



**APPLEBEE WOOD  
COMMUNITY  
SPECIALIST SCHOOL**  
RESPECT | BELONGING | TRUST | RESILIENCE | ASPIRATION

# **Health & Safety Guidance**

## **2023**

## Contents

|  |     |
|--|-----|
| What is health and safety? .....                         | 3   |
| Staff responsibilities.....                              | 4   |
| Key Staff .....  | 6   |
| Medication Team .....                                    | 7   |
| First Aid .....  | 8   |
| Manual Handling.....                                     | 9   |
| Fire Safety .....  | 10  |
| Lockdown Proceedure .....                                | 12  |
| Risk assessments.....                                    | 14  |
| Working at height .....                                  | 15  |
| Appendix 1 Accident/Incident/Near miss report form ..... | 17  |
| Appendix 2 Cause for Concern.....                        | 221 |
| Appendix 3 Five Ways to Save a Life.....                 | 232 |
| Appendix 4 Adult CPR .....                               | 224 |
| Appendix 5 Recovery Position .....                       | 24  |
| Appendix 6 Burns and Scolds.....                         | 25  |

## 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 school 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)

### Near Misses and Cause for Concern

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 'near miss' you must complete a 'near miss' form (HSA4 – see appendix 2) so it can be investigated.
- Any general causes of concern please complete a cause for concern form (see appendix 3).

### **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
- 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**


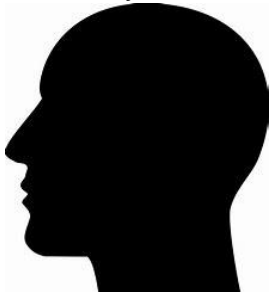
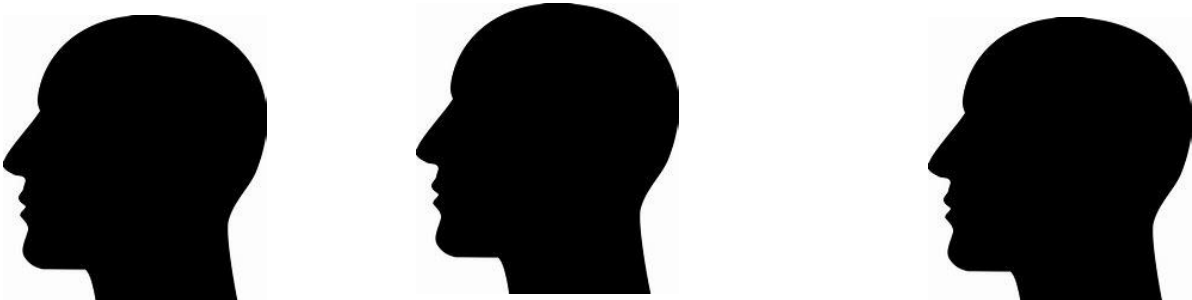
Higher risk level is associated with:

- 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

## Key Staff

|   |  |
|---|--|
| <p>Premises Manager<br/>(HT)</p> <p>Michelle Padgeon</p>    | <p>Site Manager</p> <p>Ray Allen</p>  |
| <p><u>Health &amp; Safety Team</u></p> <p>*Health &amp; Safety Michelle Padgeon,(Headteacher), Kirsty Turner (Business Manager) &amp; Ray Allen ( Site Supervisor)</p>  |  |

\*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:

|               |                |
|---------------|----------------|
| Julie Beaghan | Shelley Walton |
|---------------|----------------|

## 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 behaviour watch. There is an accident book kept in reception to record accidents for any visitors 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 or Deputy 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**):

|              |          |
|--------------|----------|
| All Teachers | All TA's |
|--------------|----------|

\*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 (Ray Allen) if you would like any heavy object to be moved in your classroom.
- 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 Assessors:

### **John Cockerill – Deputy Headteacher**

Responsibilities:

- Completing manual handling risk assessments in the work place.
- Creating manual handling plans for pupils when 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:

