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Introduction

This section is designed to provide information and procedural guidance on personnel issues. It aims to raise the general awareness of personnel issues among heads and governing bodies. It should also help them to establish appropriate arrangements for the effective management of personnel matters. This should benefit the whole school through increased staff morale, which in turn is likely to lead to increased pupil morale.

The record sheets and accompanying text should be of assistance when a risk assessment, as required by the Management of Health and Safety at Work Regulations, is being carried out, or when a school health and safety policy is being formulated. The wording and format is such that the forms can be understood easily and completed without the need for technical skill.

Where appropriate, for example in the case of manual handling of loads, the legal provision has been detailed. However, many of these issues involve common law responsibilities, especially where the issues relate to pupils.

The records, which are provided, are designed to assist the confirmation of the level of care provided when teachers are acting *in loco parentis*. If they are used correctly, they can help to show that the school has acted in a reasonable and responsible manner. This area of health and safety is becoming of increasing concern, due to the dramatic rise in the number of cases where schools are accused of negligence as a result of increasing parental expectations. Effective risk management should also reduce the likelihood of such negligence claims arising.

The benefits of adequately managing the issues dealt with in this section are threefold.

1. By adopting good practice the risk of accidents or ill health is reduced.
2. If an incident occurs, proper records provide the necessary evidence to confirm the action taken.
3. By reducing the risk of injury and ill health and the possibility of a successful claim being made, the school will benefit financially through reduced staff costs, general losses and insurance premiums.

It should, however, be noted that the following records might not always be sufficient to meet the needs of LEA systems. Therefore, the management of LEA-maintained schools should check the specific requirements of the LEA before establishing procedures for the school.

Staff Training History

Objective

The provision of adequate staff health and safety training is a legal requirement under both the Health and Safety at Work Act and the Management of Health and Safety Regulations. There are two approaches to maintaining records of the training received by staff in order to meet this requirement. They may be classified by staff member or by subject (eg: first-aid). In small schools it probably makes little difference which method is used. In larger schools, with greater numbers of staff, it may be necessary to decide whether it is more important to identify quickly the qualified first-aiders, to be able to list the training each member of staff has received, or whether it is necessary to do both. The objective of this form is to allow the training received by each member of staff to be recorded. It also confirms that staff have received the training necessary to carry out given duties safely and without risk to health. The form may also be used to record any relevant training which parent helpers have received.

Forms listing all those staff who have received training relating to a specific area can be found in the relevant sections of this loose-leaf.

Key Points

The head or the relevant line manager as appropriate should fill in this form.

Recording the training carried out enables the qualifications of each member of staff or parent helper to be identified. Before any entry is made on the form, the member of staff or parent helper in question should provide evidence that they have indeed received the training, such as a certificate of course completion or a certificate of qualification gained. It is not sufficient for a member of staff or parent helper to say that they have received training in an area.

The record must be accurate as solicitors or insurers may require it when they are dealing with cases involving negligence or breaches of regulations.

Staff Training History Form

Staff member's signature:

Name in BLOCK capitals:

Position held:

Date employment commenced:

Name of Course	Course Organiser	Date Attended	Grade Achieved	Awarded Certificate	Refresher Due

Accident or Incident Report

Incidents must be recorded using the Councils Incident Reporting Database: (<https://www.reportincident.co.uk/bracknell>). If for any reason the database is inaccessible use the form on page 7.

Near Miss Incidents

A near miss incident is an incident that does not result in injury or damage, but could have resulted in either or both. Most people think of accidents purely in terms of personal injury. Whilst it is important that action must be taken to prevent a recurrence of accidents, what is perhaps not fully appreciated is that for every accident causing injury, there are more accidents which cause damage to property. For every damage accident there are many more near misses which, but for pure luck, could have resulted in injury or damage or both. Because all these near misses are potential injury situations they, together with damage accidents and injury accidents, however trivial they may appear, must be reported and investigated to ensure that suitable corrective action is taken. In order for near misses to be reported there has to be an excellent communication network and a willingness for all staff to listen without condemning.

Accidents Reportable to the Health and Safety Executive

The main concerns regarding accidents in schools are those that are reportable to the Health and Safety Executive (HSE). Certain accidents (including non-consensual physical violence to staff) arising out of or in connection with work are reportable to HSE under the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). Similar reporting arrangements are required when a dangerous occurrence takes place. A list of what to report can be found at the following link: <http://www.hse.gov.uk/riddor/when-do-i-report.htm>

How to make a report

Only those in control of the school should submit reports under RIDDOR. Full details of how to make a report can be found in: <http://www.hse.gov.uk/riddor/report.htm>

Employee Accidents

This applies to all employees (and self-employed persons) whilst at work or on Council owned premises.

Any accident to an employee resulting in a fatal or major injury must be reported to the HSE **immediately** by telephone. The details must be confirmed on Form F2508 within 10 days. If the accident does not result in a fatal or major injury, but the employee is unable to carry out his/her normal work for more than 3 working days (excluding the day of accident) there is no need to telephone, but Form F2508 must be completed and sent to HSE within 10 days of the accident.

Pupil Accidents - and any visitors to schools not at work

Fatal and major injuries to pupils on school premises during school hours must be reported in the same way as those to employees. However, injuries during play activities in playgrounds arising from collisions, slips and falls are not reportable to the HSE unless they are attributable to:

- the condition of the premises (eg: building defects, potholes, ice, damaged or worn steps, etc), or
- plant or equipment on the school premises, or
- lack of proper supervision.

