

Suffolk County Council Schools' Safety, Health and Wellbeing (SHaW) Self-Audit Guidance

General Introduction

This guidance document will support you to complete the SCC School's Safety, Health and Wellbeing (SHaW) self-audit.

It includes Suffolk County Council advice and national guidance, including the Department for Education, the Health and Safety Executive and similar professional organisations. Where relevant, references or credit has been noted.

Any school or academy can use this self-audit. However, much of the guidance relates to Suffolk County Council's maintained (non-VA, non-foundation) schools. Non-maintained schools should seek guidance from their competent health and safety person based within their Trust or organisation, if they have a different audit process.

What is included in a SHaW self-audit?

This audit has been designed to cover several aspects of the management of health and safety. It incorporates:

- The management of SHaW at senior level (including communication)
- Day to day organisation of SHaW (including staff co-operation and understanding)
- Documentation (including risk assessment, policies, and subsequent procedures etc)
- All aspects of the premises.

Who can carry out the SHaW self-audit and why do it?

The monitoring of SHaW performance is an essential part of management. It is important that the management system for any school includes SHaW monitoring as a normal part of day-to-day activity, and not as a 'bolt-on' task for which time or resources have to be set aside on an ad hoc basis. A senior manager, ideally the Headteacher, should lead the audit.

A governor's role in the process may be determined by a number of factors, including their existing expertise and / or willingness to be actively involved. There are no specific rules about what involvement individual governors should have in monitoring SHaW. However, the governing body must make sure the school's own SHaW policy is followed and that the use of the school's budget addresses existing and / or foreseeable risks arising in connection with the activities undertaken within the school or under the supervision of school staff.

In any case, anyone who is involved with the audit should have a good working knowledge of SHaW. This may have been gained in a previous post, or they may be a Union representative. Equally, the person carrying out the audit may have attended a SCC health and safety course (details on these courses can be sought from the Schools' SHaW Advisor). Senior staff are positively encouraged to be involved in the process, not just to receive the results of the audit itself.

The process may well involve different personnel for different areas as they will have more knowledge of specific areas and the management of SHaW. For instance, a caretaker may wish to accompany the Bursar on a tour of the outbuildings, to include work sheds, stores, etc, and to confirm testing of fire precaution equipment.

Equally there may be areas of your school which demand a more qualified approach. Basic checks can and must still be made on areas such as swimming pools, and play / gym equipment, but professionally qualified personnel should be undertaking the full audit of those areas. **This is noted within the audit.**

All school managers should audit their premises and processes. Whilst it is not a legislative requirement, it shows due diligence and commitment to ensuring your staff, pupils and all those who are affected by your undertakings are as healthy and safe as reasonably practical. You will note areas for improvement, and undoubtedly those where you are already doing well. But what is important is that the full audit process can give you a complete picture of the 'state' of your SHaW culture which you should discuss with your staff. A consulted and involved staff body is important.

How do we actually 'do' the audit?

The audit does not need to be done on one day, this is really important. As the audit is very comprehensive it is split in to nine sections, based around topics. You can spread the audit over a week or ten days, allocating different topics for each day.

Each topic has a set of guidance notes which you will find below. The guidance also provides weblinks to national organisations which may be of some use to you when you complete your audit. If you cannot find the information you need, you can access the [Schools' Health and Safety webpages](#).

The audit is set out in columns as follows:

Column A: The question number separated by topics, which also relates to the guidance notes below.

Column B: The question being asked on the topic section.

Column C: A space for you to mark down 'yes', 'no' or 'N/A' to the question.

Column D: Where documents or inspections are mentioned, put the date of the last time it was done or reviewed here. If it's not relevant, N/A can be used.

Column E: This is where you put the date that your next inspection or document review is due to take place. If it's not relevant, N/A can be used.

Column F: This is where you put your evidence to back up your 'yes' or 'no' or 'N/A' answers, i.e., your current actions to ensure it is all as safe as reasonably practical.

Column G: Ask yourself whether what you are doing is good enough – are your inspections in date? Are your inspections within the given timeframe? If not – what do you need to do? Detail your intended actions here.

Column H: This is the place to note when the action from column G needs to be done by.

Column I: When you've carried out that action, record the date you've done it, together with the name of the person who did it. Please also sign it.

At the end of each section there is also an area for your own notes if you need to use that.

Your self-audit is an active tool to help you manage your SHaW risks. Please don't just put it on a shelf after it's done; collate your actions, perhaps adding them to your **Nine Term Plan** (see notes below), ensure you follow up on them and consider a review of the audit six months later.

You can customise the audit checklist to suit your own requirements, adding questions for specific items within your school. You can also add separate pages for general items to be checked in each individual room, for example, the condition of the floor covering or the condition of the electrical sockets – especially if you know there's a recurring problem.

How often should we carry out a SHaW self-audit?

It is recommended that **full audits should take place on a yearly basis, or more often when significant change occurs** (e.g., a serious premises incident, new build, larger cohort of staff or pupils, legislative change).

Local checks should be determined by the school and dependent on risk assessment. There is further guidance below, and advice can always be sought from the Schools' SHaW Advisor.

The Guidance

The following notes provide extra information and explanation of some of the questions in the checklist. Invariably you will be pointed to guidance on [Suffolk Learning](#), or national organisations. Sound advice is posted via the [Education section of the HSE](#), [health and safety for schools on Gov.UK](#) and [Department for Education](#) websites.

Happy auditing! Just remember to contact your SHaW Advisor if you need any help.

Guidance for Suffolk Schools' SHaW Self-Audit

1.0 Policies, Procedures, and the Law

| Question number | Question | Guidance |
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| 1.1 | Do you have a school specific health and safety policy which has been reviewed within the last 12 months? | <p>The law says that you must have a written SHaW policy if you have five or more employees. Whilst SCC has an overarching policy, it will not be specific to your school's organisation or arrangements, so you must write your own. Guidance can be found via the two links below.</p> <p>https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/school-hs-policy-and-9-term-plan</p> <p>https://www.hse.gov.uk/simple-health-safety/policy/index.htm</p> |
| 1.2 | Do you display your SHaW Statement of Intent? | <p>The Statement of Intent is the first section of your policy and will usually be no more than one page. It is detailed in the policy guidance at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/school-hs-policy-and-9-term-plan on page six. It is a useful document to display in a public area and shows people your commitment to everyone's safety.</p> |
| 1.3 | Do you have written health and safety procedures / safe systems of work? | <p>It is sensible and in a lot of cases a legal requirement to have written SHaW documents such as risk assessments and policies (etc). These can be kept in different ways – a shared drive, a folder of documents in the relevant area (e.g., laminated safety and emergency procedures in a swimming pool area), a clearly labelled folder in the staff room. What also matters is that the documents are reviewed and communicated.</p> |
| 1.4 | Have you got a system to ensure new or updated policies and procedures are brought to the attention of ALL staff? | <p>You could email all staff with new documents, put up clear notices on your health and safety notice board, give the documents out (or tell staff where they are) in team meetings – whatever you decide, make sure it's a system that works (get feedback in 121s) and that staff know where to get SHaW information. On the Risk Assessment page of Suffolk Learning you can find a 'document acknowledgement signing sheet'. It ensures a record of staff receiving SHaW information.</p> |
| 1.5 | Do you follow the Nine Term Plan (9TP)? | <p>A useful way of organising your SHaW agenda throughout the year. You can tailor it to your requirements. https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/school-hs-policy-and-9-term-plan</p> |

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| 1.6 | Is the Health and Safety Law leaflet (by the HSE) available to staff or do you have the HSE poster (filled in) in a prominent place for staff to see? | The law requires that employers display a poster OR make the H&S law leaflet available to staff. You can download either / both for free from https://www.hse.gov.uk/pubns/books/lawposter.htm |
| 1.7 | Is the Employer's Liability and Public Liability (insurance) notice clearly displayed and in date? | For LA maintained schools – a copy of the SCC Insurance policy can be downloaded from here: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/suffolk-policy |
| 1.8 | Do you, or the Governing Body, keep records of school health and safety meetings? | Always a good idea to keep a record of what's been said in SHaW meetings – you can track jobs to be done, budget allocation and who is doing what, and when! It is also a good plan to let all staff know where the minutes are, as it's in everyone's interest to know. |
| 1.9 | Do you have a school-specific Business Continuity Plan (BCP)? | A BCP can cover many aspects of what you would do in various emergency scenarios. This can include loss of staff, loss of power, flooding, etc. Guidance can be found at: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety/business-continuity |
| 1.10 | Do you have a dedicated notice board for SHaW information? | It is recommended that every school staff room should dedicate space to SHaW information – you can post the SHaW policy here, alongside information on mental health and wellbeing, and use it to let your staff know where policies, procedures and risk assessments can be found. Don't forget to refresh it regularly. |

