Halliford School
SHEPPERTON

Health and Safety Manual

Section D

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Safety Instruction and Training: Policy

1. Scope

This guidance applies to the provision of health and safety training within the School.

2. Objectives

2.1. To ensure that all employees (including temporary workers) are adequately trained to carry out their role in a safe and healthy manner.

2.2. To ensure that health & safety training requirements at all levels within the School are identified and reviewed.

2.3. To meet any statutory training requirements for specific activities.

3. Guidance

3.1. All new employees will be given access to on-line H&S training and a safety induction talk by the Bursar & Head of Pastoral which includes: -

Who		**On-Line H&S Training**
All Staff		Fire Awareness Slips Trips and Falls Manual Handling
Administrative Staff		Display Screen Equipment
Cleaners Premises Team Science Department Art Department DT Department Drama Technician		COSHH
Catering Staff	Catering Manager / Head Chef	COSHH Food Hygiene Level 3 Food Allergy Awareness Training HACCP Training Level 2
	Café Supervisor / Commis Chef	COSHH Food Hygiene Level 3 Food Allergy Awareness Training HACCP Training Level 2
	Catering Assistant / Kitchen Porter	COSHH Food Hygiene Level 2 Food Allergy Awareness Training HACCP Training Level 2
Premise Manager Deputy Caretaker Theatre Technician		Working at Height Ladder Safety Mobile Scaffolding Training (PASMA)

Premise Manager Deputy Caretaker Bursar	Asbestos Legionella

Records of the above on-line training will be kept by the Assistant Bursar.

Safety Induction includes: -

- fire precautions and safety procedures
- first aid and accident reporting arrangements
- general information on health and safety
- known hazards in the workplace and the control measures in place
- the Schools policy and procedures
- specific topics relating to that person's role and their place of work, including departmental policies and risk assessments

3.2. Specialist job related training will be conducted/organised as follows:

- Minibus – Bursar
- Science related - Head of Science/Science Technician
- Design and Technology related - Head of D&T
- Catering and Cleaning – Head Chef/Premise Manager
- First Aid – Matron and Sports
- Any individual requirements for subject/activity specifics - Head of Department/Activity Organiser
- Safeguarding Training – Senior Deputy Head and Headmaster

3.3. Refresher training will be given as appropriate to changes within the workplace and the role of the individual.

3.4. Records of training will be kept by the Bursar / Head of Department / training organiser as appropriate

Legal Requirements & Education Standards

References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 (www.isi.net)

B: Health and Safety Executive (www.hse.gov.uk)

C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook,

D: " Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

E: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd

F: Guidelines for Environmental Design in Schools" DCSF Guidance

Recommended review period: Annual

Review by: Assistant Bursar

Date reviewed: September 2025

Manual Handling: Policy

1. Scope

This guidance is applicable to all employees of and workers for the School who undertake manual handling activities.

2. Objectives

2.1. To eliminate manual handling where possible and to minimise so far as is reasonably practicable, the need for manual handling.

2.2. To ensure that only individuals who have received training in manual handling undertake such activities.

2.3. Where manual handling is undertaken that it is conducted so that the risk of injury is reduced as far as is reasonably practicable.

2.4. Where manual handling cannot be eliminated, where appropriate and reasonably practicable to provide mechanical assistance

3. Guidance

3.1. Heads of Department (including support departments) will be responsible for the management of manual handling activities within their areas of control.

3.2. Manual handling is defined as "any transporting or supporting of a load, including the lifting, putting down, pushing, pulling, carrying or moving thereof by hand or bodily force". In a school environment this may include:

- Moving furniture around classrooms
- Moving equipment stored at height
- Moving items when taking delivery of goods
- Pushing and pulling trolleys and PE equipment
- Setting up temporary stages
- Moving gas cylinders, chemicals etc.
- General movement of workplace equipment

3.3. Heads of Department will:

- Consider whether the object needs to be moved at all
- Where it does need to be moved should this be by automation, e.g. using a lift truck
- Where manual handling is necessary ensure that a risk assessment is undertaken and any required control measures are implemented
- Ensure that those undertaking such tasks have received appropriate training

3.4. When assessing the risk, the following should be taken into consideration:

- The task
- The load

- The individual
- The environment

3.5. All those who undertake manual handling activities must have received appropriate training (all staff complete on-line Manual Handling Training), covering good lifting techniques, which include:

- Planning the lift
- Keeping the load close to the waist
- Adopting a stable position
- Getting a good hold
- Not flexing the back any further when lifting
- Avoiding twisting the back or leaning sideways
- Keeping their head up
- Moving smoothly
- Putting the load down then adjusting as necessary

Legal Requirements & Education Standards

References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 (www.isi.net)

B: Manual handling home page (www.hse.gov.uk)

C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook,

D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

E: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd

F: Guidelines for Environmental Design in Schools" DCSF Guidance

Recommended review period: Annual

Review by: Assistant Bursar

Date reviewed: September 2025

Minibus Safety: Policy

1. Scope

This guidance considers the areas to address when using a minibus as part of activities undertaken by the School.

2. Objectives

2.1. To ensure that there is a suitable vehicle in a satisfactory condition for use.
2.2. To ensure that those using the vehicle are competent to do so.

3. Guidance

3.1. The Assistant Bursar is the School Safety and Transport Co-ordinator and will be responsible for the co-ordination of the use of the minibus.