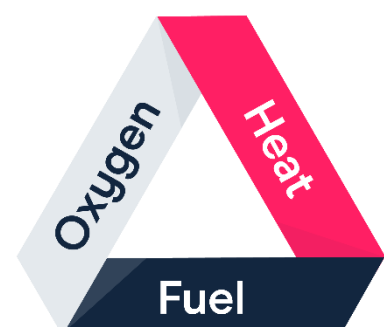
- Activate the alarm system (if it's not already activated)
- Shout and make noise to alert others to the fire
- Evacuate the building using the nearest exit, making sure children remain calm and quiet
- Keep calm, don't stop to pick up belongings, and don't run
- Make your way to the assembly point (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:


|  |                                 |
|--|---------------------------------|
| Kirsty Turner<br>(Business<br>Manager) | Ray Allen<br>( Site Supervisor) |
|--|---------------------------------|


### 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<br>(combustible<br>materials) | Class B<br>(flammable<br>liquids) | Class C<br>(flammable<br>gases) | Class D<br>(flammable<br>metals) | Electrical | Class F<br>(deep fat<br>fryers) |
|--|---------------------------------------|-----------------------------------|---------------------------------|----------------------------------|------------|---------------------------------|
| <b>WATER</b><br>(red label)                  | ✓                                     |                                   |                                 |                                  |            |                                 |
| <b>FOAM</b><br>(cream<br>label)              | ✓                                     | ✓                                 |                                 |                                  |            |                                 |
| <b>DRY<br/>POWDER</b><br>(blue label)        | ✓                                     | ✓                                 | ✓                               | ✓                                | ✓          |                                 |
| <b>CO2</b> (black<br>label)                  |                                       | ✓                                 |                                 |                                  | ✓          |                                 |
| <b>WET<br/>CHEMICAL</b><br>(yellow<br>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

## LOCKDOWN PROCEDURE




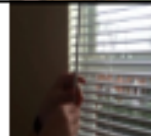


### SIGNALS

Signal for Lockdown - 'Code red procedure' by radio

Signal for All-clear - 'Code green'

Signal for full evacuation if required - fire alarm will sound






|   |  |
|---|--|
|    | Return to your classroom with pupils, as quickly and safely as possible.   |
|    | Close all doors and windows, lock if able to   |
|   | Block any access points into the classroom by moving furniture in front of door.   |
|  | Draw all curtains/blinds and switch off lights where possible  |
|  | Sit on floor, against a wall if possible/under tables - out of sight if possible   |
|  | Undertake a register as soon as possible. Report any missing pupils and numbers when asked to  |
| <b>STAY IN</b>  | Remain inside with doors locked until the all-clear has been given, or unless told to evacuate by the emergency services or upon hearing the fire alarm.<br><b>DO NOT</b> leave the classroom to find out what is happening. |
| <b>KEEP CALM</b>  | Keep pupils calm by offering constant reassurance. Keep as quiet as possible.  |