2.0 Monitoring and Inspections (in-house and professional)

| Question number | Question | Guidance |
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| 2.1 | Do you have a monitoring and inspection regime for all in-house checks? | <p>All in house checks, including water temperatures, emergency light tests, visual checks on PE and play equipment, should be carried out in line with recommended timings. You can find that information here https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/premises-management (H&S testing and inspection regimes) and here https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/audits-and-workplace-inspections (same name).</p> <p>In addition to these checks, it is expected that a delegated staff member will be responsible for in-house fire precaution checks, and visual inspections on PESSPA.</p> |

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| 2.2 | Do you have an inspection regime / process for external professionals' checks? | You can follow the same checklist as above – it will be obvious which are undertaken by external professionals. |
| 2.3 | Are all checks, inspections and / or monitoring logged, and followed up if actions are required? | It's really important to record all your inspections and checks – your Premises Log Book will be ideal for this and with items like person hoists a notebook of recorded checks can be kept in the room with the lifting equipment (clearly abiding by hygiene requirements). Ensure you date the checks and ensure that there is a form for logging any actions to be undertaken – by whom and when. |
| 2.4 | If asbestos is present in the school, are arrangements in place to periodically check that all areas are in good condition and without damage? | This is another visual check which staff can do in-house. Staff need to be aware of where asbestos is within the premises and you will need to ensure that any damage to the fabric of the building is reported without delay. Staff also need to know that they must NOT make any changes, or fix anything to, the fabric of the building without knowing where asbestos is. A Consent Form / Building Change Request Prior to any intrusive works on buildings constructed before the year 2000 and Asbestos Refurbishment and Demolition survey for asbestos MUST be carried out as recommended in HSG264 'Asbestos: The survey guide'. The Asbestos Management Checklist for Schools is useful. |
| 2.5 | Do you use the HSE's classroom checklist in ALL classrooms? | This is a really useful checklist for all teachers to use – usually every half term. You can find it here: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/audits-and-workplace-inspections |
| 2.6 | Is all equipment used for lifting people (including hoists, elevators, and mobile elevated work platforms etc) professionally inspected by a competent person, every six months? | This type of work equipment must be checked in accordance with the Lifting Operations and Lifting Equipment Regulations 1998 (LOLER). This section is about the type of lifting equipment which lifts people: including hoists, slings and person elevators etc. The HSE's guidance on this is at https://www.hse.gov.uk/work-equipment-machinery/lift-persons.htm and further at https://www.hse.gov.uk/pubns/indg339.pdf . It lists what is deemed a competent person, and how a trained member of your staff can carry out intermittent checks. |
| 2.7 | Is all machinery used for lifting inanimate objects professionally inspected every twelve months? | This section is about equipment which lifts goods (LOLER still applies) – which can include goods lifts, dumb waiters to dining halls, and mobile elevated work platforms (sometimes used for window cleaning or building work). https://www.hse.gov.uk/work-equipment-machinery/loler.htm and https://www.hse.gov.uk/pubns/indg339.pdf refers. |

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| 2.8 | Do you have procedures for staff to check person lifting equipment (including visual checks on slings) before every use? | When lifting people, all the equipment should be visually checked before use by the staff undertaking the task. This should include (not an exhaustive list) checking the stitching on slings, checking that the correct equipment is being used for the individual, checking any movable parts are operating correctly and double checking any stickers on the equipment which denote the professional check dates. You can keep a record book near the equipment so that staff can sign off visual checks. There is some excellent guidance which should supplement staff training at https://www.hse.gov.uk/pubns/hsis3.pdf - 'Getting to Grips with Hoisting People'. |
| 2.9 | Is all portable electrical equipment subject to regular testing in accordance with the HSE and SCC guidelines (i.e. PAT testing)? | The frequency of inspection and testing depends upon the type of equipment and the environment it is used in. For guidance on suggested frequencies of inspection and testing, see: https://www.hse.gov.uk/pubns/priced/hsg107.pdf which is an HSE document called 'Maintaining Portable Electrical Equipment'. |
| 2.10 | What was the date of the last "five-year inspection" of fixed electrical installation(s), and do you have a record of this? | Fixed wire testing is a legal requirement. It shows that the premises' electrical system is safe, maintained and tested by competent and qualified people. Further information can be found on the HSE's site: https://www.hse.gov.uk/electricity/faq.htm#maintaining-it-safely |
| 2.11 | Is all gas equipment serviced annually by an engineer who is qualified and registered on the national scheme? Give the last date if applicable. | Information on the servicing of gas appliances, intakes and cylinders can be found on the Vertas Statutory Checks sheet (called "H&S testing and inspection regimes") – either via your Property Advisor or at the Premises Management pages on Suffolk Learning – here: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/premises-management |
| 2.12 | What was the date of the last annual inspection of gas or oil-fired boilers, including any boilers in caretaker's accommodation and other non-teaching buildings associated with the school? | See above for further guidance. |
| 2.13 | If you have any other method of heating or electrical source not covered as above, give the date of the last inspection, and make any notes accordingly. | Talk to your Property Advisor about this – it is likely that your heating system is covered by specific regulations and you must therefore keep to the regulatory testing regime. |
| 2.14 | Is local exhaust ventilation equipment (LEV) subject to at least an annual thorough | You may find LEV in DT rooms, science labs and even in some art rooms. Ensure that the systems are inspected at least annually and that staff who are using the teaching space where the LEV is, |

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| | inspection and test, and are all LEV labelled with a pass or fail sticker? | know how to report any failures. Ensure that failed equipment is not used and that the activity it is supposed to control, is not carried out. https://www.hse.gov.uk/lev/ |
| 2.15 | Is the ventilation equipment (especially over cookers), cleaned on a regular basis to remove grease and other debris, and is this recorded? | See above for useful assistance from the HSE on LEV and also this publication https://www.hse.gov.uk/pubns/cais10.pdf called 'Ventilation in Catering Kitchens'. |
| 2.16 | When was the last inspection of water tanks? | For all things 'water and legionella' go straight to the Corporate Water Hygiene Management Plan (HMP) in your local files, and to your Property Advisor for further guidance or explanation. The Water HMP gives clear guidance on what needs testing and when, and by whom. |
| 2.17 | When was the last water hygiene / quality check? | The Water HMP can be found on the Premises Management page of Suffolk Learning if you need another copy and the HSE gives lots of information on water hygiene at https://www.hse.gov.uk/legionnaires/ |
| 2.18 | When was the last annual inspection of PE equipment (indoor and out), undertaken by a competent specialist? | SCC require that all maintained schools / settings actively procure a yearly inspection on PE equipment (do not confuse this with outdoor play equipment – that's further down!). The Association for Physical Education (AfPE) has a list of accepted inspectors – please ensure you use one of these. You can find that information here: http://www.afpe.org.uk/physical-education/inspection-maintenance-of-pe-and-sport-equipment-afpe-approved-partners/ with a note from SCC H&S and Insurers here: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/physical-education-and-playgrounds- |
| 2.19 | Are all goals / netball posts (etc) suitably fixed to prevent them from tipping over and / or being pulled over inadvertently? | Nationally, these are a concern and it is an absolute 'must' that schools do not have unfixed posts in playgrounds or pitches. They can cause serious injuries if they fall on people and there is no excuse for unstable posts. |
| 2.20 | When was the last annual inspection of outdoor play equipment undertaken by a competent specialist? | Please see the guidance note called 'PE and Playground Equipment Inspections – October 2019' at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/physical-education-and-playgrounds- for information. Your specialist and competent inspector MUST be registered with the RPII to carry out outdoor equipment annual checks. The RPII website is at https://www.playinspectors.com/ |
| 2.21 | Is all play AND PE equipment visually checked on a regular basis by school staff, and actions | Do not assume that just because you've had an annual check that six months down the line the equipment is still fit for purpose – wood rots, metal rusts, and constant use can break down joints |