3.2. All 3 minibuses hold a Section 19 Permit as we are a fee-paying charitable status school. They can only be used by the school and must not be used to carry members of the public. They cannot be operated for profit or for an activity which in itself is carried out for profit. The Section 19 Permit disc is displayed on the windscreen. All vehicles have a 10 weekly / termly safety inspection carried out by Fleet Complete.

3.3. The Bursary will maintain a list of those eligible to drive the minibus. All staff who would like to drive one of the 3 minibuses must complete an annual Driver Questionnaire and DVLA license check.

3.4. The driver of the minibus must have an appropriate and valid driving licence. Points to consider:
- an individual must be at least 21 years old and hold a driving licence for at least 2 years.
- meeting Group 2 medical needs if over 70 years.
- the minibuses are only driven by school employees and on a voluntary not for hire or reward basis.

3.5. Suitable insurance must be in place and is included in the Marsh school policy.

3.6. The vehicle must be in a satisfactory condition, details to be checked are included at Appendix 1. The Minibus Driver under the guidance of the Premise Manager carries out monthly minibus checks on each of the 3 buses and records this. The current month is kept in each minibus and previous sheets are kept in the Premises Office. We also arrange 10 weekly safety checks through Fleet Complete. This is recorded in the H&S files in the Bursary.

3.7. Consideration should be given to planning the journey, including:
- route (and availability of map)

- length of journey and travelling time
- driving time and driver rest breaks
- weather conditions
- the length of journey may require more than one driver

3.8. Supervision needs must be assessed and the rules for any passengers, e.g. wearing of seatbelts, driver not to be distracted.

3.9. An emergency plan should be in place to include:
- means of communication
- dealing with road accidents
- dealing with illness of a passenger / driver
- arrangements for dealing with mechanical incidents, e.g. breakdowns & punctures

3.10. The driver of the vehicle must complete the logbook and report any defects on completion of the journey.

Legal Requirements & Education Standards

References:

A: Commentary on the Regulatory Requirements, Part 3 (www.isi.net)
B: Management of Health and Safety at Work Regulations 1999 (www.hse.gov.uk)
C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook
D: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide
E: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd
F: Licensing for Incidental Drivers of the School minibus (www.gov.uk/dfe)
G: ROSPA Advice and Guidance on the safe use of minibuses (www.rospa.com/roadsafety/info/minibuscode.pdf)
H: Driving School Minibuses – Advice for Schools and Local Authorities (September 2013)

Recommended Review Period: Annual

Review By: Assistant Bursar

Date Reviewed: September 2025

Halliford School
SHEPPERTON

Driver Questionnaire

Driver Name:		**Approx. Annual Mileage:** [Business Use]	

Section 1: All drivers to complete			
1.	Have you been involved in any motor accidents or made any claims for loss or damage (other than windscreen claims) in the last 5 years?	Yes	No
2.	Have you ever had any motor vehicle insurance declined, cancelled, or refused?	Yes	No
3.	Have you been convicted of any driving offences (including fixed penalty notices) in the last 5 years? Or do you have any prosecutions pending?	Yes	No
4.	Have you been disqualified from driving at any point in the last 11 years?	Yes	No
5.	Do you suffer from any medical condition or disabilities that are notifiable to the DVLA?	Yes	No
6.	Are you taking any medication that may impair your ability to drive?	Yes	No
If you have answered YES to any of the questions 1-6, please provide full details below:			

Section 2: Non-company car drivers to complete			
7.	Does your motor insurance policy extend to include cover for business use?	Yes	No
8.	If you vehicle is more than 3 years old, does it have a valid MOT certificate?	Yes	No
9.	Is your vehicle serviced in line with the manufacturer's recommendations?	Yes	No
10.	Does your vehicle have valid vehicle tax in place?	Yes	No
If you have answered NO to any of the questions 7-10, please provide full details below:			

We also need to confirm certain details from your driving licence for which we need a 'Licence check code' from the DVLA. Please visit https://www.gov.uk/view-driving-licence to generate this code, via the 'Share your licence information' tab.

Please print a copy of the licence information and submit it along with this form to the Bursary

I hereby declare that the above statements are true and that there are no other material facts that need to be disclosed. Furthermore, I agree to advise the company immediately of any changes in the above particulars.

Driver Signature:		**Date:**	

Weekly Minibus
Check Sheet

Date	
Minibus Registration Number	
Mileage	

General vehicle checks to be completed			
Is the vehicle taxed?	Yes ☐	No ☐	N/A ☐
Is there suitable insurance in place?	Yes ☐	No ☐	N/A ☐
Checks to be completed outside of the vehicle			
Are the tyre conditions sufficient?	Yes ☐	No ☐	N/A ☐
Are the tyre pressures at a suitable level?	Yes ☐	No ☐	N/A ☐
Are the wheel heel nuts secure?	Yes ☐	No ☐	N/A ☐
Are the number plates in a good condition, visible and clean?	Yes ☐	No ☐	N/A ☐
Are the wing mirrors clean, positioned correctly and not damaged?	Yes ☐	No ☐	N/A ☐
Are the indicators working properly?	Yes ☐	No ☐	N/A ☐
Are the lights (head, side, brake, hazard) clean and working?	Yes ☐	No ☐	N/A ☐
Are the windscreen wipers / washers working properly?	Yes ☐	No ☐	N/A ☐
Are all the windows clean?	Yes ☐	No ☐	N/A ☐
Checks to be completed inside of the vehicle			
Is the spare tyre in a good condition?	Yes ☐	No ☐	N/A ☐
Are the door catches working properly?	Yes ☐	No ☐	N/A ☐
Are seatbelts in a good condition and working properly?	Yes ☐	No ☐	N/A ☐
Is the first aid box properly equipped?	Yes ☐	No ☐	N/A ☐
Is a fire extinguisher present and in good working condition?	Yes ☐	No ☐	N/A ☐
Is the horn working properly?	Yes ☐	No ☐	N/A ☐
Is the jack and tools present in the vehicle?	Yes ☐	No ☐	N/A ☐
Engine checks to be completed before starting the engine			
Is the engine oil at a sufficient level?	Yes ☐	No ☐	N/A ☐
Is the coolant at a sufficient level?	Yes ☐	No ☐	N/A ☐
Is the windscreen washer at a sufficient level?	Yes ☐	No ☐	N/A ☐