All minor accidents to pupils should be recorded and the records kept by the school. These records should be available for viewing by the Health & Safety Advisers during their routine visit to the school. Only those accidents to pupils, which are as a result of the schools undertakings, should be recorded on the Councils Online Incident Database.

If a pupil, visitor or people not at work are taken from the scene of an accident (*arising out of or in connection with work and no matter how minor*) to hospital, you must notify the enforcing authority without delay <http://www.hse.gov.uk/riddor/index.htm>.

School staff need to be vigilant for similar types of accidents recurring and any common causes of accidents as a risk assessment may be needed.

Accidents to pupils resulting in fatal or major injuries or their being taken to hospital on school sponsored or controlled activities off the school site (such as field trips, sporting events or holidays in the UK) must be reported if the accident arose out of or in connection with these activities.

Retention of Records

Accident records should be retained for a minimum of 3 years. Civil procedure rules allow claims to be made against a school up to three years after an incident occurs. A significant exception to this is when a child is injured. In this case a claim can be made up to three years after the child reaches the age of 18, i.e. potentially up to 21 years after the original accident. Obviously an element of judgement is required in each case, since it is an onerous task to hold records for such a length of time, particularly if there is an extremely low probability that a claim will ever be brought. Conversely, however, it would be extremely difficult to defend against a claim from several years ago, if no documentary evidence was held from the time of the original incident. It is, therefore, recommended, except in the most trivial incidents, that whenever a child is involved, all accident investigation reports and any associated documentation (eg: statements, photographs, contracts etc) be retained until the date of that child's twenty-first birthday.

Accident Books

The Council's procedure for accident reporting is that all establishments use the Councils Online Incident Database. Any accident logged on the system will not require recording in any other form of an Accident Book.

Accident Claims

If an accident occurs in your school which results in an injury likely to give rise to a claim, or was serious enough to require reporting under "RIDDOR", details of the accident should be copied to the Insurance Section. If parents write to your school about an accident and do not express their intention to pursue the school/council for compensation the school to may reply and/or meet with the parents. In this situation **the school should not admit any blame** as this could prejudice the insurer's position in the future should a claim be made. Where the parent's letter does say they intend to pursue a claim or the school receives a letter from solicitors representing the parents, indicating their intention to claim, these should be passed immediately to the Insurance Section **unanswered**, together with a print off of the report from the Online Incident Database and any other relevant information. In the case of schools not covered by the daily internal post system, the letter should be faxed prior to being sent. It is recommended that the school keep a copy, lest the original go astray in the internal post system. It is essential that valid letters of claim are dealt with properly and promptly. Failure to acknowledge a letter of claim within 21 days of posting gives the claimant the right to commence legal proceedings without further notice and may result in the Council incurring financial penalties imposed by the Courts

If Headteachers are in any doubt as to whether a communication constitutes a letter of claim, they should contact the Insurance Section in Corporate Services (01344 352094, fax 352255) for advice.

Work-Related Illness

Where Headteachers suspects that a member of staff is suffering from a work related disease a referral should be made to occupational health via your departmental human resources/personnel section. Once an investigation has been undertaken the manager will be provided with an occupational health management report, this will highlight whether the member of staff is suffering from a work related notifiable disease. If a doctor informs you that your employee suffers from a reportable disease you must send a completed disease report form (F2508A) to the HSE. Link to form: <https://extranet.hse.gov.uk/lfserver/external/F2508AE>

The list of reportable diseases can be found in: <http://www.hse.gov.uk/riddor/occupational-diseases.htm>

Accident Investigation

Every incident, including near misses, should be investigated in order to discover how a repetition could be avoided. Over time the accumulation of this data becomes an important aid to the identification of trends and the assessment of the effectiveness of work methods and risk control measures

Further Information

For more detailed information on RIDDOR see following link:
<http://www.hse.gov.uk/riddor/index.htm>

Incident Report Form (IRF 09/16)

Input data into Online Incident Form at: <https://www.reportincident.co.uk/bracknell>. If for any reason the Online Form is inaccessible complete this form and send a copy (retain original) of to: Corporate Health & Safety, 4th Floor, Time Square. Certain workplace incidents are reportable under RIDDOR, see <http://www.hse.gov.uk/riddor/index.htm> or contact a Health & Safety Adviser on: 01344 352000.



Was a Person Involved in the Incident? Yes / No (Yes will include: a near miss, threatening behaviour, verbal abuse, racial abuse etc.)

Your Details (Person completing this form)?
 Title/First Name/Surname.....Tel No:

Address where the Incident occurred?
 Building Name:Street.....Postcode.....
 Where on the premises did the incident occurred? (E.g. stairs, playground, main pool, etc.):

The Incident
 Date of Incident..... Time of Incident:

Incident Type? (tick box):

Slip/Trip/Fall	<input type="checkbox"/>	Contact with Machinery	<input type="checkbox"/>	Exposure: fire	<input type="checkbox"/>
Fall From Height	<input type="checkbox"/>	Contact with Electricity	<input type="checkbox"/>	Exposure: explosion	<input type="checkbox"/>
Handling / Lifting	<input type="checkbox"/>	Struck by vehicle	<input type="checkbox"/>	Verbal Abuse	<input type="checkbox"/>
Trapped by Object	<input type="checkbox"/>	Exposure Hot Surface	<input type="checkbox"/>	Racial Incident	<input type="checkbox"/>
Struck against fixed	<input type="checkbox"/>	Contact Harmful Substance	<input type="checkbox"/>	Sexual Harassment	<input type="checkbox"/>
Struck by Object	<input type="checkbox"/>	Physical Violence	<input type="checkbox"/>	Medical issue/ill-health	<input type="checkbox"/>
Drowning	<input type="checkbox"/>	Road Traffic Collision	<input type="checkbox"/>	Near Miss	<input type="checkbox"/>
Injured by Animal	<input type="checkbox"/>	Fall on stairs	<input type="checkbox"/>	Other	<input type="checkbox"/>

