significant harm the School's anti-bullying policy will be followed. In all circumstances the welfare of the children concerned will be the first priority. In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, will be treated as being "at risk".

## • Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- acting to enable all children to have the best life chances
- preventing impairment of children's mental and physical health or development and
- protecting children from maltreatment.

The term ‘safeguarding children’ covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social and economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the governors and should be read alongside the following policies relevant to the safety and welfare of our pupils:

- Anti-Bullying Policy
- Code of Conduct (Policies for Staff, Pupils and Governors)
- Complaints Policy
- Complementary Curriculum and Personal and Social Education Policy
- Cyber Bullying Policy
- Equal Opportunities Policy
- Health and Wellbeing Policy
- ICT Acceptable Use Policy for Staff and Pupils
- Mental Health and Wellbeing Policy
- Missing Child Procedure
- Policy and Procedures on Peer on Peer Abuse
- Policy and Procedures to deal with Sexting
- Rules, Rewards and Sanctions
- SEND Policy
- Sex Education Policy
- Teaching and Learning Policy
- Use and Abuse of Technology Policy
- Whistleblowing Policy

**This policy applies to all staff in our school.**

For the purposes of this policy:

- **Staff** refers to all those working for, or on behalf of, the School, full time or part time, in a paid or voluntary capacity. A volunteer is a person who performs an activity that involves spending time, unpaid in School (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on the School roll and any child under the age of 18 who comes into contact with the School. This includes unborn babies.

**Any safeguarding concerns or disclosures of abuse relating to a child either at School or outside of School hours are within the scope of this policy.**

- **Designated Safeguarding Lead (DSL)**

The School's Governing Body has appointed a member of staff of the School's SMT with the necessary status and authority, Designated Safeguarding Lead, to be responsible for matters relating to child protection and welfare.

The Designated Safeguarding Lead shall be given the time, funding, training, resources and support to enable him/her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.

The main responsibilities of the Designated Safeguarding Lead are set out in Appendix 7.

If the Designated Safeguarding Lead is unavailable, his/her duties will be carried out by one of the Deputy Designated Safeguarding Leads.

In this policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Lead where the Designated Safeguarding Lead is unavailable.

- **Expectations**

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a pupil.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2020). All staff working directly with children have also read Annex A.

- Governors**

As key strategic decision makers and vision setters for the School, the governors will make sure that the policies and procedures are in line with national and local safeguarding requirements. Governors will work with the SMT to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Code of conduct D/DSL training KCSiE Part 1 (and Annex A for staff working directly with children) Looked After Children (LAC) Online safety training for staff Prevent Relationships and sex education (RSE) Staff training and regular updates Whistleblowing	Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Ensure that all the Policies & Procedures (listed on Page 3) are in place. Female Genital Mutilation (FGM) Honour based abuse HBA Peer on Peer abuse Mental Health Reporting abuse/SVPP procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding Lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

### **Allegations management**

The chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOfA) and other partner agencies in the event of an allegation of abuse being made against the Head Master.

### **Boarding Governor**

In addition to a nominated governor for safeguarding there is a nominated boarding governor who monitors the welfare of the pupils who board at school.

### **Audit**

The nominated governor (NSG) for safeguarding will liaise with the Head Master and the D/DSL to complete an annual safeguarding audit return to the local authority.

## **Safer Recruitment**

The governors monitor the School's safer recruitment practice, and at least two governors are trained in safer recruitment at any one time.

### **• Mandatory Procedure**

#### **Safer recruitment**

All staff are subject to safer recruitment processes and checks and the School follows the guidance set out in Part 3 of KCSiE 2020.

At Dauntsey's, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the School.
- all members of the governing body.

See also Training (page 314).

#### **Code of conduct**

Dauntsey's is committed to positive academic, social and emotional outcomes for the pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice including:

- the acceptable use of technologies,
- staff/pupil relationships
- communications including the use of social media

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

## **Visitors**

All visitors sign in and out using INVENTORY, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in School.

Scheduled visitors in a professional role (e.g. fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at School.

If the visit is unscheduled and the visitor is unknown to the School, we will contact the relevant organisation to verify the individual's identity, if necessary.

## **Curriculum - teaching about safeguarding**

The pupils access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE curriculum specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

## **Early help**

At Dauntsey's, all staff can identify children who may benefit from early help as a problem emerges and discuss this with the D/DSL. As soon as the criteria are met, we refer to Wiltshire Early Help Service to ensure intervention at the earliest possible stage.