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| | undertaken to remedy any problems? | and supports. Ensure that someone visually checks the equipment on a regular basis. Visual checks can include the ground surface, bolts and screws, stability of climbing equipment, and the clearance of general obstructions. RoSPA give good basic advice here: https://www.rospa.com/play-safety/Advice/Inspection-Maintenance . |
| 2.22 | Do you ensure regular checks on your swimming pool - both water hygiene and general premises safety measures? Do you check your water safety equipment including life saving devices and pool hoists? | The HSE has good advice here: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/physical-education-and-playgrounds- (embedded document) and with regard to pool water, the Pool Water Treatment Advisory Group has published a range of advice at https://www.pwtag.org/ . “Swim England and Swimming.Org” has lots of helpful advice about water safety at: https://www.swimming.org/search/?utm_source=custom-search&utm_medium=website&utm_campaign=global-search-overlay&q=safety and there are some useful resources for downloading at: https://www.swimming.org/schools/resource-pack/ |
| 2.23 | Do you have arrangements in place for the assessment of trees on your site ? | If you have established trees on your premises, you are likely to need to have an assessment carried out every year (or in significant circumstances like after a storm) to ensure they don't pose a risk to anyone or to your buildings. You need to contact your Property Advisor for this. The following link is useful to see why they need to be done. https://www.trees.org.uk/Help-Advice/Public/When-and-why-do-I-need-to-do-a-risk-assessment |
| 2.24 | If you let or hire your own halls or rooms out, are these checked regularly, and a record of those checks made? | Simple checks on areas you hire out are important – you need to document those checks as well. You can use the HSE's 'Village and Community Hall' checklist (even though YOU are hiring out your area), as it has a good list of topics to review. Ensure there's a contact number for people who hire your rooms so they can call you in an emergency. |
| 2.25 | Is your lettings policy fit for purpose and contains all relevant health and safety requirements? | Make sure you stipulate in your hiring agreements what you expect of the people who hire rooms. You will want to ensure that they do basic checks, like visual checks on any equipment they use, and if they are bringing equipment into the school (e.g., speakers / stereo etc) they should be checked. You may also want to ensure that they complete a 'close down' checklist for security if they are expected to lock up. |
| 2.26 | Have you checked that your insurance covers hiring rooms / halls out? | Contact the Insurance Team on insurance@suffolk.gov.uk to make sure. |

3.0 Risk Assessment, Safe Systems of Work and Procedures

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| 3.1 | Do you risk assess all your activities at the school? | Almost a trick question – because you shouldn't need to risk assess everything. The HSE stipulate that you need to assess anything which presents a risk of injury or ill health. Ensure that you consider pupils, staff, visitors, contractors, and anyone else who may come on to your premises who could be harmed by your actions or non-actions. |
| 3.2 | Do you follow the risk assessment topic guidance on Suffolk Learning? | A handy list of potential activities and things to be assessed is at: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/risk-assessment - called 'Risk Assessment topic guidance'. |
| 3.2 | Have you carried out a general premises risk assessment that includes all areas of the grounds and buildings? | A termly walk round with any maintenance personnel you employ, or even just the Premises Responsible Person will really help add detail to your risk assessment. |
| 3.4 | Do you follow the risk assessment guidance via CLEAPSS, AfPE and other recommended sources of information provided and promoted by CYP and Suffolk County Council? | All maintained schools have access to CLEAPSS (science, art and DT health and safety information). If you don't know your password, contact CLEAPSS via https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/cleapss--safety-in-science,-art-and-dt . Your SHaW Advisor is a member of AfPE (Association of Physical Education) and you can use the usual contact details of nina.bickerton@suffolk.gov.uk to find out more. |
| 3.5 | Do you subscribe to EVOLVE (school trip risk monitoring service)? | Find out more at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/educational-visits-and-evolve . |
| 3.6 | Do you write risk assessments for educational visits and school trips - both 'local' and 'adventurous' visits? | Even if you don't ever go on what might be termed 'adventurous' trips, you should still be carrying out your own risk assessment on local visits. Anything adventurous can be logged on EVOLVE if you use it – if not, please see the benefits from it by checking it out with ed.visits@suffolk.gov.uk |
| 3.7 | When was the risk assessment for water testing and legionella last reviewed? | This is a topic to discuss with your Property Advisor. Water Hygiene (Legionella) Risk Assessments (RAs) should be undertaken every two years. (see 2.17 above) |

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| 3.8 | Has vehicle movement on the school site been risk assessed? | Always risk assess vehicle movement – taxis and buses coming in and out, deliveries, staff car parks. Some useful information on traffic management can be found at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/driving-for-work-including-minibus-safety |
| 3.9 | Have specific risk assessments been completed for working at height? | Information on training for working at height, and for the general use of ladders, can be found on pages one and two of ' Premises Management ' on Suffolk Learning. |
| 3.10 | Have risk assessments been carried out for chemicals and substances hazardous to health (CoSHH) which are held on the premises? | Please do ensure that you assess your chemicals and paints on site. If you have cleaners who are contracted, they should have their assessments on site, and they should be able to be shared with you whenever you need them. Further information can be sought on the ' Premises Management ' pages of Suffolk Learning. |
| 3.11 | Do you conduct expectant or new mother risk assessments when required? | Please contact your HR representative for assistance on this – or see https://www.hse.gov.uk/mothers/ for general advice. There is also a risk assessment template on Suffolk Learning at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/risk-assessment . |
| 3.12 | Have risk assessments been completed for sports activities where necessary? | This can be a bit of a minefield and staff often don't know where to start. The AfPE mentioned earlier has clear guidance about what to assess and when, and what checks are required on equipment. Send your H&S Advisor an email (nina.bickerton@suffolk.gov.uk) to ask for more help with this if needed. There's also a raft of information about swimming pool safety at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/physical-education-and-playgrounds- and more at https://www.swimming.org/schools/resource-pack/ |
| 3.13 | Are Display Screen Equipment (DSE) / workstation assessments carried out and followed up if required via Occupational Health? | Anyone who uses display screen equipment (DSE – formerly VDUs etc) should undertake a self-assessment of their workstation. Teaching staff often think they don't qualify for an assessment just because they are not behind a desk continually but they're wrong! The constant twisting and turning at desks, and the use of more advanced technology still means they should have an assessment. More information can be found at: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/display-screen-equipment-health-and-safety |
| 3.14 | Have risk assessments been completed for manual handling activities? | Everyone carries out some form of manual handling at some stage in their working life. These tasks or activities must be assessed, and we all need to ensure that staff are doing it safely. Don't forget pupils too – if you do gardening activities you should consider incorporating manual handling in the RAs, and if you expect them to lift mats or other PE equipment, write it into those |

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| | | assessments. More information can be found at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/manual-handling-at-work |
| 3.15 | Are all your risk assessments regularly reviewed - i.e., at least annually or following significant change or an incident? | More advice on risk assessment is available at https://www.hse.gov.uk/simple-health-safety/risk/index.htm and at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/risk-assessment but as a general rule of thumb, RAs need to be reviewed at least annually, when there's been an incident connected with an assessment (or there isn't one!) and when there's been a significant change in processes or people. |
| 3.16 | Can you prove that your staff have read and understood your school's risk assessments? | On the risk assessment Suffolk Learning page https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/risk-assessment there's a document called 'Health and Safety document acknowledgement sheet' where staff are asked to sign to say they've read and understood certain documents. It helps for all School Leaders to see who has, and who hasn't, seen important papers such as policies and risk assessments. |
| 3.17 | If relevant, do you have a risk assessment for confined spaces? | Work in confined spaces is governed by the Confined Spaces Regulations 1997. The definition of a confined space is complex, and your Property Advisor can assist and make the decision as to whether a space is or isn't 'confined' in terms of further risk assessment. Guidance on the legislation can be found at: https://www.hse.gov.uk/pubns/priced/l101.pdf which gives a definition. |
| 3.18 | If required, are you familiar with Hot Work Permits and risk assessments? | Hot work refers to any work that requires using open flames, applying heat or friction, or may generate sparks or heat – and therefore carries a risk of fire or explosion. A permit for hot work ensures that everyone fully understands their responsibilities and that the work does not proceed without proper authorisation and safe systems in place. If this type of work is necessary in your school you need to work together with your Property Advisor and the contractor to ensure that a permit is carried out properly and that the work has been prepared for. Additional information can be seen at https://www.highspeedtraining.co.uk/hub/what-is-hot-work/ |

