



Green Lane School

**Health & Safety
Guidance**

2026 - 2027

Contents

What is health and safety?	3
Staff responsibilities.....	4
Key Staff	6
First Aid	8
Manual Handling	9
Fire Safety	10
Critical Incidents / Bomb and Lockdown Management.....	14
Risk assessments.....	17
Working at height	18
Appendix 1 HSA1.....	21
Appendix 2 HSA4.....	26
Appendix 3 Cause for concern	29
* Only to be completed by staff who do not have access to iamcompliant or online reporting systems fail. All forms stored by reception.....	29
Appendix 4 – iamcompliant (online H&S reporting system)	30
Appendix 5 - Five Ways to Save a Life.....	31
Appendix 6 CPR	32
Appendix 7 Recovery Position	33
Appendix 8 Burns and Scolds	34

What is health and safety?

-  Health and safety is the responsibility of all members of staff, and is vital to keep staff, pupils and visitors safe from harm.
-  We must consider health and safety needs in school, out of school, and for particular pupils.
-  We must consider health and safety as part of curriculum planning.
-  All staff must be familiar with relevant policies (e.g. health and safety, first aid) and risk assessment procedures.
-  Schools have a statutory duty to consider health and safety.

Key Legislation:

The Health and Safety at Work etc. Act 1974

The Management of Health and Safety at Work Regulations 1992 and 1999

School requirements:

We **must** ...

-  Have a named 'competent person'.
-  Comply with legislation (including in our policy).
-  Regularly review and update risk assessments.
-  Train staff.
-  Keep clear records of injuries and accidents.

Staff responsibilities

All staff must:

-  Read the WBC Health and Safety Policy.
-  Participate in the school's risk assessment process and comply with findings.
-  Report any defects in the condition of the school or equipment of which they become aware.
-  Report all accidents/incidents in accordance with procedures.
-  Be familiar with the procedure to be followed in the event of a fire/emergency.
-  Make use, where relevant, of personal protective equipment provided for safety or health reasons.
-  To follow all relevant codes of safe working practice which apply to the school.
-  To report any unsafe working practices to their line manager **IMMEDIATELY**.
-  To use a fob to enter and exit the building, making sure that the door is firmly closed so that pupils cannot exit the building.
-  Inform the Site Manager if you are working late (lone working).
-  Be familiar with fire evacuation procedures.

Annual paperwork to be completed by class teachers and updated as needed:

-  Classroom Risk Assessments.
-  Individual Pupil Risk Assessments.
-  Personal Evacuation plans (PEEPs).
-  Specialist rooms, e.g. hall, food technology room, sensory room (Subject leaders only).

Near Misses and H&S concerns / observations

Near miss: **an event not causing harm but has the potential to cause injury or ill health.**

-  In the case of a 'near miss', report the incident to SLT. A call to the parent may be made at this stage – but only after consent from SLT.
-  If you spot a genuine 'near miss' you must complete a 'near miss' form (HSA4 – see appendix 2) so it can be investigated.
-  Any general causes of concern or observations, please complete a log on the iamcompliant system.

Health and safety in the classroom

Always keep an eye out for potential health and safety hazards in school. You can help mitigate these by:

-  Keeping things tidy.
-  Regularly testing electronic equipment.
-  Reporting injuries, accidents and near misses as soon as possible.
-  Regular checks both inside the classroom and outdoors areas.
-  Keeping an eye out for wear and tear.
-  Having a 'walk, don't run' policy indoors.

Health and safety in the curriculum

All subjects may have health and safety hazards. When planning, think about:

-  How physically demanding the activities are.
-  The need for any special equipment.
-  The need to handle sharp objects and/or hazardous materials.

Mitigate risks by:

-  Teaching pupils how to use equipment safely.
-  Supervising risky activities closely.
-  Making sure all physical activity begins with a suitable warm-up.
-  Having clear medical records and procedures for providing emergency medication (e.g. inhalers).

Health and safety on school trips

Higher risk level is associated with:

-  Distance from school.
-  Type of activity.
-  Location.
-  A need for staff with specialist skills.
-  Individual pupils.

There is a clear process for managing trips out:

-  To plan our trips and visits we use an online system called EVOLVE.
-  Trips need to be planned at least **2 WEEKS** in advance.
-  A Trip Notification form must be completed.
-  The Evolve Coordinator is Mike Gaskell.