The D/DSL uses:

- The guidance on the Wiltshire Pathway website and the Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.

## **Identifying the Signs**

All staff know how to recognise, and are alert to, the signs of neglect and abuse. Definitions of abuse, set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2020) and Appendix 6. Every member of staff is provided with a copy of Part 1 of KCSIE which they are required to read and which also includes supporting guidance about a number of specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSIE (2020).

## **Responding to Concerns/Disclosures of Abuse**

All staff adhere to DOs and DON'Ts when concerned about abuse or when responding to a disclosure of abuse (Appendix 2). Flowcharts provided by the SVPP that set out the required procedures for staff to follow when they have a safeguarding concern are displayed in staff areas.

All staff record any concern about, or disclosure by, a pupil of abuse or neglect and report this to the D/DSL. It is the responsibility of each adult in School to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH.

The D/DSL will liaise with safeguarding partners and work with other agencies in line with Working Together (2018) and will refer to National Police Chief's Council guidance for schools to understand when they should consider calling the police.

In some circumstances, the D/DSL, or member of staff, seeks advice by ringing the MASH for advice. (Appendix 3)

During term time, the DSL or DDSL is always available during School hours for staff to discuss any safeguarding concerns.

The voice of the child is central to the safeguarding practice and pupils are encouraged to express and have their views given due weight in all matters affecting them.

If concerns are raised or if there is an allegation of abuse or if a child is likely to suffer serious harm the DSL will report this to the MASH as soon as possible and within 24 hours of disclosure.

Should concerns be raised about a child in need the DSL will seek appropriate support from an external agency. Informal discussions with the MASH take place without names being given should the DSL require advice and guidance about the welfare of a child.

## **Missing Children and Children Missing Education**

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for LAC discusses any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

The DSL shares any unauthorised absence of children who have an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and refers to the MASH team as appropriate.
- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

## **Special Education Needs and Disability (SEND)**

Pupils with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers.

Staff recognize that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying. To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

## **Female Genital Mutilation (FGM)**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM.

Any 'known' cases of FGM will be reported to the police as required by law.

## **Peer on Peer Abuse**

All of our pupils have a right to attend school and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Peer on peer abuse is not tolerated, passed off as ‘banter’ or seen as part of growing. It is likely to include but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting
- ‘upskirting’ or any picture taken under a person’s clothing without their permission or them knowing to obtain sexual gratification or cause humiliation or distress
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding concern, recorded as such and not managed through the systems set out in Rules, Rewards and Sanctions.

Any pupil who may have been victimised and/or displayed such harmful behaviours along with any other child affected by peer on peer abuse will be supported through the School’s pastoral system and the support will be regularly reviewed.

We minimise the risk of peer on peer abuse by providing

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education.
- established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider factors present in a child’s life.

## **Domestic Abuse**

Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The DSL liaises with partner agencies as part of 'Encompass' in Wiltshire. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

## **Mental Health**

All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood.

Staff are aware of how:

- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

## **Preventing Radicalisation**

Protecting children from the risk of radicalisation is seen as part the School's wider safeguarding duties and is similar in nature to protecting pupils from other forms of harm and abuse.

Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately, and this may include making a Prevent referral to the Channel support programme or to the MASH.

## **Serious Violence**

We are committed to success in learning for all our pupils as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be vulnerable to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

## **Off-site Visits and Exchange Visits**

We carry out risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns, or allegations that happen offsite, staff will follow the procedures described above and the SVPP flowcharts as appropriate.

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

## **Exceptional Operating Circumstances**

If the school is required to change the way we offer our provision to children due to exceptional circumstances e.g. during a pandemic lockdown, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, children, and families are provided with written:
  - amended DSL arrangements as required (names, location and contact details)
  - temporary changes to procedures for working with children e.g. online.
  - amended procedures for reporting concerns
  - safeguarding training arrangements
  - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

## **Record Keeping and Information Sharing**

The School:

- liaises with partner organisations to ensure any safeguarding records for learners are shared on transition:
  - by the setting/school/organisation previously attended by the child.
  - by our DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the DSL liaises regularly with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear written records of all pupil safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate. (Appendix 4)
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.

The D/DSL acts in accordance with Information Sharing - Department for Education (DfE) (2018) and in line with the Wiltshire Council's Record Keeping Guidance which includes details about file retention.