Describe what happened

If the incident involved a person circle as appropriate:
 Employee Pupil (Schools Only) Client (Social Care Only) Member of Public Contractor

Was there an injury? (includes verbal abuse and a near miss) Yes/No

Injuries? (tick box):

Aches/Pains	<input type="checkbox"/>	Bruises	<input type="checkbox"/>	Cuts	<input type="checkbox"/>	Fracture	<input type="checkbox"/>	Spinal Injury	<input type="checkbox"/>
Amputation	<input type="checkbox"/>	Burns/Scalds	<input type="checkbox"/>	Dislocation	<input type="checkbox"/>	Head Injury	<input type="checkbox"/>	Sprain/Strain	<input type="checkbox"/>
Asphyxiation	<input type="checkbox"/>	Crushed	<input type="checkbox"/>	Electric Shock	<input type="checkbox"/>	Nausea	<input type="checkbox"/>	Unconscious	<input type="checkbox"/>
Back Injury	<input type="checkbox"/>	Chest Pains	<input type="checkbox"/>	Eye Injury	<input type="checkbox"/>	Poisoning	<input type="checkbox"/>	No Injury	<input type="checkbox"/>

Body part(circle as appropriate):
 Ankle / Arm / Back / Ear / Elbow / Eye / Finger / Foot / Hand / Head / Hip / Knee / Leg / Neck / Shoulder / Trunk / wrist / Other

Section 3(4): Personnel Issues

Severity of Injury? (circle as appropriate)

Minor injury / Major injury / Fatality / Member of Public (*includes Pupils*) Taken to Hospital / Dangerous Occurrence / Other Incident

Has the Incident been Reported to the HSE? Yes / No

Did the Person? (tick relevant boxes):

Go to Hospital

Go home

Receive First Aid

Go for treatment elsewhere

Remain at work/school

None of above

If yes who administered First Aid?

What treatment was given.....

If referred to Hospital by what means(circle as appropriate):

Ambulance / Member of staff car / Made own way / Taxi / Other

Time off Work (Employees Only):

Number of days off work were:

Details of the Person Involved:

Forename & Surname.....Address.....

.....Town.....Post Code..... Tel No

Gender: Male / Female

Age:

If a minor has the parent/guardian been informed Yes/No.

Was there any property damage? Yes / No

Description of item damaged:

How did the damage occur?

Have repairs been carried out Yes/No Have repairs been ordered Yes/No By whom.....

If no why not

Were there any witnesses? Yes / No

Name:

Name:

Address:

Address:

..... Tel No:

..... Tel No:

Remedial action taken by Manager / Headteacher to prevent reoccurrence?

Please Print Name:.....

Staff Absence Due to Stress

Objective

One issue, which is a threat to the health of school staff, is that of stress. The objective of the form on the following page is to help staff absence as a result of stress to be monitored. Where possible, the form should also indicate any particular factors, which may have contributed to the stress suffered by staff.

General Guidance

The Education Department's framework code of practice included in this section outlines ways of managing stress in schools. The following is general guidance. Stress is a debilitating condition which affects staff throughout education and which results in major difficulties for individuals and the organisations in which they work. The Health and Safety Commission defines stress as a process which can occur when there is an unresolved mismatch between the perceived pressures of the work situation and the individual's ability to cope.

There are a number of factors, which may cause stress in education. These include:

- a teacher's relationship with pupils and colleagues
- management and societal issues
- excessive pupil-teacher ratios
- the problem of violence in school
- excessive workloads
- constant change
- job insecurity.

The symptoms of stress can be both physical and behavioural. Stress can cause or act as a trigger for headaches, tension and indigestion and can develop into more serious problems such as ulcers, high blood pressure, depression and heart problems.

Further Information

The Education Service Advisory Committee's guidance document *Managing Occupational Stress: A guide for managers and teachers in the schools sector* (Health and Safety Executive, discusses the problem in depth and advises that schools should develop strategies for dealing with stress at work, including the development of policies and procedures aimed at its alleviation. The strategies, which are developed, should cover:

- the identification and monitoring of the incidence of stress
- the measures necessary to alleviate the condition
- the support measures and counselling arrangements which are available.

Noise is a cause of increased stress in schools and the Sheffield Occupational Health Project has produced a publication called *Noise Stress and the Teacher*.

Staff Absence Due to Stress Form

Name	Position	Symptoms	Date Absence Commenced	Date of Return to Work	Possible Cause

Bracknell Forest Borough Council

Education Department

**Stress at Work Policy
Framework Code of Practice**

**For Community, Voluntary Controlled and Voluntary Aided Schools
with delegated budgets**

1 Introduction

- 1.1 Bracknell Forest Borough Council, the Education Department and the Governing Body have a legal duty to ensure the health, safety and welfare of its employees whilst they are at work. Undue stress can adversely affect employees' health and well being and, as such, it is the Governing Body's responsibility to take reasonably practicable steps to avoid and reduce unnecessary workplace stress.