Key Staff

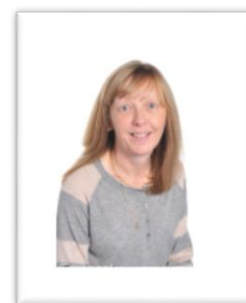
Premises Manager
Jo Mullineux (HT)



Site Manager
Ian Wilcock



Health & Safety Team



Jo Mullineux (HT - SLT)* Ian Wilcock*(Site Manager) Mike Gaskell (SLT)* Tracey Dey (TA)



Sarah Irwin (DHT - SLT)*

Mike Gannon (Maintenance Officer)

*Health & Safety Level 3 Trained

*The Health & Safety team meet half termly

Medication Team

In school, staff act in 'loco-parentis'. Trained members of staff will give medication when required, with the correct information provided.

There are normally 3 sets of circumstances in which staff may be requested by a parent/guardian to give medication to a pupil during school hours:

-  Cases of chronic illness such as asthma, diabetes or epilepsy.
-  Pupil has a medical condition which requires them to have ongoing medication.
-  Cases where a pupil is recovering from a short term illness and is able to return to school but is completing a course of antibiotics/or similar treatment.

All staff administering medication will have received training.

In all cases, parents will be required to complete a medication form giving specific details of the medicine to be given and permission for school staff to administer. Medication should not be given without this.

Medication is stored in locked cupboard or in a locked medication fridge. (This could be in class or the medical room depending on medication).

Staff will sign a form (and have it countersigned) when a pupil is given medication.

If a pupil refuses medication we will notify the parent and try again (no more than twice), paperwork will be signed and countersigned each time.

Any medication that is no longer required will be sent home for safe disposal at a pharmacy.

Medication Team Members:

Stacy Beechall 	Hayley Chadwick* 	Jo Milnes 	Kit Sherratt 	
Georgia Milnes	Emma Davies 	Hannah Gregory 	Jacqui Golden 	

*Hayley Chadwick (HLTA – Medication Team Leader) also has responsibility for:

Monitoring expiring medication, updating the medication pupil list, overseeing medication paperwork, writing, updating and distribution of care plans, booking medical training (supported by Stacy Beechall).

First Aid

The correct action to be taken should there be an accident to a pupil whilst on school premises is as follows:

-  Seek the assistance of the qualified First-Aiders. There are posters around school detailing these First Aiders.
-  Report to SLT. A call to the parent may be made at this stage – but only after consent from the SLT.
-  Accidents are recorded on Medical Tracker. There is an accident book kept in reception to record accidents for any visitors, supply or contractors.
-  As a rule ALL head injuries, no matter how trivial, should be reported and a head injury letter/phone call should be sent home to parents/carers.
-  If any person goes to hospital as a result of an accident then an HSA1 form (see appendix 1) will need to be completed as soon as possible and given to the Headteacher or Deputy Headteacher.
-  First Aid Boxes are kept in the staff room, the medical room, the kitchen and are carried by the first aiders. If it is found necessary to take a pupil to hospital for treatment, the Headteacher, Deputy or Assistant Headteacher and the parent(s)/carers to be informed. If it is a serious injury then the Ambulance Service must be contacted immediately by calling 999.

First Aiders (**Paediatric first aider**):

Stacy Beechall 	Hayley Chadwick 	Emma Davies 	Andrea Beesley 
Lisa Donnelly 	Andrei Lipovan 	Jo Milnes 	

Karen Brown 	Kit Sherratt 	Ian Wilcock* 	Hannah Williams 
Heidi Fitzpatrick 	Lauren McElroy 	Jeanette Sweeney 	Hannah Gregory 
Mike Mooney 	Lauren Tye 	Heather Gill 	

*Responsibility for checking the defibrillator, ordering and monitoring expiry dates of first aid stock.

Manual Handling

- You must use manual handling equipment to move, carry, push and pull objects where it is provided.
- Contact the Site Manager (Ian Wilcock) or Mike Gannon (Maintenance officer) if you would like any heavy object to be moved in your classroom. This should be logged through the iamcompliant system.
- You must carry out a risk assessment before all medium and high risk handling activities.
- In case of any injury, please make sure to inform your line manager.

Manual Handling Assessor:

Jo Milnes 	
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Responsibilities:

- Ensuring manual handling risk assessments are in place in the workplace.
- Ensuring manual plans are in place where needed.
- Training staff to safely use manual handling equipment.

Safe Lifting



Always make sure load is not above 25 kg before attempting to lift



Always squat down to lift a load



Lift and Carry the load as close to the body as possible.



Always store heavy items between shoulder and knee height

Fire Safety

Fire Drill in School Sequence:

-  Activate the alarm system (if it's not already activated).
-  Shout and make noise to alert others to the fire.
-  Evacuate the building using the nearest exit, making sure children remain calm and quiet.
-  Keep calm, don't stop to pick up belongings, and don't run.
-  Make your way to the assembly point (KS4 assemble outside the KS4 building, otherwise go to the main school yard).
-  Take part in the roll call.
-  **TACKLE THE FIRE** only if you are in the position to do so whilst prioritising the safety of pupils and other staff.