4.0 Training for Staff, Volunteers and Governors

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| 4.1 | Do all staff receive a school induction which includes basic health and safety information? | You can find a useful H&S induction checklist for schools here: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/health-and-safety-training |
| 4.2 | Has the school leadership team and governing body been trained in health and safety management within the last 3 years? | On Suffolk Learning (link above) is a document which lists all H&S training available to maintained schools – there is a link to the booking form and also an email address to send it to. We very much advise that Heads, Bursars and Business Managers complete the Health Safety and Wellbeing Workshop for Managers every three years. |
| 4.3 | Is the Senior Leadership Team trained in Premises Management? | The Premises Management training by Vertas is very useful. You can book on this via https://www.vertas.co.uk/property-management-training/ - anyone who undertakes duties with regard to premises should carry out this training, but especially the Premises Responsible Person (PRP). |
| 4.4 | If you have caretaking staff, are they trained in Premises Management? | |
| 4.5 | Has your Governor Health and Safety Lead attended 'Named Governor Health and Safety' training? | Governor Training for SHaW is organised by Governor Services so do get in touch with them to organise this. Schools' Choice have a brochure which has a link within it for booking this training. https://www.schoolschoice.org/Governor-Services-for-Schools-and-Academies/Governor-Training If you want specific school Board of Governors training (i.e., just one school) then get in touch with nina.bickerton@suffolk.gov.uk directly. |
| 4.6 | Do you record staff competencies in relation to Health and Safety? | Always worth documenting training on personnel files, to evidence what has been brought to staff's attention. |
| 4.7 | Are all your staff trained in health and safety if it is dictated by their role or by present risks? | What this means is 'do all your staff have relevant training?'. It's important that staff receive awareness and knowledge for the tasks they are asked to carry out. So a teacher who runs Forest School will need that sort of training, and a PE teacher at a High School will need some form of instruction on equipment safety. Might be worth a termly chat about staff roles to ensure that their training matches their job roles. |
| 4.8 | Have all staff who prepare food undertaken suitable training in food hygiene? | Food hygiene knowledge is so important. There are scores of different training providers within Suffolk (and nationally) and staff should undertake this training if they serve or prepare food. Simply Google for a training provider (many of them for basic preparation, |

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| | | are online). If you contract your catering services, you are well within your rights to ask for proof of their employees' training. Check out the Food Standards Agency guidance at https://www.food.gov.uk/business-guidance/safer-food-better-business |
| 4.9 | Are relevant staff trained in Positive Behaviour Management and associated de-escalation techniques? | Challenging behaviours, however (and why) they present themselves are a risk to staff and pupils, not least the pupil themselves. There's details of positive behaviour management training (to include de-escalation) at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/health-and-safety-training (document name: "Recommended H&S training for schools"). |
| 4.10 | Are those staff members who teach and supervise swimming lessons appropriately trained? | It is imperative that any member of staff or volunteer who is supervising and / or teaching swimming must be appropriately trained both in teaching swimming and lifesaving. Swim England (www.swimming.org) has some excellent advice and resources to ensure that all swimming lessons are safe, fun and educational. Local advice can be gained from Suffolk Norse http://www.suffolklearning.co.uk/3-11-learning-teaching/physical-education/school-swimming-service) and other advice via The Swimming Teachers' Association (www.sta.co.uk) and the Association of Physical Education (via your H&S Advisor). |
| 4.11 | Are those staff who co-ordinate school visits and trips trained via EVOLVE (EVC training)? | If staff are either a Visit Leader, Educational Visit Co-ordinator or a Headteacher, training is available so that they can fulfil their role. Just log into your Evolve account to find further information or contact ed.visits@suffolk.gov.uk . |
| 4.12 | Are relevant staff trained in Working at Height? | Anyone who climbs a ladder or fixed elevated platform for work purposes must be trained in working safely at height. A handy guide to this can be found at https://www.hse.gov.uk/toolbox/height.htm |
| 4.13 | Do all staff have the opportunity to refresh their training, specific to the topic? | Make sure you include SHaW in all training refreshers – whilst legislation for H&S doesn't change that often, there are changes to safe techniques and accepted practice which you don't want to miss. |

5.0 Staff Health, Wellbeing and Welfare

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| 5.1 | Do you monitor the levels of stress at work within your school? | <p>Undertaking a yearly stress management whole-school risk assessment is an ideal way to get issues out into the open and for the whole staff body to 'own' their control measures. Consider holding Stress at Work workshops in-house. They can be held as twilight sessions by your SHaW Advisor. The resultant risk assessment will then be a dynamic document which is updated and kept live throughout its use. Stress can then be monitored as you have started from a baseline.</p> <p>Individual employee assessments can also be undertaken – guidance on all these areas can be found at: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/stress,-mental-health-and-wellbeing</p> |
| 5.2 | Do you buy into an Employee Assistance Programme (EAP) and associated Occupational Health Programme? | It is likely all schools buy into the services of an EAP. Some of these have an OH service attached, or you may have brokered the services of a separate organisation. What is important is the 'customer satisfaction' of the services – ask your staff (anonymously) if they have used either one, whether they are satisfied with it – and if not, why not? |
| 5.3 | Does your school have a buddy or mentor programme for new staff? | Whilst these aren't mandatory in any way, they are a 'nice to have', and can assist with the stress of starting a new job. |
| 5.4 | Does your school have a formal 'Return to Work' programme for those returning from sick leave? | <p>All returns to work after sickness, maternity leave or other circumstances are carried out in line with best practice. They are paramount to the employee returning to work in a healthy and safe way. Schools' Choice HR Caseworkers can advise on issues surrounding GP Fit Notes and any recommendations they make, and if it is a 'pure' SHaW issue, contact your SHaW Advisor. Some Fit Notes can be confusing, so it is helpful to have that discussion with line managers so relevant people know how to manage the return to work, and everyone gets a say in the future.</p> <p>Government guidance on Fit Notes can be found at: https://www.gov.uk/government/publications/the-fit-note-a-guide-for-patients-and-employees</p> |
| 5.5 | Are the Senior Leadership Team (SLT) and any other relevant staff trained in Positive Mental Health management? | <p>Training for this can be found via the H&S training document at: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/health-and-safety-training</p> |
| 5.6 | Have you considered having Mental Health First Aiders within your school? | <p>Courses are available for either adult or youth mental health first aid, at: https://mhfaengland.org/</p> |

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| 5.7 | Is Health and Safety discussed at supervision or 121 sessions? | By asking your staff whether they have any H&S concerns can show that you really do care about their welfare. There is always the chance that people don't want to say anything about their H&S concerns, so you could put an anonymous 'voting' type box in the staff room or corridor so staff can 'post' their concerns. These could be addressed via a Q&A board in an area where everyone might benefit from the information you send back. |
| 5.8 | Is staff wellbeing discussed at supervision or 121 sessions? | Stress and mental health concerns are prevalent in schools, and merely asking 'how are you?' can help colleagues, potentially eliciting a conversation you did not know was needed. Supervision / one-to-ones can be the perfect place to monitor stress levels, and if they are noted, it is worth documenting, in case further intervention is needed. |
| 5.9 | Do staff have a private area in which to rest and eat when on breaks? | It's fair to say that school staff rarely get a minute to themselves, but it is important to try to. Staff rooms are not always quiet, nor provide an area to reflect. If your premises allows it, can you create a quiet room for staff? If not, minimising the pupils' ability to be able to knock on the door or ensuring a rota for staff to be 'on-call' for those interruptions may help. Regulation 25 of the Welfare Regulations applies here. |
| 5.10 | Do staff have adequate toilet and washing facilities which comply with legislation? | The Workplace (Health, Safety and Welfare) Regulations state what is required at Regulation 20 and 21. You can find that detail here (free to download): https://www.hse.gov.uk/pubns/priced/l24.pdf which is the full guidance, or here: https://www.hse.gov.uk/pubns/indg244.pdf which is a shorter version! |
| 5.11 | Do the pupils have access to Mental Health First Aiders (Youth) or a confidential counselling service? | Children and young people should also have access to some form of 'listening ear'. There are plenty of resources available for children and young people if you don't have mental health (youth) first aiders – The Emotional Wellbeing Gateway has some excellent signposting at https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/infolink.page?infolinkchannel=2-1-1 including help for parents. You may like to get a sheet of resources available for young people if they don't have free and easy access to the web. |
| 5.12 | Is there adequate storage for staff personal items which is safe and secure? | Again, refer to the Welfare Regulations (as above) for detail on what you need to provide. Regulation 23 applies. |
| 5.13 | Do the pupils have adequate toilet, changing and washing facilities which comply with the legislation? | This refers to the School Premises Regulations 2012 and the revised Education (ISS) Regulations 2010 (rev 2012). The DfE has issued guidance based on those Regulations and updated that in 2015 to include toilet facilities and other guidelines. You can find the guidance here: |