Emergency Situations: Policy

Scope

This guidance is applicable to all those involved in responding to and responsible for the management of emergency situations at the School.

Objectives

- To ensure that the School can respond effectively to an emergency situation.
- To enable procedures to be developed for typical foreseeable emergency situations.
- To protect the health & safety of those who may be affected by emergency events.

Guidance

The Headmaster will be responsible for the implementation of this policy.

Emergency situations include, but are not limited to:

- serious injury to a student or member of staff, e.g. transport accident
- significant damage to School property, e.g. fire
- criminal activity, e.g. bomb threat
- severe weather, e.g. flooding
- public health incidents
- effects of disaster in a local community

The planning process for emergencies will involve:

- risk assessment
- planning
- training
- exercising
- reviewing

A School Emergency Plan will be available to all staff, Governors and appropriate provided to third parties, such as the emergency services.

Grab bags

An emergency grab bag can be located by the entrance to the Main House via the back door. It contains the following :

- first aid kit
- wind up torch
- two-way radios
- whistle
- high visibility jackets
- blankets

- log books
- contact details for all staff and students

The grab bag(s) should be checked annually by the Assistant Bursar and be easily accessible.

Risk assessment

This should take account of the particular vulnerability of the School and the surrounding community, which may include:

- location of chemical storage – information contained in the Fire Evacuation book
- nearby watercourses that flood
- location and experience of severe weather
- remoteness of location from emergency services
- size of school community
- those with disabilities and special needs

Planning for an emergency situation

Contact details should be maintained for all those who may need to be communicated with, which may include:

- staff
- governors
- students
- parents / carers
- emergency services
- local authority
- local media, e.g. radio stations

When the plan is activated the priority is to safeguard those on-site and alert the emergency services if necessary.

Roles & Responsibilities

The Headmaster will take overall responsibility for co-ordinating the response to an emergency and will be supported by a School Emergency Management Team ("SEMT").
The composition of the SEMT will typically be:

- Premises Manager
- Bursar
- Senior Deputy Head and Deputy Head Academic

The SEMT will deliver, so far as reasonably practicable:

- overall co-ordination of the response
- business continuity
- communications
- log-keeping
- media management

- necessary resources
- welfare facilities

SEMT members should be easily identifiable during an emergency, e.g. wearing arm band or high visibility clothing.

The SEMT should meet at a pre-designated frequency during the emergency.

The duration of an emergency should be remembered, and the need to relieve SEMT members.

Staff on an educational trip may wish to take a copy of the emergency plan and a grab bag.

When visiting abroad details of the trip may be provided to the Foreign & Commonwealth Office.

Post Incident support

It is important to remember that a traumatic event can have a significant impact. This may manifest itself in:

- sleep disturbance
- recurrent dreams
- disturbing images and memories of the event
- impairment of memory
- feelings of guilt
- difficulty in concentrating
- reduced interest in significant activities
- avoidance of activities similar to the emergency event

Those who could be affected include:

- the injured
- those uninjured but at risk
- witnesses
- related to / friends of those involved
- those who blame themselves or who are blamed by others
- pre-existing behavioural difficulties
- previously suffered bereavement or loss
- witness a similar incident before

It should be recognised that support from educational professionals trained in psychological debriefing, critical incident stress management, bereavement counselling and trauma management may be needed to address:

- short and long term support arrangements
- guidance on the grieving process
- identifying particularly vulnerable individuals
- organisations that can provide assistance

Business Continuity

Critical services need to be maintained during an emergency, these include:

- utility supply
- key suppliers
- access to premises
- key personnel
- access to telecommunications

Paper based records which could easily be destroyed by flood or fire, consider:

- storage of essential documentation in a fire proof safe
- making copies of important documentation and storing off-site
- scanning important records and storing electronically
- having details of specialist in document salvage / restoration as part of your plan

There should be a disaster recovery plan in place for the School, which has back up arrangements in place.

Remember not to be too reliant on any one supplier, and that you have reserve suppliers in place.

For long term emergencies you may need to consider the provision of remote learning.

Site Information

Detailed information about the School site can be important for those responding to an emergency and should include, possibly in separate maps:

- internal hazards, e.g. asbestos, chemical storage
- external hazards, e.g. rivers, reservoirs, industrial sites, main roads
- utility supplies, e.g. isolation of services
- evacuation procedures e.g. routes and assembly points
- significant places in the neighbourhood, e.g. rest centres, nearby schools
- pre-designated areas for use, e.g. lockdown rooms, briefing centres, temporary accommodation

Evacuation

Staff should be aware of warning signals, which may need to be given at short notice, they should be different for:

- fire evacuation
- lockdown remain inside
- all clear

The difference should be easily identifiable.