Trained Fire Wardens:

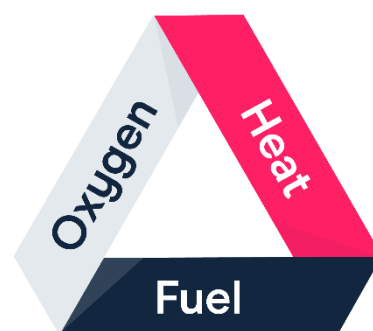
Chris Beeton 	Luke Bennett 	Lesley Fernyhough 	Amanda Harrison 
Alex Harper 	Sarah Irwin 	Mike Gaskell 	Jo Milnes 
Jo Mullineux 	Kerryjane White 	Ian Wilcock 	Joanna Capewell 
Adam Garrod 	Laura Bell 	Sam Bani 	Amy Johnston 
Jody Broadstock 	Louiza Tahrauoi 	Nic Simpson 	Mike Gannon 

Lian White 	Carly Dumicon 		
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The fire triangle

In order to exist, a fire needs **3** things:

-  **Oxygen** comes from the air around us.
-  **Heat** is any source of ignition, e.g. heaters, lighters, cigarettes, electrical equipment.
-  **Fuel** is anything that burns, e.g. wood, paper, oil.



Most fires are preventable

Housekeeping is vital to minimise the risk of fire. We can all help by:

-  Following the 'no smoking on site' policy.
-  Regularly testing electronic equipment.
-  Keeping fire exits clear.
-  Keeping rooms tidy with fuel away from heat sources (e.g. paper and heaters).
-  Following risk assessments and safe systems of work.

Using fire extinguishers

You should only use a fire extinguisher if it's safe and you feel confident to do so.

Different types of fire should be tackled with different fire extinguishers:

	Class A (combustible materials)	Class B (flammable liquids)	Class C (flammable gases)	Class D (flammable metals)	Electrical	Class F (deep fat fryers)
WATER (red label)	✓					
FOAM (cream label)	✓	✓				
DRY POWDER (blue label)	✓	✓	✓	✓	✓	

CO2 (black label)		✓			✓	
WET CHEMICAL (yellow label)	✓					✓

Remember ...

-  Most fires are preventable – the best way to fight fires is to prevent them from starting.
-  If you discover a fire, raise the alarm by shouting and following our procedures.
-  Always treat fire drills as if they're real.
-  Know your evacuation plan.
-  Use fire extinguishers only if you feel safe and confident to do so.

Critical Incident

A critical incident may be defined as any sudden and unexpected incident or sequences of events which causes trauma within a school community and which overwhelms the normal coping capacity of that school.” Such incidents will usually require the assistance of the emergency services and others. The incident or event may be unanticipated, imminent or in progress. It may occur on school property, in the local community or out of school.

Please refer to the school’s critical incident policy for further details.

Critical Incident Team

<u>Name</u>	<u>Position</u>	<u>Roles / Responsibilities for CI</u>	<u>Deputy</u>
Joanne Mullineux 	Headteacher	Nominated critical incident manager. Management of any ongoing situation. Obtain facts and co-ordinate appropriate response, e.g. lockdown or evacuation. Emergency services contact point.	Sarah Irwin
Sarah Irwin 	Deputy Headteacher	Pupil entrance to school hall and sports hall class sweeps. Sound air horn outside Co-ordinate visitors to safe location. Support critical incident manager	Mike Gaskell
Mike Gaskell 	Assistant Headteacher	Pupil entrance to EYFS and reception area sweep. Critical incident support Staff and pupil support Support critical incident manager.	Joanna Capewell
Joanna Capewell 	Assistant Headteacher	Critical incident support Staff and pupil support Support critical incident manager.	Mike Gaskell
Ian Wilcock 	Site Manager	Ensure all external doors are locked, as well as school gates. Co-ordinate any contactors onsite Support critical incident manager. Support / co-manage incident location.	Mike Gannon
Alex Harper	School Business Manager	Co-ordinate office response. To report to the Headteacher (Emergency services contact point)	Amanda Harrison

Luke Bennet 	SLT	Upstairs and Willows area sweep Roll call	KJW
Nicola Simpson 	SLT	Ladybird to Rose sweep Staff and pupil support.	Lian White/ Carly D
 Amy Johnston	SLT	KS4 block critical incident co-ordination. KS4 sweeps.	Sam Bani Adam Garrod
All other staff	Staff	Follow critical incident protocols. Support pupils in line with protocols, e.g. evacuation or lockdown. Follow CLOSE procedure for full lockdown.	N/A

Bomb and Lockdown Management

Bomb Threats / Evacuation / Invacuation

In the event of a bomb threat or suspicious package, you may be given...