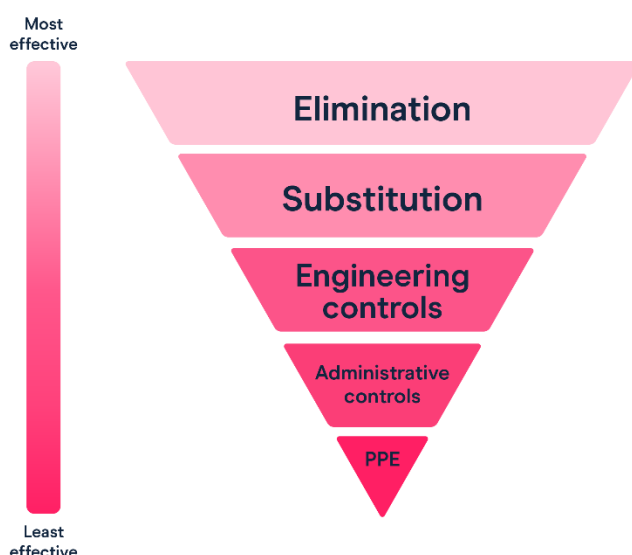
## **Risk assessments**

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



## **Appendix 1 Accident/Incident/Near miss report form**

**(all forms stored by reception)**

## Lancashire County Council Accident / Incident / Near Miss Report Form

|   |  |
|---|--|
| <b>Pay Reference Number (Employees only):</b> <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span>   |  |
|   |  |
| <b>A1. Reporting Establishment</b><br><br>Establishment number (Schools only) <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span><br><br>Name of establishment where accident occurred:<br><div style="border: 1px solid black; height: 40px; width: 100%;"></div>  | <b>A2. Injured Person's Service (Employees only)</b><br><br><div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Adult Community Social Care<br/> <input type="checkbox"/> Adult Care and Provider Services<br/> <input type="checkbox"/> Children's Services<br/> <input type="checkbox"/> Communications<br/> <input type="checkbox"/> Corporate Services<br/> <input type="checkbox"/> Education, Culture and Skills<br/> <input type="checkbox"/> Finance and Investment<br/> <input type="checkbox"/> Growth, Environment and Planning<br/> <input type="checkbox"/> Highways and Transport<br/> <input type="checkbox"/> Organisational Development and Change             </div> <div style="width: 50%;"> <input type="checkbox"/> Quality, Contracts and Safeguarding<br/> <input type="checkbox"/> Quality, Improvement and Principal SW<br/> <input type="checkbox"/> Policy, Information and Commissioning<br/> <input type="checkbox"/> Policy, Commissioning and Children's Health<br/> <input type="checkbox"/> Public Health<br/> <input type="checkbox"/> Strategy and Performance<br/> <input type="checkbox"/> Waste Management<br/> <input type="checkbox"/> Schools             </div> </div> |
| <b>B1. Details of Injured Person:</b><br>Name: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span><br><br>Date of birth <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span><br><br>Male <input type="checkbox"/> or Female <input type="checkbox"/><br><br>Contact No: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span><br>Usual place of work: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span><br><br>Home address: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span><br><br>Postcode: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span>  | <b>B2. Designation of Injured Person:</b><br>LCC Employee, specify job title: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span><br><br>Team Name: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span><br><br><b>If a school employee are you a:</b><br>Teacher <input type="checkbox"/> or Teaching Assistant (TA) <input type="checkbox"/><br><br><b>If neither of the above, are you a:</b><br>Visitor <input type="checkbox"/> Contractor <input type="checkbox"/> Pupil <input type="checkbox"/> Service User <input type="checkbox"/><br>Volunteer/School Governor/Agency Worker/Councillor <input type="checkbox"/><br>Other? (please specify here): <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span>   |
| <b>C. Was the Accident/Incident: (Employees only)</b><br><br><input type="checkbox"/> At Work or <input type="checkbox"/> Not at work<br><br>Other Comments: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span>  | <b>D. Where &amp; when did the accident/incident occur?</b><br><br>Exact Location: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span><br><br>Date: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span><br>Time (24 hr clock) <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span>  |
| <b>E1. Site of Main Injury:</b><br><br><div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> No injury<br/> <input type="checkbox"/> Head<br/> <input type="checkbox"/> Face<br/> <input type="checkbox"/> Ear (Right)<br/> <input type="checkbox"/> Ear (Left)<br/> <input type="checkbox"/> Eye (Right)<br/> <input type="checkbox"/> Eye (Left)<br/> <input type="checkbox"/> Neck<br/> <input type="checkbox"/> Back             </div> <div style="width: 33%;"> <input type="checkbox"/> Shoulder (Right)<br/> <input type="checkbox"/> Shoulder (Left)<br/> <input type="checkbox"/> Arm (Right)<br/> <input type="checkbox"/> Arm (Left)<br/> <input type="checkbox"/> Hand (Right)<br/> <input type="checkbox"/> Hand (Left)<br/> <input type="checkbox"/> Wrist (Right)<br/> <input type="checkbox"/> Wrist (Left)<br/> <input type="checkbox"/> Finger(s)             </div> <div style="width: 33%;"> <input type="checkbox"/> Torso<br/> <input type="checkbox"/> Leg (Right)<br/> <input type="checkbox"/> Leg (Left)<br/> <input type="checkbox"/> Ankle(Right)<br/> <input type="checkbox"/> Ankle(Left)<br/> <input type="checkbox"/> Foot (Right)<br/> <input type="checkbox"/> Foot (Left)<br/> <input type="checkbox"/> Toe(s)             </div> </div> | <b>E2. Nature of Main Injury:</b><br><br><div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <input type="checkbox"/> Not Applicable<br/> <input type="checkbox"/> Amputation<br/> <input type="checkbox"/> Asphyxia/<br/> <input type="checkbox"/> Poisoning/Gas<br/> <input type="checkbox"/> Bruising/<br/> <input type="checkbox"/> Crushing<br/> <input type="checkbox"/> Burn/Scald<br/> <input type="checkbox"/> Concussion             </div> <div style="width: 33%;"> <input type="checkbox"/> Dislocation<br/> <input type="checkbox"/> Electrical<br/> <input type="checkbox"/> Fatality<br/> <input type="checkbox"/> Fracture<br/> <input type="checkbox"/> Full Body<br/> <input type="checkbox"/> Vibration<br/> <input type="checkbox"/> Graze             </div> <div style="width: 33%;"> <input type="checkbox"/> HAVs<br/> <input type="checkbox"/> Laceration<br/> <input type="checkbox"/> Puncture<br/> <input type="checkbox"/> Strain/Sprain<br/> <input type="checkbox"/> Whiplash<br/> <input type="checkbox"/> Noise induced<br/> <input type="checkbox"/> hearing loss<br/> <input type="checkbox"/> Medical condition             </div> </div>   |