2 Purpose

- 2.1 The aim of the policy is to outline the Governing Body's responsibilities towards its staff and to identify ways of managing stress by:

- identifying causes of stress
- taking action to reduce staff stress
- managing the working environment

- 2.2 This Policy is mainly concerned with stress arising from or affecting the individual in the working environment. It does, however, recognise that causes of stress may be external to the workplace or be combined with causes within the workplace. Often, no single cause may be identified, but where the individual is affected at work, the Governing Body will take the approach of helping the employee whatever the cause of their stress.

- 2.3 The Governing Body acknowledges that any employee could experience stress, that no weakness is implied by this and that it will encourage employees to seek help and support. The ways in which assistance can be offered will naturally vary in different working environments and therefore the guidance outlined in this policy is not prescriptive. The paragraphs which follow indicate some of the measures which may be considered.

- 2.4 The Governing Body has a range of policies, such as the Capability and Disciplinary Procedures, Fair Treatment at Work and Managing Sickness Absence, which deal with issues of poor work performance and attitude. Managers should not be deterred from using these policies when all reasonable efforts to assist an employee suffering from stress have proved unsuccessful. This policy should, therefore, be read in conjunction with other relevant policies where necessary.

3 Scope

- 3.1 This policy applies to all staff employed in schools in Bracknell Forest including temporary workers but excluding those employed on a casual basis.

4 Definition

- 4.1 The Health and Safety Executive has defined stress as “the reaction people have to excessive pressures or other types of demands placed upon them”.

Some levels of pressure, even when high, can be motivating and provide a challenge. However, pressures at a level which the individual is unable to cope with, could result in stress. Stress is not the preserve of busy or high-powered jobs; employees in routine jobs may suffer from stress which may also result from an employee feeling that they have no real control over their work situation.

5 Causes Of Stress

- 5.1 It is recognised that different things can trigger stress in individuals at various times in their working life and that people react differently to stressful situations. It is therefore important to recognise that some factors may cause stress for one person, but not for another.

- 5.2 The following can be sources of stress arising from work:

- Anxiety about fear of change
- Coping with rapid change (including information technology requirements)
- Unclear role definition
- Conflicting priorities
- Too much work or work not matched to the individual’s skills and competence
- Not being able to use skills, or insufficient work
- Lack of job security
- Crisis management – no long term planning
- Lack of involvement – isolation, either physical or emotional
- Poor work relationships
- Lack of communication
- Harassment or bullying

- 5.3 Stress can also arise from the pressures people experience in their home and personal lives, eg: bereavement, relationship or family problems, financial difficulties; these factors can make people more vulnerable to stress at work. Often the harmful effects of stress are caused by a combination of work and home circumstances.

6 Identifying An Individual Under Stress

- 6.1 Identifying stress is a complex issue. An individual may display one or more of the following indicators at any one time, but this may not mean that they are suffering from the negative effects of stress. It is often when the stressors persist over a period of time that the signs of negative stress become more acute.

- Persistent or recurrent moods such as - anger, irritability, depression.
- Physical symptoms – general non-specific aches and pains, raised heart rate, dizziness, blurred vision, skin or sleep disorders.
- Changed behaviours – difficulty concentrating or remembering things, unable to “switch off”, loss of creativity, making errors, double checking everything, eating disorders, increasing use of tobacco, alcohol, drugs.
- High/increased levels of sickness absence – particularly frequent short-term absences.
- Poor relationships at work – conflict with colleagues, poor relationships with clients.

- Poor work performance – lack of concentration, less output, lower quality work, poor decision-making.
- Attitude and behaviour – low morale, loss of motivation, poor timekeeping, working longer hours but with diminishing effectiveness.
- When stress is experienced over long periods, other signs can develop, for example high blood pressure, heart disease, ulcers, long-term depression.

6.2 It is important to note that if an employee says they are under stress, the manager should take time to listen and be supportive – a dismissive response may not help, and the individual may be deterred from approaching the manager again.

7 Responsibilities

7.1 The Governing Body has a duty to take all reasonable steps to protect employees against the potentially harmful effects of stress, although no employer can guarantee its employees a stress-free existence. All employees and managers have a responsibility for recognising and taking steps to reduce or eliminate stress and the causes of stress in the workplace.

7.2 Individuals

- Will need to recognise the early signs of stress in themselves and others.
- Will need to be supportive of colleagues who are experiencing the negative effects of stress. This may mean giving practical assistance or moral support or both, but will always involve listening.
- Should initially discuss those issues with their manager which may contribute to stress. If there is no improvement, they may wish to discuss the situation with a member of the Education Personnel Team or use the Staff Support Service provided by the Council.
- Identify and recognise their training and development needs and take responsibility for their own well-being and development within the job. Every employee should be able to discuss the need for more training or coaching, or the amount and prioritisation of workload. This need not just be within the context of the Performance Management arrangements, but should take place at any time if the employee has an issue which they wish to discuss.

7.3 Supervisors/Managers/Headteachers

Managers need to be aware of and responsive to work pressures and the effects which they might have on employees. Managers should ensure that:

- All new starters are properly inducted and all employees receive appropriate ‘on and off the job’ training to ensure that they have the confidence in their ability to carry out their job.
- Adequate risk assessments have been carried out (taking into account factors which may cause stress) and appropriate actions are taken.
- There is good communication with staff, and a supportive environment is fostered within which stress issues can be discussed.
- Staff involvement is encouraged, for example attending team meetings where ideas, problems and solutions can be discussed.