- Verbal instruction to evacuate to a different part of the building.
- Verbal instruction to evacuate to the sports hall and await further instruction.
- Verbal instruction to evacuate to an alternative assembly point (500m away).

All these instructions will be made apparent by a repeated phrase.

‘Purple folder to (location)’

This will be repeated 3 times – the location telling you where to go to.



Lockdown

Lockdown procedures respond to any external or internal incident with the potential to pose a threat to safety of staff and pupils.

There are two types of lock down: full or partial. You will be alerted via the tannoy. All pupils must come inside the building.

<u>Partial Lockdown</u>	<u>Full Lockdown</u>
 Alerted via tannoy.  pupils outside should be brought in as quickly as possible.  Remain indoors and all external doors/windows to be locked.  No one to enter or leave the building.  Teaching can continue but keep pupils and staff within own classroom.	 Alerted via tannoy.  Pupils outside should be brought in as quickly as possible.  All external windows/doors locked.  Blinds drawn and windows on internal doors covered.  Alert office of any pupils not accounted for this will instigate an immediate search.  Keep pupils calm and in class.  If evacuation is needed then fire alarm will sound.  Staff should await further instruction.  Keep lines of communication open but no unnecessary calls.  Will only be lifted by SLT or Emergency Services.

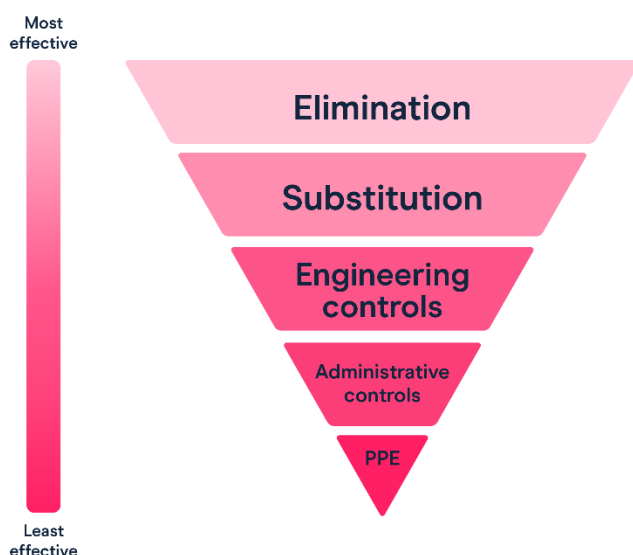
Risk assessments

We have a legal requirement to assess risks and put control measures in place to protect staff, pupils and visitors from harm.

Risks and hazards

-  A hazard is something that can cause harm.
-  A risk is the possibility of that harm happening.
-  Where possible, we want to remove the hazard. If we can't, we need to control the risk.

Hierarchy of controls



Risk assessment must-haves

-  What the hazard is?
-  What the associated risks are?
-  What measures have been put in place to minimise the risk?

5 principles of good risk assessment

1. Identify the hazards (water on the floor, electric wires, etc.).
2. Identify who may be at risk of harm (pupils, staff, etc.).
3. Put in suitable controls to manage the hazard (e.g. cleaning schedule).
4. Document your findings.
5. Review at suitable intervals (at least annually or more frequently if changes occur) and pass on for SLT for review.

Working at height

What do we mean by ‘working at height’?

The risk of falling:

-  **Off** something.
-  **Through** something.
-  **Down** something.

How to work safely at height:

-  Avoid working at height where you can:
 - Do as much as you can from the ground.
-  Consider if you’re the right person for the job. Think about asking:
 - Your caretaker to handle it for you.
 - Someone with specialist training.
-  Get the right equipment:
 - Make sure it’s suitable and stable.
 - Minimise the distance and consequences of a fall.
-  Don’t overload or overreach yourself:
 - Make sure you can reach comfortably.

Before you use a ladder:

Only use it for quick jobs (less than 30 minutes)

Make sure it’s:

- Level
- Stable
- Secure

Check the ladder is safe before you use it.

6 things to check before using a ladder:

1. Check the stiles:

-  These are essentially the legs of the ladder.
-  Make sure they’re not bent or damaged as this can cause the ladder to collapse.