| F. Primary Cause of Accident/Incident:  |  |   |   |
|---|--|---|---|
| <input type="checkbox"/> Animal<br><input type="checkbox"/> Assault (Physical)<br><input type="checkbox"/> Assault (Verbal)<br><input type="checkbox"/> Collision<br><input type="checkbox"/> Drowned/Asphyxiated<br><input type="checkbox"/> Electrical  | <input type="checkbox"/> Fall from Height ( <input type="text"/> m)<br><input type="checkbox"/> Fire / Explosion<br><input type="checkbox"/> Hazardous substance<br>(e.g. chemicals, fumes)<br><input type="checkbox"/> Handling (Materials)<br><input type="checkbox"/> Handling (People) | <input type="checkbox"/> Hit by object (moving,<br>flying or falling)<br><input type="checkbox"/> Medical Condition or<br>Disease (Please state below)<br><input type="text"/><br><input type="checkbox"/> Premises/security<br>related   | <input type="checkbox"/> RTA/Vehicle<br><input type="checkbox"/> Stress<br><input type="checkbox"/> Tools/Machinery/Equipment<br><input type="checkbox"/> Trap<br><input type="checkbox"/> Trip or Slip |
| Do you believe a 3 <sup>rd</sup> party was to blame for your accident / incident?    Yes <input type="checkbox"/> No <input type="checkbox"/><br>If 'Yes', you <u>must</u> complete a Third Party Declaration Form available on the Health & Safety Team's web site.  |  |   |   |
| G. Brief details of Accident / Incident being reported: (ie what happened, to who and how)  |  |   |   |
|   |  |   |   |
| H. Signature of injured person or responsible person completing this part of the form   |  |   |   |
| <b>Statement:</b> I confirm that to the best of my knowledge the contents of this form are a true and accurate record of the events that took place.  |  |   |   |
| Signature: <input style="width: 100px;" type="text"/>   | Print Name: <input style="width: 100px;" type="text"/>   | Date: <input style="width: 100px;" type="text"/>  |   |
| (Delete if not applicable: <u>Injured Person / Line Manager / Supervisor / Headteacher / TA / Premises Manager / Other</u> )  |  |   |   |
| Sections I to M are to be completed by the manager / supervisor, establishment or premises manager, Headteacher or other responsible person   |  |   |   |
| I. First Aid treatment  |  | J. Was there any absence from work?<br>(Employees only)   |   |
| Was the injured person:<br><br>Given First Aid?                      Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/><br>Able to resume activities?            Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/><br>Sent home?                                Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/><br>Sent to own doctor?                    Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/><br>Sent to hospital or A&E?                Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> |  | <b>Absence?</b> Yes <input type="checkbox"/> No <input type="checkbox"/><br><br>If <b>Yes</b> , was it for more than 3 days (not counting the day of the accident)?    Yes <input type="checkbox"/> No <input type="checkbox"/><br><br>If <b>Yes</b> , was it for more than 7 days (not counting the day of the accident)?    Yes <input type="checkbox"/> No <input type="checkbox"/><br><br>If <b>Yes</b> to 'more than 7 days' <b>and</b> it was 'work related' it is RIDDOR reportable and you must complete Section K below. |   |