The purpose of evacuation is to move people away from danger to a safe place.

There should be a rehearsed procedure in place (including any PEEPS).

If the entire site has to be evacuated students and staff may need to move to an initial assembly point before going to alternative premises. If the main school needs to be evacuated the whole school will make its way to the Sports Ground, Church Road, Shepperton.

The use of buddy schools, rest centres and other places of safety (village, church halls etc.) may be necessary. It is important to remember to establish facilities available which may include:

- toilets
- catering facilities
- heating
- first aid
- chairs / tables
- beds / sleeping bags
- access for the disabled
- backup generator
- office facilities
- how to travel to the site

Shelter

Some emergencies may require staff and students to shelter within the School building. All staff will have a key role in reassuring students and alleviating parental / carer concerns.

Depending on the nature of the event, it may be difficult to estimate the duration. It may be useful to have details of individuals with any specific needs for an extended time at School.

Where environmental hazards such as smoke are present, source of entry should be closed and air circulation systems switched off.

Lockdown

Lockdown procedures may be needed in a number of situations such as:

- Incident or civil disturbance in the local community,
- An intruder on the school site,
- A warning being received regarding a local risk of air pollution (e.g. smoke plume, gas cloud),
- A major fire in the vicinity of the school.

These are only a few examples, and dependent on the location of school, there may be more.

The basic principles of the School's lockdown procedure include;

- Staff to be alerted to the activation of the plan by a recognised signal, which should be audible throughout the school,

- Those who are outside of the school buildings are brought inside as quickly as possible,
- Those inside the school should remain in their classrooms,
- All external doors and, as necessary windows are locked,
- Depending on the circumstances, internal classroom doors may also need to be locked,
- Once the area has been locked down staff should immediately notify if any staff / students are not accounted for, and instigate an immediate search,
- Staff should encourage students to keep calm,
- The school should establish communication with the Emergency Services as soon as possible where appropriate,
- If necessary, parents should be notified as soon as it is practicable to do so via the school's established communications system,
- Students not to be released to parents during a lockdown,
- If it is necessary to start an evacuation, the fire alarm will be sounded (fire alarm should be different to the lockdown alarm),
- No one should move until they have been given further instruction.

The lockdown signal must be clearly identifiable to prevent confusion.

Communication systems should be identified, e.g. two way radio, usage of school computers, mobile phone.

The procedure should be as simple as possible, so as not to promote confusion and panic.

Closing the School

This is a very rare occurrence and will normally be the decision of the Headmaster however, occasionally local or central government may recommend this course of action.

Any decision to close must balance benefits (time for arrangements to be put in place) against the drawbacks (situation not as bad as initially feared).

Students and parents should be notified of any closure at the earliest opportunity.

It may be possible for the School to be partially operational. If this is the case priority should be given to students who are taking exams, etc.

The School should reopen as soon as possible so that students' education is disrupted to a minimum.

Communications

It is likely that concerned parents and carers will be contacting the School by phone for information. To enable consistent communication, a message only answer machine can be set up with the latest information. This must be updated as appropriate.

Specials lines may be set up for communication with the emergency services. The emergency services may advise what information should be given to students and parents / carers.

Those directly affected should be contacted personally.

A log of communications should be kept.

Points to remember:

- text messaging can be an effective way of communicating with students and parents / carers. The school has access to Clarion and this can be sent to the whole school community via a Smartphone.
- consider a spare battery for mobile phones and the network coverage at your location

Media Management

Any significant event is likely to attract, local, national, and international attention.

A member of the SEMT should have media training so that they can act as a contact point.

The emergency services may be able to help with media enquiries.

All media statements should be approved by the School before issue.

Bomb Threats

Bomb threats can be communicated in several ways including by phone, e-mail and social media (e.g. by Twitter, Instagram, Facebook etc.), by post or a written note, face-to-face or by leaving a suspicious item / vehicle on the premises. Threats can also be delivered by a third party i.e. who is not related to the intended victim.

Any threat received should be treated seriously by all staff, and immediate action must be taken, by informing the Bursar or Headmaster and the Police / Fire Brigade by calling 999 and giving them as much information as possible in regards to the threat.

Threats made over the phone

Threats can be received over the phone, warning an organisation that a bomb activation is imminent. Some staff have access to a direct line as part of their work duties, and therefore may be the receiver of the threat. These threats can be hoaxes that are intended to cause alarm and disruption to an organisation or community. Whether you suspect the call to be a hoax or not, it is not your responsibility to decipher this.

If the threat is received by phone, the recipient should:

- stay calm and listen to the caller carefully;
- gather as much information as possible during the phone call using the checklist in Appendix A;
- if possible, alert another member of staff about the call so that they can call 999 immediately; and
- if the threat is received by a text message or similar, the recipient must not reply, forward or delete the message.

Threats made by e-mail or social media

Threats can be made via online platforms such as e-mail and social media sites such as Twitter, Instagram and Facebook. All staff have access to a work e-mail, and all staff may be using social media platforms, and therefore could be the receiver of this type of threat.

If the threat is made by e-mail or social media, the recipient should:

- stay calm;
- not reply, forward or delete the message;
- note the sender's name, e-mail address, username or ID;
- if possible, save the message; and
- preserve all web log files for the organisation to assist with the Police investigation (i.e. 7 days prior to the threat and 2 days after the threat has been made).