2. Check the feet:

-  Make sure they're not missing, worn, damaged or dirty as the ladder could slip.
- 3. Check the platform:
 -  Make sure this isn't split or buckled as the ladder could collapse.
- 4. Check it locks in place:
 -  Make sure the mechanism works properly and isn't bent, worn or damaged.
- 5. Check the rungs:
 -  Make sure they're not bent, worn, missing or loose.
- 6. Check the treads on the steps:
 -  Make sure they're not dirty, slippery or loose.

Stay safe while using a ladder:

Do:

-  Avoid holding items while climbing (i.e. use a tool belt).
-  Check the label on the ladder for advisory information.
-  Grip the ladder and face the rungs while climbing and descending.
-  Make sure all feet are in contact with the ground and the steps are level.
-  Try to position the ladder face-on and not side-on if you can (but sometimes if you're working somewhere narrow, it might be safer to work side-on if the ladder can only be secure that way).
-  Make sure you maintain 3 points of contact (2 feet and 1 hand) while using it – if you need to use both hands briefly, make sure your body is supported by the step ladder.

Don't:

-  Carry heavy materials and tools.
-  Overload the ladder.
-  Try to move the ladder while standing on it.
-  Work off the top 3 rungs.
-  Stand ladders on movable/unstable objects.

Display Screen Equipment (DSE)

As outlined in the Health and Safety (Display Screen Equipment) Regulations 1992, it is the legal responsibility of the employer to ensure users' DSE is correctly set up and will not pose a health and safety risk.

Display screen equipment refers to any device with an alphanumeric or graphic display screen. This includes desktop computers, laptops, phones and tablets. The Health and Safety (Display Screen Equipment) Regulations 1992 were drawn up (and amended in 2002) to protect DSE users: people who use DSE every day for more than an hour at a time.

Should staff who use DSE for long periods of time encounter any issues, please speak to a member of the H&S team. Further information and guidance is available in the appendix and in our DSE policy.

Appendix 1 HSA1

(all forms stored by reception)



WARRINGTON
Borough Council

GREEN LANE SCHOOL HSA1 Accident Report Form

Please note if this form is used the information must be transferred onto the WBC online Accident Reporting System.
[Managers can report the accident online by clicking here](#)

This symbol * means mandatory field - must be completed

Personal Details (injured party details)

*	Title	
*	First Name	
*	Last Name	
	Email Address	
*	Contact Phone Number	
*	Age	
*	Gender	

Address (injured persons home address)

*	Street name	
*	Town	
*	Postcode	

*	Is this person a WBC employee?	Yes	No
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Employee only

	Insert employee number	
*	Job title	
*	Building name where they work from	

*	Non employees - tick a category	Client Other	Pupil	Public	Contractor	Trainee
*	If other please state type.					

Reporting Directorate

*	Directorate	Families and Wellbeing
*	Section	Schools
*	Service	Special School



Accident Date		
*	Date of accident	
*	Time of accident	
Address where the accident occurred		
*	Building Number / Name	Green Lane School, Woolston Learning Village
*	Street name	Holes Lane
*	Town	Warrington
*	County	Cheshire
*	Postcode	WA1 4LS
*	Where on site did the accident occur?	
Accident Details		
*	Please enter concise details of how the accident occurred	
*	Primary cause of accident	
*	Accident Cause (tick one of the following causes) v	
	Attacked by Animal or Insect	
	Choking (trapped food or objects)	
	Drowning or Asphyxiation	
	Electricity	
	Explosion	
	Fall from Height	State height
	Fire	
	Harmful Substance	State substance
	Hit Stationary Object	
	Hot substance / Object	
	Lifting, Handling or Carrying	
	Contact with Machinery	
	Needlesticks	
	Physical Collision	
	Road Traffic Incident (RTI)	
	Road Traffic Accident (RTA)	
	Sharp Object	
	Slip, Trip, Falls on same level	
	Struck by Falling Object	
	Struck by Moving Object	
	Trapped	
	Medical Condition leading to Incident / Injury	

Injury Details				
*	Which body part(s) is/are injured? (i.e. hand)			
*	Please state the nature and extent of the injury? (i.e. bruise)			
*	Who was treatment administered by (please circle)	None	Self	First Aider Hospital
*	Did the injured person attend hospital?	Yes	No	
*	Did the injured person go straight from the scene of the accident to hospital?	Yes	No	
	Please state the date and time spent in hospital?	Date	Time:	hrs Days
Witnesses				
*	Were there any witnesses to the accident	Yes	No	
*	If yes, please provide:	Name Address: Telephone Number:		