- Staff are trained, coached and developed to ensure that they have the ability to carry out their existing or any new roles.
- Effective time management is encouraged, for example by monitoring working arrangements/hours, workloads, deadlines, overtime and ensuring use of holiday entitlements.
- They approach an employee if they are aware that they are showing signs of stress (see paragraph 6).
- Job descriptions should be considered periodically (for example at annual appraisals) to ensure the job's objectives are compatible and achievable.
- Annual Performance Management arrangements are carried out in line with the requirements of the DfEE, as this provides an opportunity for workloads, deadlines and any training needs to be discussed on an individual basis with each employee.

7.4 External Support

The Personnel Officers of the Education Personnel section are available to provide specialist advice and support to Headteachers and managers on stress related issues including:

- Giving guidance on the use of this Policy and helping headteachers, managers and employees to find solutions to stress-related problems.
- Providing support and advice in planning the return to work of employees who have suffered from stress-related health problems.
- Giving advice on ongoing training and development needs.
- Arranging training courses on stress-related issues.
- Providing ongoing support for changes to the working environment.
- Ensuring that Headteachers, managers and staff are aware of the Staff Support Service which the Council provides and encouraging referral to the Service as appropriate.

7.5 Occupational Health

All employees have a pre-employment health screening prior to the commencement of their employment with the Council. This is to ensure that the employee is both physically and mentally fit for the work which they will be doing, and to ensure the Council is able to deal with any future difficulties which may arise.

Any employee who may be suffering from a stress-related complaint may be referred to the Occupational Health service where an assessment will be made on the impact of the complaint on their work. Management advice will be given on work related issues, eg: their prospects for a return to work, timescales involved and any further relevant guidance. A return to work plan may be constructed which will include issues such as a graduated return, suggested nature of changes to duties etc.

8 Risk Assessment

- 8.1 Managers need to carry out risk assessments and as far as is reasonably practicable put appropriate and preventative measures into place. Risk assessments need to identify activities which may lead to stress or which may place a particular group of staff at risk through stress.
- 8.2 Managers undertaking risk assessments must ensure that they are fully trained and up-to-date on health and safety issues which might affect them and aware of the steps which they should take to guard against health risks.

9 What To Do When Stress Becomes A Problem

- 9.1 Strategies for dealing with workplace stress are usually twofold. As well as putting measures into place to deal with work issues which may be the cause of stress, it is also important to provide the individual with help to identify personal strategies for coping with stress.

The following measures are designed to find solutions to situations where workplace stress has become, or has the potential to become, a problem for both the Governing Body and/or the individual.

9.2 Support To the Individual

- The individual who is under stress, needs to be able to talk about the problems they are encountering and should be encouraged to discuss what they think would be a good way to deal with the situation. It is important for their headteacher/manager to set aside some uninterrupted time to allow the individual to talk. All the suggestions may not be acceptable, but it is important to give them serious consideration. Often, giving the individual some ability to influence how they resolve their problem helps them to feel more valued and in control - this can help reduce stress levels.
- The individual should be offered assistance through the training opportunities which help staff and managers cope with stress-related issues and/or the referral to the Council's Staff Support Scheme which is available to all staff who need advice on dealing with both personal and work-related problems. Depending on the level of support required, it could involve the Staff Support Officer (Industrial Chaplain), Occupational Health or, in some particular cases, an individual counsellor.

The Headteacher/manager should not see this as a solution in itself; they will need to monitor the situation to try to reduce stress where possible.

- When staff are absent from work, the Headteacher/manager should follow the 'Managing Sickness Absence' Policy which includes a return to work interview to establish the reason for absence. Return to work interviews can be used as a way of offering support and should not be confrontational. They can be an opportunity to explore both the impact of work situations on the individual and the impact of the individual's absence on work.
- If patterns of absence develop, or if periods of absence are for reasons of stress, then a referral to the Occupational Health Service should be considered. Guidance on how to do this can be found in the Managing Sickness Absence policy. In cases of stress and depression, the Occupational Health Service will be able to advise on future appropriate management action.

- Stress-related problems are rarely solved by a single action and often take some time to resolve. Even if practical measures have been taken to remove the underlying problems, it is important to continue talking with the individual to give them a chance to work out for themselves a way of resolving their difficulties and the timescale required to do it.

9.3 Practical Measures

- Practical steps might be taken to solve short-term work problems, for example extending a deadline or reallocating a proportion of work, but the manager must keep the situation under review. If there are underlying problems which are not addressed, then the problem may resurface.
- There is little that can be done directly to resolve a problem which is generated by events outside of work. Even though maintaining a sympathetic attitude, there may be capability issues to investigate. The Capability and Disciplinary procedures must still be considered in sustained cases of below par performance or reduced output.
- The Headteacher/manager must consider whether staffing levels are correct, whether incompatible activities or conflicting priorities have been designed into the job, whether workload peaks are temporary or recurrent, etc. The individual who exhibits signs of stress may not be the only employee experiencing a problem if the situation has its basis in work organisation. Much may be done simply by reconsidering work allocation, deadlines, or delegation but it may be that more fundamental issues need to be examined.
- The Headteacher/manager must consider whether there is a capability problem. They will need to ascertain if the individual is properly trained in order to carry out their role effectively. It is also important that the individual's duties are defined properly and that they understand them. Steps should be taken to address these issues and, if a positive result is not achieved, the manager should consider whether there is a need to apply the Capability Procedure.
- Headteachers/managers should remember that where stress results in long-term absence, the policy on Managing Sickness Absence requires the involvement of the Occupational Health Service for a medical opinion (see paragraph 7.5). In severe cases, where the employee is unfit to return to their job, then options such as offering suitable alternative employment or retirement on ill-health grounds may need to be considered.
- The Headteacher/manager should consider whether interpersonal problems could be the cause of stress. Areas such as harassment and bullying or personal issues between members of staff such that some individuals are failing to maintain a proper working relationship should be looked in to. If so, the Headteacher/manager should consider action under the Fair Treatment Policy or Disciplinary Procedure.