Threats made by post (e.g. suspicious packages / mail)

Reception Staff are responsible for handling the post when it is delivered on to the site. Suspicious mail/packages can come in a form of an envelope or a package, delivered by hand or through the post.

Potential Indicators of a Suspicious Package:

- Discolouration, crystals on surface, strange odours or oily stains
- Envelope with powder or powder-like residue
- Excessive tape or string
- Unusual size or weight, given the size
- Lopsided or odd-shaped envelope
- Postmark that does not match return address
- Postmark maybe foreign and unfamiliar
- Restrictive endorsements such as 'Personal' or 'Confidential'
- Handwritten, block printed or poorly-typed addresses
- Incorrect titles
- Job title but no name
- Misspelling of common words
- No return address
- Items addressed to individuals that are no longer with the organisation

This is not an excessive list, and there may be other characteristics which may make you suspect a package.

If the threat is made by post, the recipient should:

- stay calm;
- not touch the package further or move it to another location;
- not try to clean up any substances;
- clear the immediate area and keep others away;
- shut windows and doors in the room and leave the room, but keep themselves separate from others and available for medical examination;
- switch off any room air conditioning system;
- list the names of the persons in the immediate area of the mail / package;
- notify [*responsible person*] who should switch off the building air conditioning system, close all fire doors and windows and ensure that personnel are evacuated.

It is advised that any staff members who open postal letters or packages do the following:

- Open letters and packages with an implement.
- Try and not move the item whilst opening it.
- Before taking out the contents, look inside the envelope, parcel etc.
- Wash hands after opening mail.

If the threat is made face-to-face, the recipient should:

- stay calm;
- try to remember as many distinguishing characteristics of the person as possible; and
- notify Bursar and or Headmaster as soon as possible and follow their advice.

Alerting other employees

Fire drill procedures will be used in the case where an evacuation is needed, whilst avoiding the area affected by the bomb threat. It is ideal to either have a code for 'bomb threat' that will not cause panic, but will alert employees to act quickly.

Training

Appendix 1 contains a checklist which is used to help staff deal with a telephoned bomb threat effectively.

Legal Requirements & Education Standards,

References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 (www.isi.net)
B: Reference Gide to the key standards in each type of social care service inspected by Ofsted (www.ofsted.gov.uk)
C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook,
D:"Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide
E: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd
F: Foreign & Commonwealth Office "LOCATE" trip submission line (www.fco.gov.uk)
G: Environment Agency flooding advice (www.environmentagency.gov.uk)
H: Met Office weather alert registration (www.metoffice.gov.uk)

Recommended review period: Annual

Review by: Headmaster/Bursar

Date reviewed: September 2025

Appendix 1

This checklist should be used to help staff deal with a telephoned bomb threat effectively and will ensure that all necessary information is recorded.

Actions to be taken on receipt of a bomb threat:
Switch on recording / voicemail (if possible)
Tell the caller which town / city you are answering from
Record the exact wording of the threat:

Ask the following questions:	
Where if the bomb right now?	
When is it going to explode?	
What does it look like?	
What kind of bomb is it?	
What will cause it to explode?	
Did you place the bomb?	
Why?	

What is your name?	
What is your address?	
What is your telephone number?	

Record time call completed:	
Where automatic number reveal equipment is available, record number shown:	
Inform the Security Co-ordinator (or where there is none, a Senior Manager):	This was reported to: Name: Job Title: Time reported to them:
Contact the police on 999. Time informed:	

The following part should be completed once the caller has hung up and the Security Co-ordinator/Senior Manager and the police have been informed:	
Time and date of call:	
Length of call:	
Number at which the call was received (i.e. your extension number):	

About the caller:	
Sex of caller:	
Age:	
Nationality:	
Language: ☐ Well spoken ☐ Irrational ☐ Taped message ☐ Offensive ☐ Incoherent ☐ Message read by threat-maker	Caller's voice: ☐ Calm ☐ Crying ☐ Clearing throat ☐ Angry ☐ Nasal ☐ Slurred ☐ Excited
Background sounds: ☐ Street noises ☐ House noises ☐ Animal noises ☐ Crockery ☐ Motor ☐ Clear ☐ Voice ☐ Static ☐ PA system	☐ Stutter ☐ Disguised ☐ Slow ☐ Lisp ☐ Accent Type of accent: _____ ☐ Rapid ☐ Deep ☐ Hoarse ☐ Laughter ☐ Familiar

☐ Booth ☐ Music ☐ Factory machinery ☐ Office machinery ☐ Other (specify)	If so, whose voice did it sound like? _____

Other remarks:

Print name: _____ Signature:

Date: _____

Letting and Hiring: Policy

1. Scope

This policy is applicable to the letting/hiring of School buildings and premises to third parties.

2. Objectives

To ensure that:-

2.1. Appropriate liaison is in place between the School and the hirer.

2.2. Any licensing/regulatory requirements have been identified and associated responsibilities agreed.

2.3. Emergency and security issues have been adequately considered

3. Guidance

3.1. All letting/hiring should be arranged through the Bursar.

3.2. The Bursar will establish what the needs of the hirer are and any specific licensing/regulatory requirements, which may include:

Public Entertainment Licence

- this is required for the staging of a dance, disco, concert or similar type of entertainment if the event is open to the public
- a licence is not required if the event is only by members of the organisation arranging it, (e.g. PTA or School) and their guests
- the Bursar should contact the local authority to establish whether a licence is required

Theatre Licence

- this is required for the production of dramatic performances (play or similar) where the public can attend (for the purposes of a Theatre Licence parents are deemed to be members of the public)

Liquor Licence

- A Temporary Event Notice may suffice depending on the nature of the event..