Investigation		
*	Has a follow-up investigation been carried out as a result of this accident or incident being reported?	Yes No
*	Please give name and position held of investigator	
*	Is the supervisor/manager happy that the details of the accident or incident given on this form are correct?	Yes No
*	Please give your reasons for the accident or incident occurring	
*	Was the person performing a work-related duty?	Yes No Not Applicable
*	Were they in an authorised area?	Yes No Not Applicable
*	Was any Personal Protective Equipment needed to carry out the duty?	Yes No Not Applicable
*	Was any Personal Protective Equipment issued in order to carry out the duty?	Yes No Not Applicable
*	Has a risk assessment been completed for the task or activity being carried out?	Yes No
*	Have all employees affected by the task or activity seen the risk assessment?	Yes No
*	Has the risk assessment been updated as a result of this accident or incident?	Yes No
*	Has the person carrying out the activity, or supervising the activity, been given the relevant information, instruction or training to carry out their duties prior to this accident or incident occurring?	Yes No
	If yes, please state the training course and the date completed.	
*	Do any changes need to be made to avoid a recurrence of this accident or incident happening again?	Yes No
	Please state what action has been taken:	
*	Was feedback given to the person(s) involved in the accident or incident following investigation?	Yes No
*	How long is the injured person likely to be off work and/or placed on light duties as a result of the accident or incident occurring?	
*	Is it likely that the injured person(s) will be off work and/or placed on light duties for more than 3 days?	Yes No
*	Is it likely that the injured person(s) will be off work and/or placed on light duties for more than 7 days?	Yes No

Manager / Head teacher / Supervisor investigating Accident		
*	Forename	
*	Surname	
*	Job Title	
*	Telephone contact	
*	Email	
	Signature of Manager:	
	Date:	

Appendix 2 HSA4

(all forms stored by reception)



WARRINGTON
Borough Council

GREEN LANE SCHOOL HSA4 Near Miss Incident Report

Please note if this form is used the information must be transferred onto the WBC online Accident Reporting System.
[Managers can report the incident online by clicking here](#)

This symbol * means mandatory field - must be completed

Personal Details (Person reporting near miss)

*	Title	
*	First Name	
*	Last Name	
	Email Address	
*	Contact Phone Number	
*	Age	
*	Gender	
*	Street name	
*	Town	
*	Postcode	

*	Is this person a WBC employee?	Yes	No
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Employee only

	Insert employee number	
*	Job title	
*	Building name where they work from	

*	Non employees - tick a category	Client	Pupil	Public	Contractor	Trainee	Other
*	If other please state type.						

Reporting Directorate

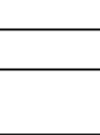
*	Directorate	Families and Wellbeing
*	Section	Schools
*	Service	Special School

Incident Date		
*	Date of incident	
*	Time of incident	
Incident Location		
*	Did the incident happen in school or on council premises?	Yes No
*	Location of incident: Building Number / Name	Green Lane School, Woolston Learning Village
*	Street name	Holes Lane
*	Town	Warrington
*	County	Cheshire
*	Postcode	WA1 4LS
*	Where on site did the incident occur?	
*	Near-miss details:	
*	Near-miss cause (tick one of the following causes) v	
	Attacked by Animal or Insect	
	Choking (trapped food or objects)	
	Drowning or Asphyxiation	
	Electricity	
	Explosion	
	Fall from Height	State height
	Fire	
	Harmful Substance	State substance
	Hit Stationary Object	
	Hot substance / Object	
	Lifting, Handling or Carrying	
	Contact with Machinery	
	Needlesticks	
	Physical Collision	
	Road Traffic Incident (RTI)	
	Road Traffic Accident (RTA)	
	Sharp Object	
	Slip, Trip, Falls on same level	
	Struck by Falling Object	
	Struck by Moving Object	
	Trapped	
	Medical Condition leading to Incident / Injury	
*	What potential loss or harm could have occurred?	

Investigation		
*	Has a follow-up investigation been carried out as a result of this accident or incident being reported?	Yes No
*	Please give name and position held of investigator	
*	Is the supervisor/manager happy that the details of the accident or incident given on this form are correct?	Yes No
*	Please give your reasons for the accident or incident occurring	
*	Was the person performing a work-related duty?	Yes No Not Applicable
*	Were they in an authorised area?	Yes No Not Applicable
*	Was any Personal Protective Equipment needed to carry out the duty?	Yes No Not Applicable
*	Was any Personal Protective Equipment issued in order to carry out the duty?	Yes No Not Applicable
*	Has a risk assessment been completed for the task or activity being carried out?	Yes No
	If yes: Have all employees affected by the task or activity seen the risk assessment?	
	If yes: Has the risk assessment been updated as a result of this accident or incident?	
*	Has the person carrying out the activity, or supervising the activity, been given the relevant information, instruction or training to carry out their duties prior to this accident or incident occurring?	Yes No
	If yes, please state the training course and the date completed.	
*	Do any changes need to be made to avoid a recurrence of this accident or incident happening again?	Yes No
	If yes, please state what action has been taken:	
*	Was feedback given to the person(s) involved in the accident or incident following investigation?	Yes No
Manager / Head teacher / Supervisor investigating incident		
*	Forename	
*	Surname	
*	Job Title	
*	Telephone contact	
*	Email	
	Signature of Manager:	
	Date:	