10 **Conclusion**

- 10.1 It is important to remember that stress affects individuals to varying degrees and in a variety of different ways. The above are only guidelines on how to deal with stress, and the Education Personnel Section is available to give more detailed advice and support in particular cases.
- 10.2 The Council, Education Department and Governing Body are committed to taking steps to reduce unnecessary workplace stress. Headteachers and managers are encouraged to deal sensitively with situations where employees are under stress, whilst taking

whatever actions are necessary to assist the individual and to meet the needs of the service.

First-Aid Training

Objective

The objective of this form is to allow a record of all first-aiders and appointed persons to be kept in accordance with the Health and Safety (First-Aid) Regulations.

Key Points

First-Aider

The general responsibility of LEAs and the management of schools for taking reasonable care of the pupils in their charge is enshrined in common law under the *in loco parentis* doctrine. It follows that, although the Health and Safety (First-aid) Regulations do not specifically cover pupils, those responsible for pupils have a continuing duty to provide adequately for them and any visitors on the premises. Therefore, where possible, it is sensible to combine first-aid arrangements for employees with those for pupils.

Risk Assessment of First-Aid Needs

In Guidance on First-aid for Schools (published by the DfEE as part of its health and safety good practice series) the DfEE advises that schools should take into account the following factors when assessing what first-aid provision is needed:

- the size of the school; there may be split sites and/or split levels
- the location of the school; access to the school for the emergency services may be difficult or lengthy
- pupil numbers and ages ranges
- staff or pupils with disabilities or special health needs
- particular hazards, eg: dangerous tools, equipment or machinery or hazardous substances
- accident records; these will help identify the level of first-aid needed.

The DFEE guidance points out that there are no national regulations for the number of first-aiders in schools.

The Approved Code of Practice, *First-Aid at Work, Health and Safety (First-Aid) Regulations and Guidance* requires employers to make an assessment of their first-aid needs appropriate to the circumstances of each workplace. However, the guidance indicates that in lower risk workplaces there should be one first-aider if there are between 50-100 employees with an additional first-aider for every 100 employed. The guidance points out that in special circumstance, eg: remote sites or sites with several buildings, a greater number of first-aiders will be required. It is also necessary to cover for absences.

It is suggested that a secondary school with 900 pupils and 70 employees would need to make provision for at least 7 first-aiders, ie: one for the employees and 6 for the pupils. This works on the lowest possible figures. Hazardous areas and out-of-school activities may require more than this. A primary school with 150 pupils and 10 employees would need at least two first-aiders, ie: one for the 150 pupils and one to cover the absence of the first.

In *Guidance on First-Aid for Schools*, the DfEE advises that schools should also take into account:

- the need for adequate first-aid provision during breaks and lunchtime
- cover when first-aiders are on leave or otherwise absent
- adequate first-aid provision on school visits and at school if a first-aider is away on the visit
- adequate first-aid provision for practical departments and physical education.

The Approved Code of Practice, *First-aid at Work, Health and Safety (First-aid) Regulations and Guidance* give the same advice. It is suggested by both the DfEE and the Health and Safety Executive that first-aiders should include non-teaching staff, eg: lunchtime supervisors, the school nurse or welfare assistant.

A first-aider is someone who holds a current certificate which shows that he or she has successfully completed a 'First-aid at Work' training course which has been approved by the Health and Safety Executive and who has agreed to be appointed by the employer as a first-aider. Employers are obliged to provide first-aid training for those they appoint as first-aiders. They are not obliged to provide such training for anyone who requests it. DfEE guidance document *Guidance on First-aid in Schools* advised that when selecting first-aiders, governing bodies/head teachers should consider the following factors:

- reliability and communication skills
- aptitude and ability to absorb new knowledge and learn new skills
- ability to cope with stressful and physically demanding emergency procedures
- the individual's normal duties. A first-aider must be able to go immediately to an emergency.

The "First-Aid at Work" training is a 3 day course. Candidates must pass an examination in the practice and theory of first-aid. The qualification which is gained is valid for 3 years and must be renewed within 3 years by attending a two-day refresher or requalification course and passing a further examination.

It is suggested that the training of first-aiders should be staggered over the cycle of course requirements. This keeps knowledge and skills fresh and avoids gaps appearing in provision and erratic burdens on training budgets.

Emergency first-aid training could be combined with the recommended annual practice of refreshing the major skills of designated first-aiders, perhaps as part of an in-service training (INSET) day. The cost of training and of first-aid kit and materials is borne by the employer.

First Aid for Young Children (0 - 5)

The Early Years Foundation Stage (EYFS) is given legal force through an Order and Regulations made under the Childcare Act. It applies to all schools and early years providers in Ofsted registered settings attended by young children (birth to the end of the academic year in which a child has their 5th birthday).