3.3. The hirer should be briefed on the security policy of the School, specific areas to clarify are:

- the prevention of unauthorised access, including out of normal hours use
- the maintenance of escape routes/emergency access
- specific restrictions on use/rules of the School

3.4. The hirer must be briefed on the emergency procedures, including:

- knowledge of the evacuation route
- location of escape routes
- access to telephones

- access to first aid provision

3.5. The Bursar should ensure, in conjunction with the Premises Manager that:

- relevant escape routes are unlocked and available for use
- the hirer is familiar with the layout, fire arrangements and location of designated assembly points
- the hirer is familiar with fire alarm call points, telephone locations and emergency contact numbers

4. The Bursar should request details of insurance arrangements from the hirer and whether the school policy is appropriate

Legal Requirements & Education Standards

References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 (www.isi.net)

B: Health and Safety at Work" Section H of the ISBA Model Staff Handbook,

C: "Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

D: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd

E: Guidelines for Environmental Design in Schools" DCSF Guidance

Recommended review period: Annual

Review by: Bursar

Date reviewed: September 2025

Noise: Policy

1. Scope

This guidance is applicable to all employees and students of the school who may come into contact with activities which may expose them to noise levels above the 2nd action level as defined in the Noise at Work Regulations 2005.

2. Objectives

2.1. To ensure that foreseeable working activities where individuals have the potential to come into contact with significant noise levels are identified.

2.2. To ensure that suitable and sufficient risk assessments are in place where significant risks have been identified.

2.3. To ensure that suitable control measures are put in place to protect the health, safety and welfare of those who may be affected by School activities.

3. Guidance

3.1. It is the School Policy to undertake an assessment of noise levels within its Premises where staff are considered to be at risk of hearing damage. Noise surveys will be arranged by the Bursar.

3.2. Any noise survey that is undertaken will:
- Identify which areas are affected;
- Who is affected;
- The frequency of the noise;
- The engineering controls that could be implemented to reduce the noise levels;
- Establish ear protection zones (EPZ).

3.3. Areas which will be considered for noise surveys will include:
- Physical education;
- Design & Technology workshops;
- Computer rooms;
- Construction activities;
- Music rooms;
- Maintenance work;
- Refurbishment activities
- Special events (e.g. school discos, karaoke, firework displays)
- General guidance.
    - do your employees need to raise their voices to carry out a normal conversation when about 2m apart for at least part of the day?
    - is noise intrusive - like a busy street, a vacuum cleaner or a crowded restaurant - for most of the working day?
    - do your employees use noisy powered tools or machinery for more than half an hour each day?
    - are there noises due to impacts (hammering, drop forging, pneumatic impact?)

3.4. Where reasonably practicable, engineering controls to eliminate, or reduce the effect of noise will be implemented by the Premises Manager / Heads of Department in conjunction with the Bursar.

3.5. Where noise levels cannot be reduced below the 2nd action level, EPZ's will be defined and marked by the Premises Manager in conjunction with Head of Department;

3.6. All personnel entering an EPZ will be required to wear suitable ear protection;

3.7. Details of assessments will be held by the Bursar / Premises Manager. Details will also be supplied to employees and their representatives as appropriate;

3.8. As part of our procurement process, the school will request information on noise emissions from suppliers of plant and machinery.

3.9. If staff are suspected of suffering from hearing impairment due to work activities, then the Bursar will arrange for an occupational health evaluation.

4. Case Studies

At appendix 1 there are examples of school activities with solutions for noisy activities.

Legal Requirements & Education Standards

References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 (www.isi.net)

B: Health and Safety Executive Noise homepage (www.hse.gov.uk)

C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook,

D: " Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

E: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd

F: Guidelines for Environmental Design in Schools" DCSF Guidance

Recommended Review Period: Annual

Review By: Bursar

Date Reviewed: September 2025

Appendix 1 – Case Studies

Advice to Teachers and other School Staff; practical advice and support for individuals

Situation	Initial Assessment	Solutions
MUSIC		
Teaching large groups	Medium risk	**Employer** • Undertake audiometry testing where necessary; • Provide guidance on hearing protection (training); • Provide information on recognising signs of hearing loss (training). **School Management** • Provide sound reduction means in room (acoustic panels, curtains, carpets); • Provide mobile acoustic panels for positioning among musicians; • Provide room of adequate size; • Provide hearing protection. **Staff** • Limit number of loud instruments; • Position louder instruments near rear of group; • Stand away from group; • Individual playing rather than whole group; • Smaller groups; • Use hearing protection; • Avoid standing near hard surfaces (e.g. whiteboards) that reflect sound.
Large scale musical production	Medium risk	**Employer** As above **School Management** • Develop improvements in acoustics in hall; • Provide mobile acoustic panels for positioning among musicians; • Provide hearing protection (specialist "acoustically balanced"). **Staff** • Select suitable premises (if options available); • Arrangement of musical instruments; • Use hearing protection.