Appendix 3 Cause for concern

* Only to be completed by staff who do not have access to iamcompliant or online reporting systems fail. All forms stored by reception

GREEN LANE SCHOOL HEALTH & SAFETY CONCERN FORM	
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Form completed by:	
Date of Concern:	
Time of Concern:	
Area of Concern:	

CONCERNS RAISED

Handed to a member of the Health & Safety Team	
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Appendix 4 – iamcompliant (online H&S reporting system)

Q

Premises

Documents

Help Desk

Incidents

Forms

Training

Guide to this page

Michael Gaskell

Green Lane Community Special School

MG

Incident Book

for Green Lane Community Special School

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By location

By type

By severity

By progress

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In this section

Incident book

Dashboard

Management actions

Report an incident

Account incident settings

30

Appendix 5 - Five Ways to Save a Life

Ask me five ways you can save someone's life

What to do if someone is choking



1. Cough it out

- > Encourage the person to keep coughing



2. Slap it out

- > Give up to five sharp back blows between their shoulder blades.
- > Check their mouth



3. Squeeze it out

- > Give up to five abdominal thrusts
- > If that doesn't work call 999/112.

What to do if someone is bleeding

1. Press it



3. Secure dressing with a bandage to maintain pressure

4. Treat for shock.

2. Call 999/112 for emergency help



What to do if someone is unresponsive

1. Open their airway

2. Tilt head



3. Check for normal breathing for up to 10 seconds



4. If they're breathing normally:

- > Put them in the recovery position
 - > Then call 999/112 for emergency help
- If they're not breathing**
- > Call 999/112 for emergency help
 - > Start CPR.



What to do if someone is unresponsive and not breathing normally

1. Call for help

- > Tell them to call 999/112 and find an AED



2. Cover

- > Lay a cloth or towel over the casualty's nose and mouth



3. Pump

- > Perform chest compressions at a rate of 100-120 per minute



Continue to pump until help arrives.

What to do if someone has had a heart attack



1. Call 999/112 for emergency help



2. Sit them down

- > Rest, supported with knees bent



3. Give them aspirin

- > 300mg dose to chew*

First aid
saves lives
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During a pandemic, please refer to the UK resus council at www.resus.org.uk for any CPR practice changes.

St John
Ambulance



Appendix 6 CPR



WHAT TO DO IF SOMEONE IS UNRESPONSIVE AND NOT BREATHING NORMALLY

1. Call 999/112 for emergency help

- Ask if an AED is nearby



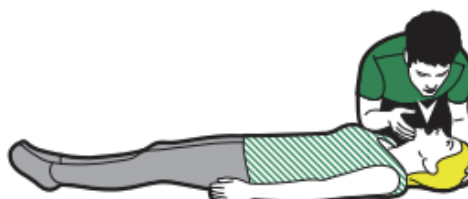
2. Pump

- 30 chest compressions at a rate of 100-120 per minute



3. Breathe

- Give two rescue breaths
If you're unable, just give chest compressions
- Continue to pump and give rescue breaths until help arrives.



Learn first aid.

Help save lives.

Be the difference.

sja.org.uk

Make sure you always have life saving knowledge at your fingertips. Download our free first aid app from your app store today.

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Appendix 7 Recovery Position

Ask me how to put a child in the recovery position

1. Kneel by the child and straighten their legs

- If they are wearing glasses, or have any bulky items in their pockets, remove them.
- Do not search their pockets for small items.



2. Arms

- Place the arm nearest to you at a right angle to their body, with the elbow bent and their palm facing upwards.
- Bring their other arm across their chest and place the back of their hand against the cheek nearest to you, and hold it there.



3. Legs

- Keeping the back of the child's hand pressed against their cheek, pull on the far leg to roll the child towards you on to their side.
- Adjust the top leg so that it is bent at a right angle.