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| | | https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/premises-management which details this on page five and six. |
| 5.14 | Are equipment, clothing and tools etc. which are issued to staff, in good condition (e.g., handyperson overalls and tools)? | Anything you provide to staff to enable them to do their work safely MUST be in good condition and comply with any legislation attached to it. For instance, you need to ensure that equipment should be properly maintained and checked at regular intervals and inspect it, test it and repair it as required. Regulation five of the Welfare Regulations apply here. |
| 5.15 | If personal protective equipment (PPE) is needed for tasks, is it readily available for use and does it conform to current standards? | PPE not surprisingly has its own Regulations and a helpful toolbox can be found here: https://www.hse.gov.uk/toolbox/ppe.htm - there's also a brief guide which you can download here: https://www.hse.gov.uk/pubns/indg174.pdf . Both sets of guidance give information on the basics of assessing PPE, maintaining it, providing instructions on using it safely and ensuring that employees use it correctly. |
| 5.16 | Is the PPE provided in good condition, and is it actually being used? | |
| 5.17 | Is a suitable temperature being maintained throughout the premises, appropriate for the activities being undertaken? | Regulation seven of the Welfare Regulations gives guidance on temperatures and ventilation. |

6.0 Premises and Grounds Safety

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| 6.1 | Do you operate a robust signing in process for all visitors? | There are multiple reasons for requiring visitors (including contractors) to sign in and out of your school. You might want a documented record just in case you need to provide evidence that someone has been on the property, you certainly will want a record for fire safety reasons, and of course knowing who is on your property at any given time is the basis for safeguarding best practice. |
| 6.2 | Do you operate a robust signing in procedure for all contractors / maintenance staff who are working on the building? | Contractor signing in needs to be strictly adhered to, especially if they are undertaking invasive work on the premises. Equally, it's important to know where any visitors are at a given time for safeguarding and fire evacuation reasons. |
| 6.3 | Is the asbestos survey report readily available to any person who needs to view it? Is it clear that it is being used ? | Your Asbestos Site Management Plan will detail exactly where asbestos can be found on the premises. You need to ensure that when contractors sign in, they also read the Asbestos Site Management Plan which details the presence (or not) of asbestos. Ensure |

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| | | that they sign the asbestos logbook as well as the regular signing in sheet. There's lots of information at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/premises-management but also chat with your Property Advisor for help. |
| 6.4 | Do all staff know where asbestos is contained in the school, and how to report any damage to the fabric of the building? | All staff should be aware of where asbestos is contained within the building – you can go through the Asbestos Site Management Plan with everyone in a team meeting – better still, at induction. Make sure staff know what to do and who to tell if they suspect that asbestos containment has become compromised. Again, your Property Advisor can assist here if you're unsure of protocols. |
| 6.5 | Is a Health & Safety File for new building work in place and being maintained? | Your Property Advisor will help you here – if you're having building work on the school, the contractors involved will have a H&S file which should be recording all the work to be done and the work that has been done (amongst other items). You can go through this with your Site Foreman to ensure everything is being done as ordered. |
| 6.6 | Has the school undertaken the SCC / Suffolk Constabulary School Site Security Guidance and Self-Assessment? | A really useful document to guide you through site safety. You can find it here: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/premises-management |
| 6.7 | Do all stairs and landings have satisfactory handrails which are in good condition? | The Workplace (Welfare) Regulations describe these three areas (6.7 – 6.9). Have a look at the Approved Code of Practice at https://www.hse.gov.uk/pubns/priced/l24.pdf – it is at Regulation 12 – the 'Condition of Floors and Traffic Routes'. |
| 6.8 | Are the floors and floor coverings in good condition, not slippery, or in a condition likely to cause tripping? | |
| 6.9 | Are steps, changes of level and pavement edges adequately lit and highlighted to make them more visible, particularly when it is dark? | |
| 6.10 | Does your school adhere to your Water Hygiene Management Plan? | Every school will have a Water Hygiene Management Plan which the Premises Responsible Person should be familiar with. |
| 6.11 | Are all waste materials removed from site regularly so as not to create a health, fire or other safety hazard? Is all waste / recycling | Sadly, schools can be a focus for arson, and having waste materials scattered about (or even piled up in a corner) can be an ideal target. Ensure that all waste materials are |

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| | kept securely, in locked bins secured away from the building? | appropriately disposed of and that your bins are chained up away from the main premises. |
| 6.12 | Do you have a register for hazardous / special / controlled waste (such as asbestos materials) when it's removed from site? Or, are details entered on a job file? | This area can be a little confusing – that is, what can you put in the ‘regular’ bins, and what does someone have to come and collect from you. You can get good advice from your local council (district or borough) and also from the Gov.UK website at: https://www.gov.uk/how-to-classify-different-types-of-waste |
| 6.13 | For hazardous waste, has a transfer note been used; the waste quantified and described; a licensed carrier used; and the waste transported to an authorised facility? | If you need a waste transfer note you can download them from here: https://www.gov.uk/managing-your-waste-an-overview/waste-transfer-notes and check whether your carrier is registered here: https://environment.data.gov.uk/public-register/view/search-waste-carriers-brokers |
| 6.14 | Are all the light switches suitable and does the lighting work correctly in all areas of the premises? | Welfare Regulations at https://www.hse.gov.uk/pubns/priced/l24.pdf Light switches and lighting: Regulation 8 |
| 6.15 | Are blind cords easily breakable in an emergency or suitably wound round cleats away from children's reach? | Blind cord safety alert - https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/premises-management |
| 6.16 | Are windows appropriately accessible, open easily and are they in good condition? | Welfare Regulations at https://www.hse.gov.uk/pubns/priced/l24.pdf Windows: Regulation 14 and Regulation 15 |
| 6.17 | Are window restrictors fitted - essential for anything above ground level and recommended where risk assessment shows it's necessary? | Window restrictors safety bulletin: https://www.hse.gov.uk/safetybulletins/windowrestrictors.htm |
| 6.18 | Are seating and worktables / benches checked periodically for stability? | Welfare Regulations at https://www.hse.gov.uk/pubns/priced/l24.pdf Workstations and seating: Regulation 11 |
| 6.19 | Are flat rooves marked as fragile if applicable? | There's some excellent guidance from the HSE about working on rooves here: https://www.hse.gov.uk/pubns/books/hsg33.htm but you also need to consider |

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| | | whether you have your fragile rooves marked up so it is obvious to trespassers as well as invited contractors. |
| 6.20 | Are skylights / rooflights secure in their fixings and not compromised by adverse weather? | Welfare Regulations at https://www.hse.gov.uk/pubns/priced/l24.pdf Skylights: Regulation 15 and 16 |
| 6.21 | Are your confined spaces marked up and are contractors aware of them if they need to work there? | Regulation 6 and The Confined Space Regulations 1997 (your Property Advisor should have also identified any during their compliance check / maintenance review) – also see section three above – ‘Risk Assessments’. |
| 6.22 | Are playing pitch surfaces and other play areas free from materials which may cause harm (including trip hazards and holes)? | This should entail a periodic walk round by the PRP or caretaker, to ensure that there are no hazards on playing fields. Keep an eye out for rabbit holes and document it if anything needs maintenance. |
| 6.23 | Are all play equipment items sited on an appropriate surface which is in good condition (safety surface if necessary)? | Checking the condition of surfaces should be part of your periodic checks on your play equipment, which you need to do in between your yearly inspection by a professional. Further guidance on inspections can be found at: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/physical-education-and-playgrounds- |
| 6.24 | Do you routinely check the condition of timber decking? | Timber decking or walkways look great but can be subject to wood rot if you’re not careful. Have a termly check of this (more in the wetter months) and document your findings. Make sure you check how much grip there is too, as these can become slippery. You can do this as part of your Governor H&S walk round perhaps? |
| 6.25 | If you have a pond, is it adequately fenced so that access is controlled? | We’re not talking 6-foot fencing here, just a fencing barrier to ensure enquiring minds don’t attempt to creep over for some self-styled David Attenborough work. It needs to be sturdy and gated with a lock to the gate. When you’re in the area, the surrounding sides of the pond need to be large enough to accommodate the children without crowding. You may have to include numbers of pupils within the risk assessment for your outside area and communicate that clearly to staff who are supervising. |
| 6.26 | Are all doors to switch rooms, risers, and plant rooms normally locked and access restricted only to staff and contractors who need to access the plant? | This is a simple one – ensure all doors for access to this equipment are always locked. |