Situation	Initial Assessment	Solutions
MUSIC		
Small music practice room Example Peripatetic music teacher complains of tinnitus and hearing loss. He teaches percussion 5 hours a day. Walls concrete, suspended ceiling & floor carpeted.	Very high risk	**Employer** As above **School Management** As above + • Consider replacement of traditional drum kit with electronic drum pads - with volume control; • Fit instruments with "mufflers" to reduce noise output; • Fix Acoustic panels to walls to reduce reverberation of noise. **Staff** As above
SITE MAINTENANCE		
Building and equipment maintenance Example A school caretaker complains of headaches and ringing in his ears after using certain hand-held power tools for prolonged periods, such as a 240V power drill, in order to complete routine repair and maintenance tasks across the school.	Medium risk	**Employer** • Undertake audiometry testing; • Provide guidance on hearing protection (training); • Provide information on recognising signs of hearing loss (training). **School Management** • Is this a job for the caretaker or for a building contractor? • Have all power tools been serviced and maintained in accordance with the manufacturer's recommendations; • Obtain noise level information relating to the power hand tools from the supplier or manufacturer. **Staff** • Consider can the job be done in a different but safer way, e.g., hang the picture with adhesive hooks instead of drilling holes; • Consider whether a manual tool could be used instead; • Provide hearing protection.

Situation	Initial Assessment	Solutions
DESIGN & TECHNOLOGY		
Preparation of Materials Example A newly recruited Design & Technology Technician is concerned about having to repeatedly use rather noisy woodworking machinery and complains of some ringing in his ears after prolonged use. On average the technician spends some 2-3 hours sawing or preparing timber on the school's circular saw, band saw and planer thicknesser. In addition, staff using nearby classrooms are also repeatedly complaining of excessive noise generated by this equipment when in use.	High risk	**Employer** • Undertake audiometry testing; • Provide guidance on hearing protection (training); • Provide information on recognising signs of hearing loss (training); • Carefully consider the location and design and layout of new workshops in the case of refurbishments and/or new build projects. In particular, the use of sound-absorbing materials in the construction of the building and/or the use of appropriate sound-absorbing cladding affixed to the walls and ceilings of workshops. **School Management** • Consider purchasing the timber in pre-sawn/ready machined sections; • Consider mounting the woodworking machinery on anti-vibration mounts or matting; • Ensure that the woodworking machinery is regularly serviced and maintained in accordance with the manufacturer's recommendations; • Ensure that staff are competent to operate the equipment and therefore machining the timber correctly; • Obtain noise level information relating to machinery from the supplier or manufacturer; • Consider phasing out and replacing old machinery with new equipment capable of operating at reduced noise levels; • Consider restricting the use of noisy machinery to certain times of the day and/or limit the length of time technician staff are permitted to operate; • Consider establishing a 'hearing protection zone' around the noisy machines and providing appropriate hearing protection for technician staff (refer to findings of noise risk assessment). **Staff** • Consider can the job be done in a different but safer way; • Consider whether a manual tool could be used instead; • Provide hearing protection.

Situation	Initial Assessment	Solutions
PHYSICAL EDUCATION		
Sports Halls Example Physical Education Teacher teaches a range of sports in Sports Hall - she complains of tinnitus and headaches and that the sports hall echoes. Walls concrete, ceiling exposed beams and corrugated metal and solid, rubberised, floor	Medium risk	**Employer** • Carefully consider the location and design and layout of new sports facilities in the case of refurbishments and/or new build projects. In particular, the use of sound-absorbing materials in the construction of the building and/or the use of appropriate sound-absorbing cladding affixed to the walls and ceilings; • Undertake audiometry testing. **School Management** • Reduce amount of time spent in Sports Hall by rotating teaching staff through the available teaching areas. **Staff** • Report concerns to Head of Department.
SPECIAL EVENTS		
Special events - school concerts, etc.	Low risk	**General advice** • Turn volume down to a reasonable level where you do not have to shout to be heard; • Do not stand next to speakers; • Maintain speaker equipment; • Direct speakers away from quiet areas; • Have designated quiet areas and take breaks away from noise; • If using amplified music or 'regulated entertainment' consult with the local environmental health department noise team.
MINIBUS DRIVING		
Minibus driving	Low risk	**Employer** • Provide guidance on use and maintenance of road vehicles; **School Management** • Maintain vehicles in good order to prevent unnecessary noise from loose components; • Source funding to avoid use of old or dilapidated vehicles. **Staff** • Report defects on vehicle to the Bursar.

Working at Height: Policy

1. Scope

This guidance is applicable to all employees of and workers/contractors for the School who undertake activities associated with working at height.

2. Objectives

To ensure that the School complies with the requirements of the Work at Height Regulations and in particular to ensure that:-

2.1. All work at height is properly planned and organised.

2.2. Those involved in work at height are competent.

2.3. The risks from work at height are assessed and appropriate work equipment is selected and used.

2.4. The risks from fragile surfaces are properly controlled.

2.5. Equipment for work at height is properly inspected and maintained.

2.6. Any person working at height is appropriately trained including in the use of ladders and towers.

3. Guidance

3.1. The Premise Manager will apply the following hierarchy for managing and selecting equipment for work at height, namely:

- Avoid work at height where possible
- Use work equipment or other measures to prevent falls where it cannot avoid work at height
- Where it cannot eliminate the risk of a fall, use work equipment or other measures to minimise the distance and consequences of a fall should one occur
- All non-routine tasks must be individually risk assessed and a safe system of work pre-planned.
- A flowchart is included at Appendix 2 for controlling work at height

3.2. The School requires that work at height, including organisation, planning, supervision and supply and maintenance of equipment is only to be undertaken by competent people. A list of typical School tasks that may involve working at height is included at Appendix 1.

3.3. When equipment is selected for work at height it will be:

- The most suitable equipment for the task
- Give collective protection measures priority over personal protection measures
- Take account of working conditions and the risks to the safety of all those at the place where the work equipment is to be used.