It is mandatory for at least one person who has a current paediatric first aid certificate to be on the premises at all times when children are present. There must also be at least one person who goes on 'Offsite Visits' who has a current paediatric first aid certificate.

Appointed Person

An appointed person is someone who can take charge of any incident. In small schools this may fall to the head, while in larger schools it may be a member of senior management. Ideally, all appointed persons should receive training in emergency first-aid, but this is not a requirement.

There should be at least one appointed person present at all times when there are people on the school premises. However, appointed persons are not an acceptable alternative to first-aiders and the requisite number of first-aiders should also be present. In exceptional circumstances, appointed persons can cover the temporary absence of first-aiders. Foreseeable absences, such as planned annual leave, are not considered to be exceptional temporary circumstances.

First-Aid Boxes

The need for first-aid boxes should be determined as part of the assessment of a school's first-aid needs. Every employer must provide at least one fully stocked first-aid box for each site. Schools will need additional first-aid boxes where there are split sites or split levels, if there are parts of the school building isolated from the main building, for distant sports fields or playgrounds, in practical departments which are high-risk areas and for offsite activities.

The contents of first-aid boxes should be checked regularly and restocked as soon as possible after use. (See paragraph on First-Aid Boxes for stocking levels. in the following section.)

Accident Reporting Training

Records should also be kept of the details of all accident reporting training received by staff.

First-Aid Rooms

A first-aid room is for the treatment of minor injuries and for keeping casualties in until an ambulance arrives. Access to first-aid rooms should be possible by either ambulance or stretcher. First-aid rooms should also be sited near to any concentration of people. Rooms used for occupational health or pupil health rooms would be suitable.

Further Information

Further guidance on the provision of first-aid can be found in:

Guidance on First-aid for Schools, DfEE,
Emergency Aid in Schools, St John Ambulance,
First-aid at Work: Health and Safety (First-Aid) Regulations
First-aid in Educational Establishments, Education Service Advisory Committee, HSE
Statutory Framework For The Early Years Foundation Stage

Administration of First-Aid

Objective

The Health and Safety (First-Aid) Regulations require adequate arrangements to be made for the administration of first-aid to staff with regard to staff numbers, the nature of the undertaking and the size and location of the establishment. There is no specific legislation, which requires schools to provide first-aid for pupils, but teachers, non-teaching staff, and parent helpers have common law responsibilities with regard to pupils. Good practice also dictates that there should be a specific requirement for first-aid for pupils.

While there is no legislative requirement to record the administration of first-aid within a school, it is considered good practice to record the information which is necessary to confirm the action which has been taken and to identify and document all the relevant details which are necessary for reporting and investigation purposes. The objective of this form is to allow such information to be recorded.

Key Points

Appropriate first-aid arrangements include the provision of adequately trained staff (see *First-aid Training* earlier in this section), sufficient first-aid requisites (see below) and the formalisation of appropriate practices and procedures. No member of staff or parent helper should administer first-aid unless he or she has received proper training.

Unless it cannot possibly be avoided, no member of staff should administer first-aid without a witness, who should preferably be another member of staff. This is because there is a possibility that a member of staff could be accused of improperly touching a pupil during the administration of first-aid.

For their own protection and the protection of the patient, staff who administer first-aid should take the following precautions:

- Exposed cuts and abrasions should be covered with a waterproof dressing. Hands should be washed before and after administering first-aid. **Disposable gloves should be worn.**
- The patient's blood or other body fluids should be washed off with soap and water if the first-aid-er comes into contact with them. Clean cold tap water should be used to wash mouths, eyes or broken skin.
- **Disposable latex or vinyl gloves must be worn** when first-aiders are mopping up blood or body fluids. Paper towels should be used for mopping up and soiled towels should be disposed of in sealed plastic bags and preferably incinerated. Clothing may be cleaned in a washing machine using the hot cycle.
- Surfaces should be wiped down with a solution of a suitable disinfectant.

The information detailed on the form in this section can also be used to inform parents of the action which has been taken in school in response to an accident which involved their child. Communication of such information can be very important, especially where a head injury is involved.

Many of the day-to-day bumps and scrapes which pupils suffer may not be considered sufficiently serious to warrant an entry on the *Administration of First-Aid* record. However, any accident which requires first-aid, even if it is only a sticking plaster, should be recorded.

It is recommended that this form is retained for 5 years after completion in case it is required for use in any legal or civil action.

First-Aid Equipment

First-Aid Boxes

First-aid boxes should be made of a suitable material which is designed to protect the contents from damp and dust. They should be identified clearly as first-aid containers. The marking should be a white cross on a green background in accordance with the Health and Safety (Safety Signs and Signals) Regulations.

First-aid boxes and travelling first-aid kits should contain suitable first-aid materials. First-aiders should be discouraged from keeping and using anything other than the recommended contents shown below:

- 1 leaflet giving general guidance on first-aid
- 20 individually wrapped sterile adhesive dressings (assorted sizes) appropriate to the work environment (eg: detectable plasters for use in kitchens and food technology areas)
- 2 sterile eye pads, with attachment
- 4 individually wrapped triangular bandages
- 6 safety pins
- 6 medium-sized individually wrapped sterile unmedicated wound dressings (approximately 12cm by 12cm)
- 2 large sterile individually wrapped unmedicated wound dressings (approximately 12cm by 18cm)
- 1 pair disposable gloves (latex or vinyl).