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| 6.27 | If playground or pedestrian areas are also used by vehicles, is there suitable supervision, fencing, marking, or signing? | Some schools' outside areas are very compromised due to available space and pedestrian areas in particular can 'share' vehicle access. Ensure you have clear markings and signage to denote who has right of way and the potential hazards each party may face. Depending on the risk, you may like to consider supervision by staff to ensure the two don't mix. |
| 6.28 | Is perimeter fencing and internal fencing secure and in good condition? | This can be part of your school site security self-assessment – this document can be found at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/premises-management Also, it's a good item to check periodically during walk-rounds. |
| 6.29 | Are spiked railings either made safe by blunting, covering or removing the spikes? | There are still a fair few school sites which have these. They are old fashioned and far from ideal. Please ensure you mitigate the obvious risks with these by preferably eliminating them altogether or making them safe. |
| 6.30 | Is the overall condition of the kitchen / catering area satisfactory? | Kitchen areas in schools can be a little difficult as there is a multitude of different arrangements in terms of catering and equipment. You may have sole responsibility over the kitchen, the food and the staff, or you may have caterers who 'run' the kitchen and are responsible for the equipment, but not the actual kitchen itself. Ensure you know which is which and maintain and assess everything you need to. |
| 6.31 | Do you have a school specific lock-down procedure? | Advice on lock-down and bomb threat procedures can be found within the School Site Security Guidance and Self-Assessment at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/premises-management and also at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/critical-incidents,-bomb-threats-and-national-security- |
| 6.32 | Do you have a school specific bomb threat procedure? | |
| 6.33 | Do you practice your emergency procedures and how often? | You need to practice your procedures at least termly – including fire evacuation procedures. |

7.0 Incidents, Reporting, First Aid and Supporting Children with Medical Needs

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| 7.1 | Does the school report relevant incidents to the correct H&S SCC email address within the recommended timespan? | All maintained schools' incident reports should be sent to schools.incidents@suffolk.gov.uk . There are five guidance documents on the following Suffolk Learning page: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/incident-reporting so hopefully you'll have all the information you need from there. |
| 7.2 | Does the school keep a record of less significant incidents in-house? | On the page above is a document called 'Which incidents do I report, and do I have to report them to Nina?'. This will detail those incidents that can be kept 'in house' but still documented. |
| 7.3 | Do you ensure your Schools' Health and Safety Advisor is quickly advised of RIDDOR reportable incidents? | RIDDOR is a difficult subject at the best of times, but further information can be found at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/incident-reporting - there is a document by the HSE which tells you which incidents are reportable and which aren't. Maintained schools DO NOT have to do RIDDOR reporting – your SHaW Advisor does that for you. Academies (etc) have to do the RIDDOR reporting themselves. |
| 7.4 | When a pupil injury occurs, do you have a means to contact parents or carers as necessary? | This will be an in-house procedure which ensures pupils' parents or carers are told of any incidents involving their child as soon as reasonably practical, and in line with the level of injury. |
| 7.5 | Are all incidents appropriately investigated (to the level of significance), with a review of working procedures, risk assessments and identifying actions to take to prevent a recurrence of the incident? | Any school who either reports into their SHaW Advisor or uses the incident form at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/incident-reporting will notice that there is space in the form to detail immediate actions following the incident. Some lower level incidents won't warrant lengthy investigations but may warrant a risk assessment review, or a review of behaviour plans, etc. We will follow up incident reports where this detail hasn't been mentioned or when we think it's insufficient. |
| 7.6 | Are all incident investigation documents (including copies of incident report forms) kept securely in line with GDPR? | In-house protocols should be followed here, where sensitive and confidential documents are being stored. |

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| 7.7 | Are there adequate numbers of suitably trained first aiders? | The DfE has produced a helpful guidance document on this subject as the topic can be a little subjective and complex. Please find this publication at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/first-aid |
| 7.8 | Do you have the need to have staff trained in 'extra' first aid competencies (e.g., EpiPen, Paediatric First Aid)? | This will be determined by your pupil population. Paediatric first aid is needed in Early Years (some techniques are different) and you will need an add-on EpiPen administration if you have pupils or staff who are required to use one. Make sure you add these issues to your First Aid risk assessment. |
| 7.9 | Are there unobstructed and clear First Aider notices? | Your green first aider sign looks like this and should be posted around your premises so that all personnel can easily find help. Ideally, they should show the names of first aiders, with their usual area of work. Some larger schools will need to put contact numbers on the posters as well as names, to ensure swift assistance. |
| 7.10 | Are all first aid kits appropriately stocked and periodically checked? | The HSE has produced guidance to the regulations at https://www.hse.gov.uk/pubns/priced/l74.pdf#page=17 . Appendix two says that there is no mandatory stock for first aid kits, and it must be determined by risk assessment for your area of work. However, there is a guide for what might be useful, and it also suggests other items which may be needed depending on which activity might be going on. It is important to ensure that the kits are checked periodically as stock can run out and items can reach their use by date. Make sure they are restocked as required. |
| 7.11 | Are the first aid kits clearly labelled and out of reach of pupils? | All first-aid boxes should have a white cross on a green background. If it's required to have first aid boxes within classrooms (for instance, a DT or science lab) then the boxes should be fixed to the wall and accessible only by staff. |
| 7.12 | Do you consider the allocation of first aiders on school trips / visits and therefore ensure that enough first aiders remain in school AND accompany the trip? | A good one to think about – if all your first aiders are out on a school trip, who is going to ensure cover back at base? Make sure your risk assessment covers this. |
| 7.13 | Are electric shock placards displayed in main switch/intake rooms, lift plant rooms etc? | The warning sign looks like this – or it may say 'Electric shock risk – danger of death'. |



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| 7.14 | Does the school have a suitable area to treat injured pupils or staff (consider privacy and infection control)? | A first aid room, or dedicated area which gives privacy and helps infection control is necessary. The HSE gives guidance on what to include in it and how to arrange it, at https://www.hse.gov.uk/firstaid/faqs.htm . Equally, DfE guidance says that Regulation 5 of the School Premises (England) Regulations 2012 (as amended) stipulates that <i>“maintained schools must have accommodation appropriate and readily available for use for medical examination and treatment and for the caring of sick or injured pupils. It must contain a washing facility and be reasonably near to a toilet. It must not be teaching accommodation.”</i> |
| 7.15 | Does the storage, recording and administration of medication comply with DfE guidelines? | The DfE gives excellent guidance here: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3 You must also obtain written parental / carer permission, keep all records of administration, ensure training for staff and note self-administration where relevant – please do read this guidance thoroughly to ensure you have considered all areas. |
| 7.16 | If you have controlled drugs on site, are these stored in line with DfE / NHS guidance? | Store controlled drugs which need to be refrigerated in your medicines fridge. You can store them in the same fridge as other medicines, but you must store them separately within the fridge. For example, you might store them in a separate lockable box. Non-refrigerated controlled drugs must be kept locked away, preferably in a metal cupboard which is bolted to an internal wall. All controlled drugs should be easily accessible however in an emergency. |
| 7.17 | Do you have a system for checking the list of "Medical Devices Alerts" from the Medicines and Healthcare Products Regulatory Agency? | You can sign up for alerts which are relevant to your students’ medications at https://www.gov.uk/drug-device-alerts - this could give you information on any Government ‘warnings’ so that you are aware of anything that may have been recalled. It might also be useful for those schools who keep ‘spare’ inhalers or EpiPens. Two useful resources are as follows: https://www.gov.uk/government/publications/using-emergency-adrenaline-auto-injectors-in-schools https://www.allergyuk.org/information-and-advice/for-schools/spare-pens-in-schools |
| 7.18 | Does the school have means to store spare inhalers and EpiPens as required? | If you do keep these items, make sure you check with the relevant pharmacy or instructions within the item’s packaging, how to store them. |
| 7.19 | Are all staff aware of the Public Health infection control guidance in terms of | The guidance poster can be found at: https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf |

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| | children remaining off school and notifiable conditions? | – it is from Public Health Northern Ireland but is widely used and accepted. It's worth sharing with staff or having it on the H&S notice board. |
| 7.20 | Does the school comply with national and local guidance where the country faces a health crisis / pandemic? | At the time of writing this we are going through a global pandemic – C19. Schools are well versed in where the guidance comes from – Gov.UK and Public Health England, alongside the NHS. SCC will send out regular and pertinent guidance or signposting. Ensure you make all staff aware of any alerts. |
| 7.21 | Do you have a robust and reviewed policy for supporting pupils with medical needs? | All schools should have a policy and protocols for supporting children at school with medical needs. There is some clear guidance on how this can be conducted at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/supporting-pupils-at-school-with-medical-conditions |
| 7.22 | Is your policy readily accessible to parents / carers and staff? | Please make your policies and protocols freely available (preferably on your website) to parents / carers. All staff should be familiar with the policy and understand how to apply it as required. |
| 7.23 | Are all pupils' Individual Healthcare Plans supported and reviewed at least annually, or more frequently if the pupil's condition is unstable or their medication changes? | If appropriate the Individual Healthcare Plan (IHP) also needs to be reviewed with the pupil involved, alongside their parent / carer, relevant school staff and healthcare professionals. Treat it as a dynamic and flexible document, which needs to be added to or changed as required. Include in the IHP – a) when it'll be reviewed b) who can alter the plan which areas they can alter, and c) what the process is for reviewing the plan. |
| 7.24 | Are relevant staff trained to ensure that pupils with IHPs are supported appropriately? | Ensure all staff members who will interact with the pupil are trained and aware of the conditions that the pupil has, and how to ensure full and appropriate support. |
| 7.25 | Is there an appropriate place within the school to conduct intimate care needs? | All schools are likely to be in the position of accepting a pupil into their cohort who may require intimate care, whether this is due to a medical condition or otherwise. It is imperative that both independence, dignity, safeguarding and health and safety is considered. You will need to have a policy in place for these procedures. Information and advice can be found in the documents entitled ' Guidance for safer working practice for those working with children and young people in education settings ', dated May 2019 and the addendum from April 2020. |

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| 7.26 | Do you have processes for when an employee or pupil has a temporary illness or injury which may impact upon their daily life? | It is really important to ensure that you have written processes and working procedures for common eventualities such as staff or pupils coming to school with limb casts, temporary stoma bags, needing the use of a wheelchair etc. Whilst conducting a Personal Emergency Evacuation Plan (PEEP) will be at the forefront of your mind, the arrangements for any care required, intimate or not, should also be considered and documented. If a child or young person is involved, the plan should be done with them if appropriate, and their parents or carers. |
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8.0 Fire Hazards and Controls / Prevention Methods

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| 8.1 | Has a fire risk assessment (FRA) been completed by a competent person, and is it reviewed annually? | Fire risk assessments (FRAs) should not be carried out unless the assessor is deemed 'competent', or has the 'expertise' to undertake it. This is due to the complexity of the subject. FRAs are legal documents, just like 'ordinary' risk assessments, and therefore must be undertaken in a professional and knowledgeable manner. However, you CAN review your assessment yourself, and should be doing so, once a year. A full FRA should be carried out every three years, or more frequently if there has been significant building change, change of cohort in the building, or a fire related incident. Further information on FRAs can be found at https://www.gov.uk/government/publications/fire-safety-risk-assessment-educational-premises and also general advice at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/fire-precaution-information . |
| 8.2 | Do you use the Suffolk Fire and Rescue Service (SFRS) logbook to record all your local and professional checks and inspections? | This document can be found on Suffolk Learning at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/fire-precaution-information . It is imperative that you undertake local checks of your fire precaution / warning systems as per the SFRS guidance. If you are concerned about the efficacy of your local checks, contact your FRA assessor or SHaW Advisor for more help. |
| 8.3 | Do you carry out fire drills at least termly? | You must conduct a fire drill at least termly, and more often if there are any significant changes to person number / needs, the building itself, or if there has been a recent drill which has not gone to plan. |
| 8.4 | Are emergency evacuation drills recorded in the logbook? | All drills should be recorded, with the time it took to successfully evacuate, the outcome of the drill, and any concerns. Obviously, you should date it and sign it. |

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| 8.5 | Are fire escape routes free from obstruction? | This is a very common concern within schools as the routes can easily get blocked, or partially blocked by general school items – coats, bags, tables, chairs, etc. Each teacher responsible for a classroom should be aware of keeping routes and exits clear, and anyone who notices blockages in routes or exits should remove the items and tell the Premises Responsible Person. |
| 8.6 | Are all fire exits unlocked and easily opened for speedy egress? | No fire exit should be locked. If you have concerns about this (perhaps due to children absconding) then advice should be sought as to how to resolve this issue – see your SHaW Advisor for this. |
| 8.7 | If you have concerns about children absconding through fire exit doors, have you carried out measures to ensure the safety of those children AND the safety of all people on the premises if evacuation is needed? | See above – ensure a risk assessment is undertaken for the child(ren) concerned and that this is noted in the fire risk assessment. Ensure you seek assistance from your Property Advisor and from your SHaW Advisor. |
| 8.8 | Does everyone who needs a Personal Emergency Evacuation Plan have one, and is it still relevant? | A Personal Emergency Evacuation Plan (PEEP) is how a specific person’s needs are assessed and documented to aid safe egress. This can include other evacuation procedures such as bomb threats, or gas leaks etc. A sample PEEP can be found at: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/fire-precaution-information along with guidance on how to conduct one. PEEPs can be temporary or permanent – either way, ensure it is reviewed at least termly or more often if the person’s condition demands that. |
| 8.9 | Are your means of escape suitable for those people with disabilities or temporary conditions? | An escape route or exit is not viable if not everyone can use it. Conduct a walk round of your school with your cohort in the forefront of your mind, and with any PEEPs that may be in use. |
| 8.10 | Do all fire doors close properly and have no more than the maximum gap if double doors? | Efficient fire door closure is for a good reason – to inhibit smoke and fire from spreading throughout a building or to protect a fire escape route. A fire door with gaps or damage will not therefore stop the spread as efficiently as it should. |
| 8.11 | Do all fire doors work correctly & are closers present and functioning properly? | There is a good amount of (technical) information at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/14887/fsra-educational-premises.pdf but you will be able to ask your Fire Risk Assessor about this if you get stuck. There is a wealth of guidance at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/fire-precaution-information as well. |

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| <p>8.12</p> | <p>Are fire call points and extinguishers clearly signed?</p> | <p>Fire call points must be visible to all people. One of the main problems in schools is where art and design work cover the signs or even the call points themselves. These call points (also known as break-glass points) can be found at exits and sometimes at strategic locations throughout the school, especially if the building is large. These will be part of the FRA, and it should be noted that people should never have to travel more than 45 metres to the nearest call point – far less for those who have limited mobility.</p> <p>Extinguishers must be appropriate for the area – a guide to these can be found at Section 3 of https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/14887/fsra-educational-premises.pdf (and don't forget fire blankets for relevant areas too).</p> |
| <p>8.13</p> | <p>Are fire exit signs placed so that escape routes can be seen from any location in the building (and easily)?</p> | <p>This may seem obvious, but exit signs are frequently covered or sited in places where no one can see them. As a rule of thumb, have a walk around with someone who's not familiar with the school and ask them at given points how they would evacuate. You'll be surprised as to the outcome... These must be pictorial, and there is some excellent guidance in Section 6 of the FRA guidance for Educational Premises (see link above) about highlighting areas of escape routes. The British Standard sign usually looks like this:</p> |
| <p>8.14</p> | <p>Are fire assembly point signs clear?</p> | <p>A fire assembly point is a location where staff and visitors can gather in the event of a fire to ensure everyone is in a designated safe area. Fire assembly point signs help you make sure that people will know where to gather following an emergency evacuation. All staff and pupils should know where these points are. The signs look like this:</p> |