Information about pupils at risk of harm is shared with members of staff on a "need to know" basis. The D/DSL makes a judgement in each case.

The School is committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a pupil is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

## **Escalation of Concerns**

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol and escalation policy is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

## **Whistleblowing**

All staff can raise concerns about poor or unsafe practice and potential failures in the School safeguarding regime. The whistleblowing procedures, as described in the Whistleblowing Policy, are in place for such concerns to be raised with the Senior Management Team (SMT).

If a staff member feels unable to raise an issue with SMT or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
- Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- The Chairman of Governors.

## **Managing Allegations Against Adults**

Dauntsey's follows the procedure set out in the SVPP 'Allegations Against Adults' flowchart. Where anyone in the School has a concern about the behaviour of an adult who works or volunteers at the School, they must immediately consult the Head Master, who will refer to the Designated Officer for Allegations (DOFA).

All staff must remember that the welfare of a child is paramount and must not delay raising concerns regardless of whether a report could jeopardise their colleague's career.

Those wishing to voice concerns about safeguarding to the Head Master rather than to the DSL should feel free to do so. What is important is that all information relating to safeguarding issues is passed on and not ignored.

Should circumstances be such that it is difficult for the member of staff or volunteer to contact the DSL or Deputy DSL, e.g. the member of staff/volunteer is accompanying pupils on a trip during School holidays, the member of staff should contact the appointed contact person at School and they will then contact either the DSL or the Head Master.

If an allegation is made against the DSL the member of staff receiving the allegation must immediately inform the Head Master. Should he be absent the allegation should be passed to the Chair of Governors.

It is the Head Master's role to handle all allegations about staff.

Should the Head Master be subject to allegation or suspicion the matter should be referred immediately to the Chair of Governors without notifying the Head Master first.

Should the need arise any member of staff can make a referral to Children's Social Care and/or the police if necessary. Where a member of staff makes a referral directly, s/he should inform the DSL as soon as possible thereafter.

- **Training**

All members of staff, volunteers and Governors have read, signed and understood the school's Code of Conduct.

The School ensures that training attended meets the minimum standards set out by SVPP in the document 'SVPP recommended minimum standards for child protection training'.

### **Induction**

The welfare of all the pupils is of paramount importance. All staff, including volunteers, are informed of our safeguarding procedures including online safety at induction. The induction also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the School – our staff Code of Conduct
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

### **Safeguarding Training**

This training is for all staff and is updated every 3 years, as a minimum, to ensure staff understand their role in safeguarding. Any member of staff not present at this whole school session will receive this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety; and this is updated as necessary.

### **Advanced Training**

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g.: via e-bulletins or safeguarding fora with other D/DSLs.

## **Safer Recruitment**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

## **Preventing Radicalisation**

All staff receive Prevent training.

## **Staff Support**

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a member of SMT and to seek further support as appropriate.

## **Governors**

Governors undertake the School's Governors' Induction programme and have online safeguarding training and updates. They may choose to complete face to face training for governors provided by Wiltshire Council or other external courses. In addition, governors may choose to attend whole school safeguarding and child protection training.

### **• Monitoring and Review**

Governors ensure that safeguarding is an agenda item for every full governing body meeting.

The Head Master ensures that safeguarding is an agenda item for every staff meeting.

This policy is reviewed annually, or earlier, as required by changes to legislation or statutory guidance.

The nominated governor meets the DSL every term to monitor the effectiveness of this policy.

The Safeguarding Governor carries out a safeguarding audit annually which is presented to the June Full Board Meeting.

## **Appendix 1**

### **Related Legislation and Key Documents**

**Children Act 1989** (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquiries made to safeguard his or her welfare. The Act places duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

**Education Act 2002** - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

**Sexual Offences Act 2003** - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

**Information Sharing - Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015.** This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

**Counter-Terrorism and Security Act 2015 (the CTSA 2015)**, section 26 requires all schools, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

**Mental Health and Behaviour in Schools (2018)** advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

**The Safeguarding Vulnerable Groups Act (2006)** Section 53(3) and (4) of the applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer - section 34ZA Safeguarding Vulnerable Groups Act 2006.