**K. RIDDOR Reportable**

Does the accident/incident fall under the RIDDOR Regulations? Yes ☐ No ☐

If Yes, please complete this section. **Note:** It is the school/establishments' responsibility to formally report any RIDDOR reportable accidents/incidents to the Health & Safety Executive (HSE). There is guidance on the Corporate Health, Safety & Quality web site to help you decide whether the accident falls under one of the following categories of the RIDDOR Regulations. If it does, please indicate which one below:

- ☐ Dangerous Occurrence
 ☐ Fatality\*
 ☐ Specified Injury\*
- ☐ Over 7 day absence
 ☐ Occupational Disease
 ☐ Non-employee taken to hospital / A&E

\*These categories can be reported to the HSE by telephone on Tel: 0345 300 9923. All other categories must be reported using the HSE online RIDDOR Form (F2508) within 10 days of the incident, with the exception of the 'over 7 day absences' category which must be reported within 15 days.

Please provide either the HSE Incident Contact Centre Reference Number:  or, where appropriate, send a copy of the completed F2508 form to the Health, Safety & Quality Team by email: [health.safety@lancashire.gov.uk](mailto:health.safety@lancashire.gov.uk) or by post to: Health, Safety and Resilience Service, 182 Marsh Lane, Preston, PR1 8RR.

**L. Initial Investigation** (to be completed by the manager, supervisor, establishment or premises manager, Headteacher or other responsible person):

- Was the person involved carrying out their normal activities? Yes ☐ No ☐
- Was the activity out of which the accident arose covered by a risk assessment and was it suitable & sufficient? Yes ☐ No ☐
- Has the risk assessment been reviewed since the accident? Yes ☐ No ☐
- Has a new suitable & sufficient risk assessment been completed since the accident? Yes ☐ No ☐
- Had the person involved been trained/instructed on how to undertake the activity? Yes ☐ No ☐ N/A ☐
- (If yes, and they are an employee, please give training details & dates below)
- 

(i) Briefly describe the immediate cause of the accident/incident:  
Example: slipping on wet floor

(ii) Briefly describe what you consider to be the underlying cause of the accident/incident:  
Example: There were no materials or equipment available to mop up the spillage / inadequate training

(iii) Briefly describe any subsequent actions taken ie what action has been taken to remove or control the hazard(s). This should include any actions taken to aid the persons return to work or normal activities, for example, restrictions on duties, changes to work patterns, further support with the work activity.

**NB Remember to check that any actions taken are effective! For example, by observation, asking questions or by monitoring future accident trends.**

(iv) Have you taken any witness statements? Yes ☐ No ☐

If yes, please record them on a separate sheet(s) and retain at the establishment.

**M. Signature of responsible person completing this part of the form**

*Important Note: Please ensure the Injured Party confirms their agreement of the contents of this form by signing and dating the statement at section 'H'. The responsible person completing this form should sign and date it below. Please keep completed forms secure and confidential.*

**Statement:**

I confirm that to the best of my knowledge the contents of this form are a true and accurate record of the events that took place.

Signature:

Print Name:

Date:

Delete if not applicable: Line Manager / Supervisor / Headteacher / TA / Premises Manager / Other



## Appendix 3 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\*

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During a pandemic, please refer to the UK resus council at [www.resus.org.uk](http://www.resus.org.uk) for any CPR practice changes.

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Ambulance



## Appendix 4 CPR



# WHAT TO DO IF SOMEONE IS UNRESPONSIVE AND NOT BREATHING NORMALLY

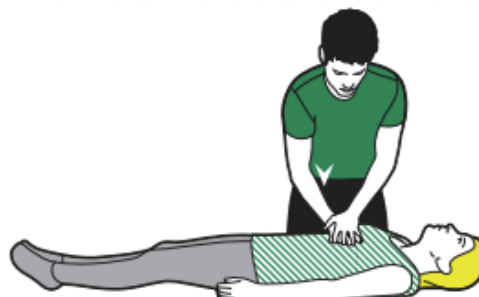
## 1. Call 999/112 for emergency help

- Ask if an AED is nearby



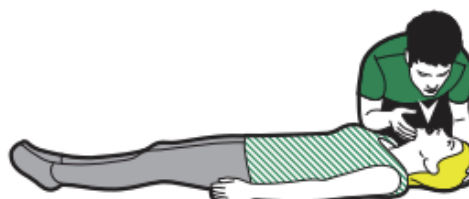
## 2. Pump

- 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](http://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 5 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 6 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**