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| <p>8.15</p> | <p>Are Emergency Fire Evacuation Procedures or maps displayed clearly? Are your Fire Action signs clearly displayed?</p> | <p>These signs can get confused between each other – for clarity, the following can apply.</p> <p>An evacuation map and procedures will usually look like this (top), and have a schematic drawing of the school, with the escape routes and assembly points marked, alongside basic information to allow for a speedy and safe evacuation:</p>  <p>Whereas the fire action sign will be simple and tell people what to do if they discover a fire – see right:</p>  <p>What you don't want is a lengthy piece of writing which is too complex to read in an emergency situation.</p> <p>Keep it simple!</p> |
| <p>8.16</p> | <p>Are all curtains, blinds and furniture made of fire-resistant material or have they been proofed within the recommended period for the substance used?</p> | <p>The guidance from the Government's FRA for Educational Premises states: <i>"All fabrics, curtains, drapes and similar should either be non-combustible or be of durably or inherently flame-retardant fabric. Any fabrics used in escape routes, other than foyers, entertainment areas or function rooms (which may apply to some secondaries) should be non-combustible. Drapes and curtains should not be provided across escape routes or exits."</i></p> <p>Point to note - materials treated with flame-retardant treatments may have a limited 'wash life' before the effectiveness of the flame-retardant is diminished. To maintain the protection, you should follow the manufacturer's /supplier's instructions.</p> <p>Essentially, if you're not sure, contact the supplier or your FRA Assessor.</p> |
| <p>8.17</p> | <p>Are all CoSHH products stored appropriately?</p> | <p>Each individual product that has a CoSHH material safety data sheet (MSDS) will also have information on correct storage. Flammable product storage information can be found on the HSE's website at https://www.hse.gov.uk/fireandexplosion/storageflammliquids.htm and more generally, COSHH storage at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/premises-management – which includes details on the type of cabinet you need to store flammable liquids in.</p> |

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| 8.18 | Are all electrical socket outlets in good condition? | |
| 8.19 | Are items of electrical equipment visually inspected before each use? | These three questions can be answered by referring to the document on Suffolk Learning called 'Schools' guide to visual checks on electrical equipment' – it's a visual guide to what you need to look out for and you can find this at: https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/fire-precaution-information |
| 8.20 | Is the use of extension cables minimised, and definitely NOT 'daisy chained'? | |
| 8.21 | Is your school adhering to the SCC H&S 2016 alert regarding socket covers? | |
| 8.22 | Are all portable appliances tested within the timescale advised (PAT Testing)? | The alert can be found on the fire precaution page on Suffolk Learning. |
| 8.23 | If an oil tank is in use, is the tank bund in good condition and clear of rubbish and flammable items? | Most workplaces get all their PAT testing done once a year as a 'blanket' cover-all. There are some items that don't need to be checked annually, but in reality, you may as well get them all done at once, and then you know where you are. Further guidance on PAT testing can be found at: https://www.hse.gov.uk/pubns/priced/hsg107.pdf |
| 8.24 | If applicable, is the flammable gas cylinder storage area free from weeds and combustible material? | Ensure you keep records! |
| 8.25 | Are kitchen staff trained to deal with fire? | These are all common-sense methods of keeping your fuel sources safe and clean. Sadly, arson is all too common on school sites and it makes sense to ensure that flammable rubbish is not left, or stored, nearby. |
| 8.26 | If it is necessary to store items on wall shelving, are the items at least 30cm away from the ceiling? | A catering outlet, no matter how large or small, is a high-risk area in terms of fire. You need to consider the training for all within the kitchen, perhaps at a higher level than the basic awareness which all other staff should receive. |
| | | This is due to the fact that ceiling voids can be an easy route through for fire. Often they are not compartmentalised and therefore fire spreads easily. In this case, it is sensible not to store anything near the ceiling itself, as otherwise the ceiling voids will catch alight quicker. Keep displays away from ceiling voids as well. |

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| 8.27 | Are all openings, holes and joints in walls or ceilings fire stopped? | The passing of services such as heating pipes or electrical cables through fire-resisting partitions leaves gaps through which fire and smoke may spread. This needs to be repaired by suitable fire stopping. Any products used should be installed by competent contractors. |
| 8.28 | Have you considered the likelihood of malicious use of fire warning equipment or fire extinguishing equipment? | <p>It's a simple fact of life that there will be students who choose to use the fire warning systems or extinguishers when they shouldn't. Sometimes this behaviour also manifests itself as a repeated occurrence and does put others in danger.</p> <p>Each case needs to be looked at individually. What will 'put off' the student, or protect the equipment, will no doubt be different in each case. There are covers which can be used on call points, exit buttons can be positioned higher, and Salto Systems installed. Extinguishers may be able to either be re-sited or covered with a staff release lock.</p> <p>These issues should be added to both the pupil's risk assessment (if one is in place) and the general FRA. Advice from your Property Advisor and SHaW Advisor is available.</p> |

9.0 General Areas

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| 9.1 | What method of alert is used for starting sports races, instead of a blank starting pistol? | It is not advised to use starting pistols for school sports races – there are plenty of other ways to do this. The advice against them is such because the law can be complex in terms of which type of blank firing pistol can be used and it's far easier to 'just say no' rather than get caught up with risky legalities. If you are interested in the legal side of things have a look at section 2.40 on page 12 of the Guidance of Firearms Licensing Law . Klaxons and horns are the way forward. |
| 9.2 | Are dangerous parts of machinery in use in the school adequately and suitably guarded? Are these suitably inspected at appropriate intervals? | This will probably only apply to High Schools (DT etc) unless you have machines on site used by maintenance personnel. Please check with CLEAPPS guidance and risk assessments and also check out the HSE's guidance at: https://www.hse.gov.uk/pubns/indg229.pdf |
| 9.3 | Are arrangements in place to ensure that any hazardous materials or articles are not left unattended in classrooms in reach of children and young people? | You may think this is an obvious pointer to pupil safety but in increasingly busy classrooms and schools in general, it can be easy to forget to put something away after DT or chemistry. Please ensure that for these areas you have a checklist for putting hazardous materials away after lessons and that all students are reminded of the importance of this. |

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| 9.4 | Are there risks of falls or falling objects (e.g. high-level storage areas, gutter clearing, retrieval of articles from roofs etc)? | We still have a fair few Victorian schools in Suffolk and many of these have little or no storage space, so items are stored 'where they can be'. This isn't ideal (although we do understand why), due to the risk of falling items, falling when items are retrieved and fire hazards (as above in section 8). If at all possible, financially and practically, storage huts and sheds are a better option, as long as they are kept tidy and rubbish free (and locked). |
| 9.5 | Are doors and gates suitable and fitted with necessary safety devices including closers, hinge protectors, 'child proof' latches etc (where appropriate)? | There is a hinge protection guidance document at https://www.suffolklearning.co.uk/leadership-staff-development/health-safety-wellbeing/premises-management which is sound information on where to place protective measures. Ensure all gates are 'child friendly' in terms of them not being able to open them and abscond, but also so that they cannot trap their fingers or limbs. |
| 9.6 | If provided, are drinking water fountains suitably sited, cleaned and maintained? | Water fountains have all but gone from public places including schools, due to obvious hygiene reasons. Mostly children are encouraged to bring their own water bottle to school, or water cannisters are provided with disposable cups. Where this is the case, ensure that the cannisters do not leak and drip onto the floor, creating a slip hazard. |
| 9.7 | If water cannisters are provided are measures in place to ensure spillages are cleared as quickly as possible? | |
| 9.8 | Are all chemicals stored in their correct containers? | As per the items above in the fire section, make sure that all chemicals or hazardous materials are in the correct bottle / tin. This is so the items can be identified at all times, whether in general use, or an emergency. |
| 9.9 | Are the chemical containers being stored correctly? | Some items require fire cabinets, some in the dark, some simply away from children and young people. The material safety data sheet (MSDS) will determine this, as may fire regulations, and these must be followed. |

End of Guidance *****