**The Teachers' Standards (2013)** set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

**Children Missing Education (2016)** Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

## **DOs and DON'Ts when responding to a disclosure of abuse**

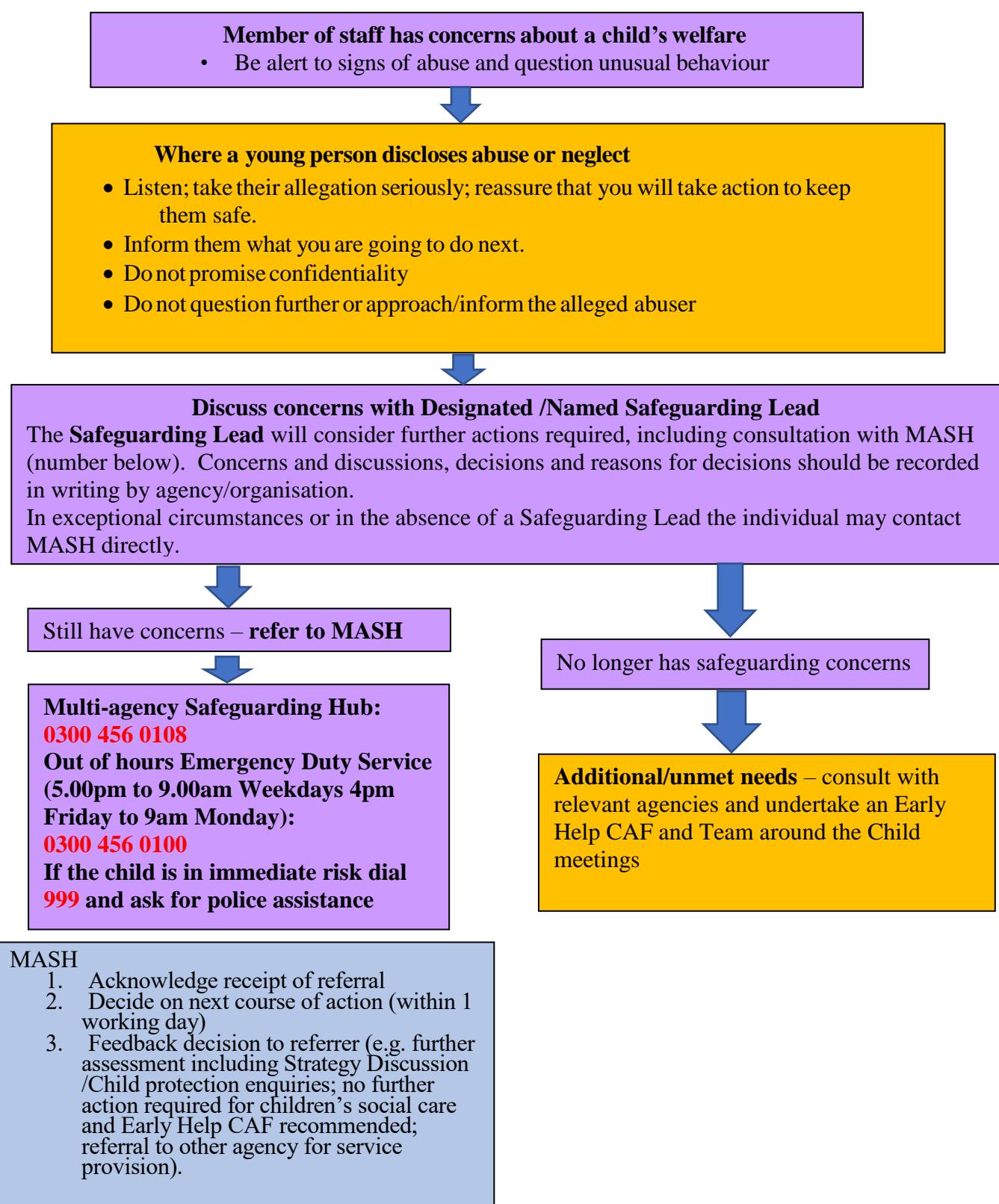
### **DO:**

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully.**
- use the '**tell me**', '**explain**', '**describe**' and/or mirroring strategy.
- **tell** the child what you are going to do next.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

### **DO NOT:**

- take photographs of any injuries.
- postpone or delay the opportunity for the pupil to talk.
- take notes while the pupil is speaking.
- ask the pupil to write an account.
- interview the pupil and try to investigate the allegation yourself.
- ask another adult to witness the disclosure.
- promise confidentiality e.g. say you will keep 'the secret'.
- approach or inform the alleged abuser.