Travelling First-Aid Kits

Travelling first-aid kits should be appropriate for the circumstances in which they are to be used. They should contain the following:

- 1 leaflet giving general guidance on first-aid
- 6 individually wrapped sterile adhesive dressings
- 1 large sterile unmedicated dressing
- 2 individually wrapped triangular bandages
- 2 safety pins
- individually wrapped moist cleansing wipes
- 1 pair disposable gloves (latex or vinyl).

Contents should be checked regularly in order to ensure that there is always an adequate supply of all materials.

Sufficient quantities of each item should always be available in every first-aid box. First-aid boxes should be located in easily identifiable and accessible locations. Specialist areas with additional hazards, such as laboratories and workshops, should have their own first-aid box.

First-aid boxes which are provided for the benefit of pupils should match those which are provided for employees.

Other equipment

Soap and water and disposable drying materials should be provided for first-aid purposes. Where soap and water are not available, individually wrapped moist cleansing wipes which are not impregnated with alcohol may be used. *The use of antiseptics is not necessary for the first-aid treatment of wounds.*

Where mains tap water is not readily available for eye irrigations, sterile water or sterile normal saline (0.9%) in sealed disposable containers should be provided. Each container should hold at least 300ml and should not be re-used once the sterile seal is broken. At least 900ml should be provided. Eye baths, eye cups and refillable containers should not be used for eye irrigation.

Disposable plastic gloves and aprons and other suitable protective equipment should be provided near the first-aid box and should be properly stored and checked regularly to ensure that they remain in good condition.

Blunt-ended stainless steel scissors (minimum length 12.7cm) should be kept where there is a possibility that clothing might have to be cut away. These should be kept with items of protective clothing and equipment.

Disposable plastic bags for soiled or used first-aid dressings should be provided. Employers should ensure that used dressings etc are safely disposed of in sealed bags.

Further Information

Further guidance on the provision of first-aid can be found in:

Arrangements for First-Aid Provision in Schools and Colleges,
Emergency Aid in Schools, St John Ambulance,
First-Aid at Work, Health and Safety (First-Aid) Regulations
First-Aid in Educational Establishments, Education Service Advisory Committee, HSE

Manual Handling Assessment

Objective

The Manual Handling Operations Regulations 1992 require that where reasonably practicable manual handling operations which involve a risk of injury should be avoided. Where this is not practicable, a competent person must carry out an assessment of the hazardous operation in order to determine the appropriate preventative and protective measures, which are necessary to reduce the risk of injury to the lowest practicable level. The objective of this form is to record the details of such assessments and any conclusions or recommendations.

Key Points

Generally, routine manual handling in schools does not present a substantial risk and staff awareness of the need to lift correctly and sensibly should suffice. However, all staff and parent helpers should be aware of the common areas where problems may arise in schools. These include bulk paper deliveries, moving videos and televisions, moving filing cabinets and moving desks and chairs.

Some routinely repeated tasks may present a substantial risk, such as some of the tasks carried out in caretaking or when dealing with pupils with special needs (see below).

A brief description of the task should be entered on the form. This description should break the task down into parts.

"External or internal features" relates to any features, which may make the load difficult to lift, eg: sharp projections.

"Height" refers to the height to which, or from which, the load is to be lifted. "Stability" refers to the stability of any steps, shelving, ladders, etc.

The individual lifting capability of each person should be noted in the five columns provided. Should more people be involved in the task a separate form should be used and attached. The strength, height and frame of the person should be recorded, together with any particular knowledge he or she may possess or training he or she may have received. Where details relate to a person's medical history, it is important to emphasise that such details will be treated in the strictest confidence. A note should also be made of the clothing or equipment, which the person usually uses, for work.

From the assessment, the assessor should come to conclusions and make recommendations. The assessor may conclude that the task is safe or that it can only continue if certain conditions are met. For example, the assessor may recommend that lifting gear is needed, or that staff needs to be trained in the two-person-lifting technique.

Once completed the form is the basis for future reviews and, therefore, it should be retained for as long as the task exists.

Special Schools

Manual handling in special schools presents many problems due to the necessity to balance the needs of pupils with those of the staff.

Where possible, mechanical aids should be provided to assist staff with the movement of pupils, eg: the provision of a hoist by a hydrotherapy pool. Mobile hoists are also of benefit when staff are manoeuvring pupils, enabling them to be moved around in comfort and safety.

Many tasks, which are carried out in special schools, do not lend themselves to mechanisation and therefore the adoption of correct manual handling techniques is important. Staff should be professionally tutored, eg: by the local physiotherapist, to enable them to carry out the tasks without risk to themselves or the pupils whom they are carrying. The Health Service Advisory Committee's publication *Guidance on Manual Handling of Loads in the Health Services* (Health Services Advisory Committee, Health and Safety Executive) provides extensive advice which is relevant to special schools.

**Health and Safety Checklist
Manual Handling Assessment**

ASSESSMENT CARRIED OUT BY		Room number or location:
Signature:		Date:
Name in BLOCK capitals:		Reference number:
Position:		

Description of Task

Frequency of task:	Equipment used:
Personal protection:	Twisting or stooping:

Load

Environment

Weight:		Space:
Size:		Levels:
Shape:		Temperature:
Handling points:		Humidity:
External or internal features:		Height:
		Stability:

Individual Capability

Name					
Strength/height					
Knowledge/ training					
Medical history					
Clothing/ equipment					

Conclusions and Recommendation

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