3.4. Inspection of equipment used for work at height will be undertaken by a competent person i.e. Premise Manager as appropriate.

3.5. Ladders will be used in accordance with HSE document INDG 402 Safe Use of ladders and stepladders.

3.6. Any Contractors used by the School will be expected to follow the principles of this guidance. All contractors must provide their own ladders etc for the task assigned to them.

3.7. In tasks where school employees work at height they must abide by the guidance and have undertaken suitable and "in date" training.

Legal Requirements & Education Standards

References:

A: Handbook for the Inspection of Schools - The Regulatory Requirements, Part 3 (www.isi.net)

B: Health and Safety Executive, work at height homepage (www.hse.gov.uk)

C: Health and Safety at Work" Section H of the ISBA Model Staff Handbook,

D: " Health and Safety and Welfare at Work" Chapter N of the ISBA Bursar's Guide

E: "Insurance" Chapter K of the Bursar's Guide by HSBC Insurance Brokers Ltd

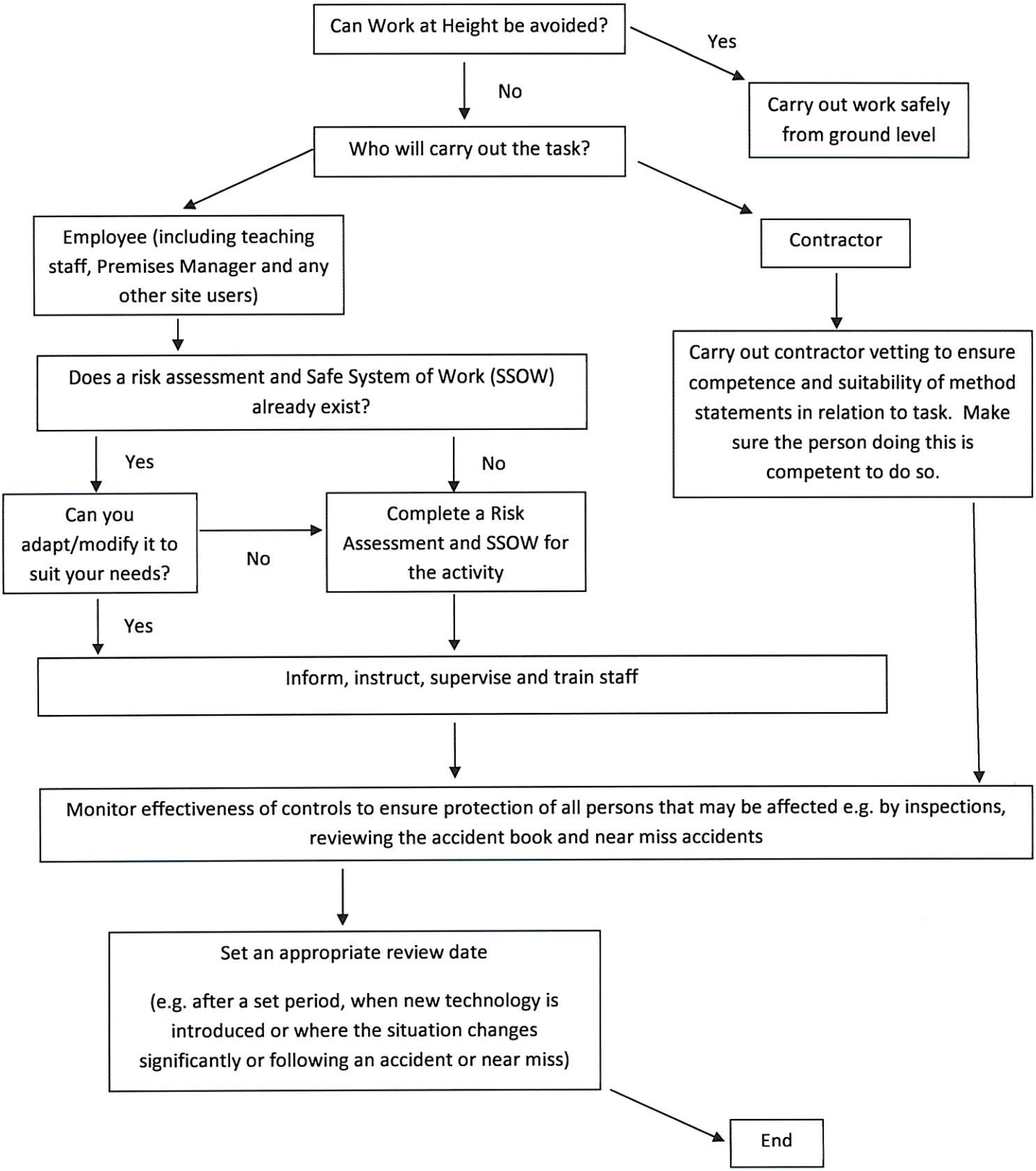
F: Guidelines for Environmental Design in Schools" DCSF Guidance

Recommended review period: Annual

Review by: Bursar/Premise Manager

Date reviewed: September 2025

Appendix 1: Typical School Areas Requiring Work at Height

- Putting up displays
- Placing / retrieving items stored above head height
- Opening and closing windows
- Stage support work during drama activities
- Moving and erecting PE equipment
- Cleaning
- General site management / caretaking activities
- Maintenance and repairs
- Construction work / projects

Appendix 2. Schools Working at Height Flowchart