## What to do if you are worried a child is being abused and neglected



This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation), [www.wiltshirescb.org.uk](http://www.wiltshirescb.org.uk)

## Appendix 4

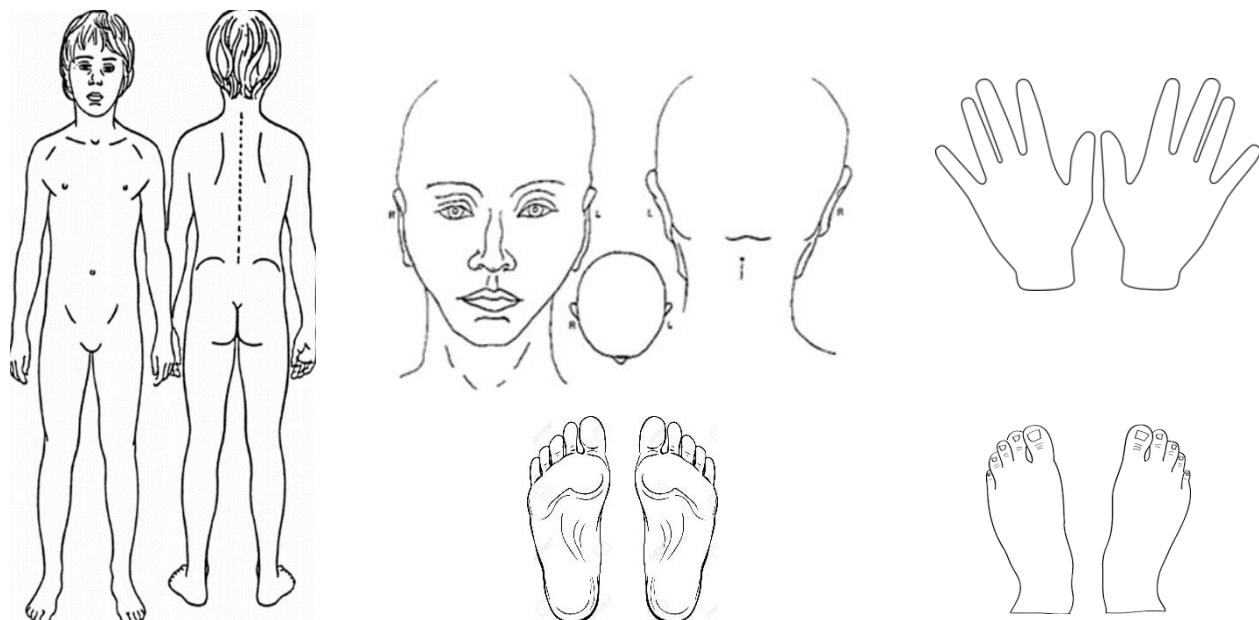
## **Concern Form – Part A**

Complete **Part A** this form every time you have a concern about a pupil.  
The Designated/Deputy Safeguarding Lead will complete **PART B**

<b>Child's name</b>		
<b>Date of birth</b>		
<b>Name of member of staff reporting the concern</b>	<b>PLEASE PRINT</b>	
<b>Signature</b>		
<b>Date</b>	<b>Time</b>	

<b>Concern- Use the body- map below to show any marks or injuries.</b>	
<b>Additional form used?</b>	<b>Yes / No</b>

**Children must not be undressed or photographs taken of any marks or injuries**



## Concern Form – Part B

To be completed by the school's Designated/Deputy Safeguarding Lead

Child's status with Early Help or Children's Social Care (please tick & add name where known) at time of initial report				
None	CAF	Known to Social Care	Allocated social worker	Child Protection Plan
Name of allocated worker				

Name of D/DSL reviewing the concern		
Name of person taking action	Action	Date

Feedback given to person who raised the concern?			
Name		Date	Y / N

## Appendix 5



### ALLEGATIONS AGAINST ADULTS WHO WORK WITH CHILDREN GUIDANCE FLOWCHART

If you become aware that a member of staff/volunteer may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a **criminal offence** against or related to a child or
- behaved towards a child or children in a way that indicates they **may pose a risk of harm** to a child



#### Where a young person discloses abuse or neglect

- Listen; take their allegation seriously; reassure that you will take action to keep them safe.
- Inform them what you are going to do next
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser



#### Report immediately to your /a senior manager/safeguarding lead

Unless there is clear evidence to prove that the allegation is incorrect **the manager/safeguarding lead must:**



#### Report the allegation within one working day to the Designated Officer for Allegations (formerly known as LADO):

Designated Officer (direct line): **01225 713945**

Multi-agency Safeguarding Hub (MASH): **0300 456 0108**

Out of Hours Emergency Duty Service (5.00pm to 9.00am Weekdays, 4:00pm Friday to 9:00am Monday): **0300 456 0100**



#### The Designated Officer will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history.
2. Decide on next course of action – usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.