4. Airway

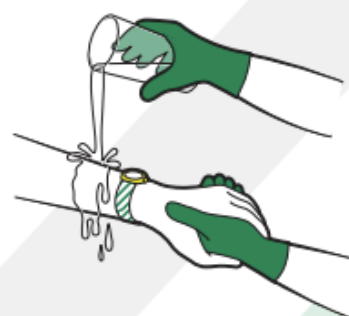
- Gently tilt the child's head back and lift their chin to make sure their airway stays open.
- Adjust the hand under their cheek to help keep the airway open.



Appendix 8 Burns and Scolds

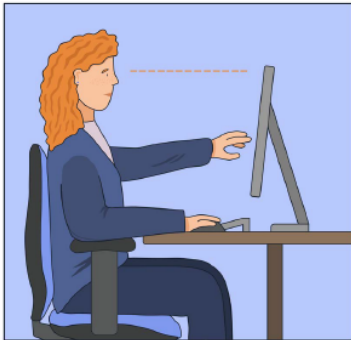
Ask me how to treat a burn or a scald

1. **Move the person away from the heat**
2. **Flood the injury with cool or lukewarm water for a minimum of 20 minutes**
3. **Remove jewellery and clothing around the area, unless stuck to the burn**
4. **Cover the burn loosely lengthways with kitchen film to prevent infection. Don't burst the blisters**
5. **If it is serious call 999**



Appendix 9 - DSE

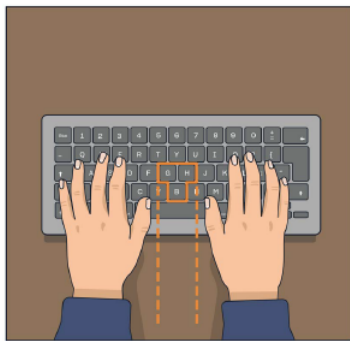
Is the screen (or screens) positioned correctly?



The main screen should be central to the user's body and roughly an arm's length away.

Their eyes should be level with the top of the screen.

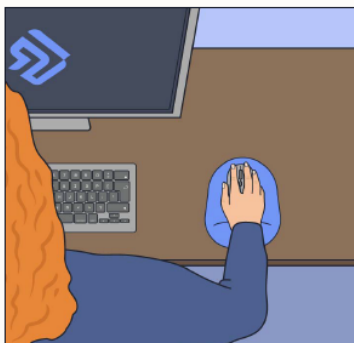
Does the user position themselves correctly in relation to the keyboard?



There should be enough room for the keyboard on the desk. Typing should be comfortable but, if it isn't, try to make more desk space and move the keyboard back.

Wrists should be kept straight and fingers should not be overstretched when typing. A wrist rest should be provided if this improves the user's comfort. Training should be offered and arranged if deemed necessary. The centre of the user's body should line up with the G, H, and B keys.

Is the mouse within easy reach of the user?



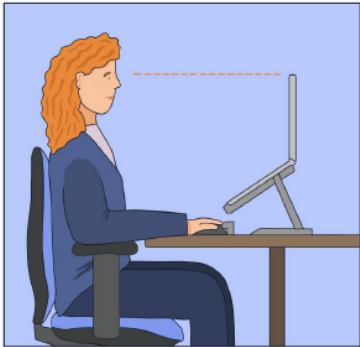
The user's arm should be close to their side with their elbow at a slightly open angle. They should be able to maintain a straight wrist when using it.

Does it fit comfortably within the user's hand?

The mouse should be of a suitable shape and size so that their hand isn't overstretched. Ensure they are using their dominant hand, and provide them with a left-handed mouse if required.

Is the user sat correctly?		Users should have a straight back and relaxed shoulders. The chair should be adjusted so that the user's feet are flat on the floor, with knees at an angle of approximately 90°. If this can't be achieved, then a footrest should be provided to relieve pressure on their legs.
Can the height and recline be adjusted?		The height and the seat back should both be adjustable.
Does the chair have armrests?		Armrests should be positioned so that when the user's elbows are bent at around 90° the undersides barely touch them.

Is the chair stable and in a good condition?		Ensuring the user is comfortable is the most important thing to remember. The chair needs to be suitable for the user who is likely to be seated here for the majority of the day. Built-in lumbar support will accommodate the curve of the user's lower back.
Can the chair be positioned comfortably in front of and/or under their desk?		The user's chair must not be obstructed and they must have enough surrounding space to comfortably move and stretch.

Is the user positioned correctly without having to awkwardly bend over?		A detachable or height-adjustable screen would be ideal. Or, it should be raised to a comfortable height for the user such as through the use of a docking station or raised up support.
Does the user have the option of a separate (or USB) keyboard and mouse?		Built-in keyboards and laptop trackpads are more likely to cause hand and wrist pain.