If the allegation threshold is NOT met, the Designated Officer will agree with you an appropriate (*e.g. for the agency to undertake further enquiries or undertake an internal investigation*).

If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. a senior manager/safeguarding lead, the Designated Officer, HR, Police and social care are invited to attend. Relevant information is shared Normally, risks to children are considered and appropriate action agreed – e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

## Appendix 6

### UNDERSTANDING AND IDENTIFYING ABUSE AND NEGLECT

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

#### Types of Abuse and Neglect

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

There are four main categories of abuse and neglect:

**Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). DfE advice ‘Searching, Screening and Confiscation at School’ 2014 and the UK Council for Child Internet Safety Guidance ‘Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People’ 2016 provides further advice on dealing with sexting but if a sexting incident is suspected the DSL should be informed immediately. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn’t automatically mean a child is being abused.

There are a number of warning indicators which might suggest that a child may be being abused or neglected. These are detailed below but it is important to be aware that additional barriers can exist when recognising abuse and neglect in children with special educational needs. Assumptions can be made that indicators of possible abuse such as behaviour, mood and injury, relate to the child’s disability rather than anything else. There may be barriers to communication in children with SEN and these children can be disproportionately impacted by things like bullying.

**Some of the following signs might be indicators of abuse or neglect:**

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

**Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained:
  - bruises or cuts;
  - burns or scalds; or
  - bite marks.

**Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'.
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

### **Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

### **Child Sexual Exploitation (CSE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

**Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

**The types and indicators of abuse often overlap with each other and staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events.**

## **Appendix 7**

### **The Designated Safeguarding Lead**

1. In accordance with Annex B of Keeping Children Safe in Education, the main responsibilities of the Designated Safeguarding Lead are:

#### **1.1 Managing referrals**

- (a) To take the lead responsibility for referring all cases of suspected abuse of any pupil in the School to children's social care.
- (b) To take the lead responsibility for referring to the Designated Officer for Allegations (DOFA) all child protection concerns which involve a member of staff or volunteer.
- (c) To take the lead responsibility for making referrals to the Disclosure and Barring Service (DBS) as soon as possible where a member of staff, student, volunteer or Governor is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child.
- (d) To take the lead responsibility for making referrals to the police where a crime may have been committed.
- (e) Liaising with the Head Master in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School.
- (f) To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

#### **1.2 Raising awareness**

- (a) Ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.
- (b) Ensure this policy is available publicly.
- (c) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.
- (d) Maintain links with the Safeguarding Vulnerable People Partnership (SVPP) to ensure staff are aware of training opportunities and the local policies on safeguarding.
- (e) Facilitate induction training for new staff to include:
  - this policy;
  - the Staff Code of Conduct;
  - the Whistleblowing Policy;
  - the identity and contact details of the Designated Safeguarding Lead and Deputies together with details about their role;
  - the safeguarding response to children who go missing from education
  - online safety
  - child protection training in accordance with Safeguarding Vulnerable People Partnership (SVPP) procedures;

- a copy of Part 1 & Annex A of Keeping Children Safe in Education (Sept 2020)
- (f) Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt obtained.
- (g) In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the Designated Safeguarding Lead has, in addition, the following responsibilities:
- (i) Acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
  - (ii) Co-ordinating Prevent duty procedures in the School;
  - (iii) Liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;
  - (iv) Maintaining an ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
  - (v) Monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

2. The Deputy Designated Safeguarding Lead will carry out this role where the Designated Safeguarding lead is unavailable
3. The Designated Safeguarding Lead has undertaken child protection training and training in inter-agency working and will attend refresher training at two-yearly intervals.



## **DAUNTSEY'S SCHOOL**

### **PHYSICAL RESTRAINT POLICY**

#### **THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS**

Although there is little likelihood of such action being necessary at Dauntsey's, staff should be aware that they may use reasonable force to control or restrain pupils in order to prevent them from:

- committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility
- causing damage to property, including their own
- injuring themselves or others
- behaving in a way which is prejudicial to the good discipline and order of the School whether in the classroom or elsewhere where the teacher has lawful control of a pupil

This provision applies for a teacher, or other authorised person who has lawful control or charge of pupils, on school premises or elsewhere e.g. on a field trip or other authorised activity.

#### **TYPE OF INCIDENT**

Situations in which reasonable force might be used fall into three categories:

1. Where action is necessary in self-defence, or because there is an imminent risk of injury.
2. Where there is a developing risk of injury or significant damage to property.
3. Where a pupil behaves in a way that compromises good order and discipline.

## **REASONABLE FORCE**

There is no legal definition of reasonable force. It will always depend on the circumstances. However, there are three relevant considerations:

1. The use of force can be regarded as reasonable only if the circumstances warrant it. The use of any degree of force is unlawful if circumstances do not warrant its use.
2. The degree of force must be in proportion to the seriousness of the behaviour. It should always be the minimum needed to achieve the desired result.
3. Whether it is reasonable to use force, and the degree of force that could reasonably be employed, will depend on the pupil's age, understanding, physical maturity and sex.

## **GUIDANCE DURING AN INCIDENT**

Force should be used in all incidents as a method of last resort and, if at all possible, prior to intervention, help from a colleague should be sort urgently. Other pupils should never be involved in restraint unless their assistance is essential. Strategies and techniques that help calm and diffuse the situation should be used wherever possible. These include:

- Before intervening physically, a teacher, member of staff or other person directed by a member of staff should, wherever practical, tell the pupil who is misbehaving to stop and state what will happen if s/he does not stop.
- The teacher should attempt to continue to communicate with the pupil during the incident and should make it clear that physical contact or restraint, if applied, will stop as soon as it ceases to be necessary.
- An assured, calm, and non-confrontational approach is helpful, however trying the circumstances. This can be conveyed by one's tone of voice and body language.
- Allow the pupil to 'save face'.

There are times when a teacher should not intervene in an incident without help, unless it is an absolute emergency. These might include when dealing with a physically larger pupil or a group of pupils or when the teacher believes s/he is at risk. In these circumstances, the teacher should:

- Remove other pupils at risk and summon help from a colleague, if possible the Second Master.
- Continue to diffuse the situation orally and try to prevent it escalating until help arrives.

## **PHYSICAL INTERVENTION**

Can take a number of forms such as:

- Physically interposing between pupils.
- Standing in the way of a pupil.

- Holding, pushing or pulling.
- Leading a pupil away from an incident by the hand or by gentle pressure on the centre of the back.
- In extreme cases, more restrictive holds may be used.

### **RESTRAINT MUST NOT BE:**

- Holding around the neck or any other hold that might restrict breathing.
- Kicking, slapping, punching.
- Forcing limbs against joints (e.g. arm lock).
- Tripping or holding by the hair or ear.
- Contact with sexually sensitive areas.
- Holding face down on the ground.

### **RECORDING INCIDENTS**

It is essential that members of staff involved in incidents inform the Second Master orally and complete a detailed report as soon as possible after the event. The written report should include:

- The name(s) of the pupil(s) involved and when, and where the incident took place.
- The name(s) of other staff and pupils who witnessed the incident.
- The reason that force was necessary.
- How the incident began and progressed, including details of the pupil's behaviour, what was said by those involved, the steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long.
- The pupil's response and the outcome of the incident.
- Details of any injuries suffered by the pupil, another pupil or any member of staff and of any damage to property.

Staff may wish to seek advice from a colleague or from a representative of their professional body. They should keep a copy of the report.

The Designated Safeguarding Lead will keep a record of restraint on a child by an adult.

A. L. Jackson  
Deputy Head (Pastoral)

Reviewed: April 2020  
Next Review: April 2021

## USE OF RESTRAINT FORM

Name of Pupil(s) involved:	
Name of Staff Member(s) involved:	
When the incident took place:	
Name of witnesses (staff, pupils, others):	
Reason that the force was necessary:	
How the incident began and progressed:	
The Pupil(s) response and the outcome of the incident:	
Detail of any injuries suffered by the pupil/another pupil/member of staff:	
Detail of any damage to property:	

Staff may find it helpful to seek advice from their professional association or a senior colleague when writing a report.

Signed: \_\_\_\_\_ Print Name: \_\_\_\_\_ Date: \_\_\_\_\_