St Martin and St Mary C of E Primary School

HEALTH AND SAFETY POLICY

Part 2 & 3 – Responsibilities and Arrangements

Approved by[1]	
Name:	Jen Braithwaite
Position:	Chair of Governors
Signed:	*Jen Braithwaite*
Date:	September 2026
Proposed review date[2]**:**	September 2027

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision	Author	Approved
1		21.10.2016	GT/PK/JG	10.11.2016
2		7.9.2017	GT/PK/JG	26.9.2017
3		1.10.2018	VL/JG	15.10.2018
4		4.10.2019	GA/JG	14.11.2019
5		20.1.2021	MM/MT	25.1.2021
6	Updates based on CCC Model Policy – November 2021	22.4.2022	MT/MM	25.4.2022
7		28.7.2023	MT/MM	5.9.2023
8	Updates based on KA Model Policy v30. Minor updates to include Slip, Trip & Fall Avoidance as recommended by the RPA/DfE, updates to Work at Height, Legionella & updated links throughout to direct schools to the KAHub as opposed to the old website	September 2023	MT	25.9.2023
9	Minor updates based on changing staff responsibilities.	Sept 24	MT	23.9.2024
10	Safer eating procedures, radon and other minor changes. Minor updates to include Cyber Security Training for all staff & Governors who access IT, the inclusion of wraparound care in safer eating and advice on the supply of sunscreen in pressurised containers (pages 67 & 69 refer). Minor updates to Sections 2.11, 2.13, Accidents, Supporting Children and Young People with Medical Conditions and Allergy, Mobile Phones, Online Safety, Site/Building Security and Personal Safety/Lone Working, Food Safety, Electrical Safety, Supervision, Science, Design Technology and Behaviour and addition of new section covering Sleeping Arrangements.	September 2026		

Contents

PART 2 - Organisation / Responsibilities 4
2.1 The Governing Body 4
2.2 Head teacher 4
2.3 Health and Safety Coordinator 5
2.4 Teaching/Non-Teaching Staff Holding Positions of Special Responsibility 5
2.5 Special Obligations of Class Teachers 6
2.6 School Health and Safety Representatives 6
2.7 Obligations of All Employees 6
2.8 Pupils 7
2.9 Contractors, Visitors and Other Users of the Premises 7
2.10 Competent Health and Safety Assistance 7
2.11 Persons with Specific Responsibilities 8
2.12 Location of Supporting Systems/Documents 9
2.13 Other Related Policies 9
PART 3 – Arrangements / Procedures 11
2.14 Consultation, Communication and Competence 11
2.15 Monitoring, Review and Audit 12
2.16 Health and Safety Inspections of Premises and Activities 13
2.17 External Health and Safety Management Audits 14
2.18 Risk Management and Risk Assessments 14
2.19 Accidents, Incidents, Ill Health and Dangerous Occurrences 15
2.20 Liability Claims 18
2.21 First Aid 18
2.22 Supporting Children and Young People with Medical Conditions and Allergy 19
2.23 Disease/Infection Control 20
2.24 Document Management / Retention of Documents 21
2.25 Control of Hazardous & Dangerous Substances (COSHH & DSEAR) 22
2.26 Asbestos Management 22
2.27 Water Systems Management 23
2.28 Radon 24
2.29 Equipment and Maintenance 25
2.30 Slip, Trip & Fall Avoidance 25
2.31 Workstations / Display Screen Equipment 27
2.32 Information Technology (IT), Online Safety and Remote Education 27
2.33 Policy on the Use of Mobile Phones 28
2.34 Child Protection 29
2.35 Use of Pupils Images 29
2.36 Manual Handling 29
2.37 Working at Height 31
2.38 Fire and Emergency Arrangements 31
2.39 Use and Control of Contractors and Consultants 33
2.40 Construction Work (CDM) 35
2.41 Site / Building Security and Personal Safety / Lone Working 36

2.42 Workplace Environments 40
2.43 Wellbeing 43
2.44 Off-Site Visits and Activities 43
2.45 Food Safety Arrangements 44
2.46 School Cleaning 47
2.47 Electrical Safety 48
2.48 Gas Installation and Appliances 49
2.49 Smokefree Workplace 50
2.50 Transport 50
2.51 On-Site Vehicle/Pedestrian Separation 51
2.52 Personal Protective Equipment 52
2.53 Physical Education, School Sport and Physical Activity (PESSPA) 53
2.54 Safe Use of Playground Equipment 54
2.55 Supervision of Pupils 55
2.56 Stage Use, School Performances/Events and Drama in Education 58
2.57 School Swimming Pool 59
2.58 Animals in School 59
2.59 Sun Protection 59
2.60 Pond 61
2.61 Trees 62
2.62 Behaviour 62
Employee Declaration 63

Note: *To update the contents table following any amendments, right click on the table above and select 'update field' & then 'update entire table'. This will update the page numbers and headings.*

PART 2 - Organisation / Responsibilities

2.1 The Governing Body

The Governors must visibly demonstrate a commitment to achieving a high standard of health and safety performance within the School and the development of a positive attitude to health and safety among staff and pupils. They are responsible for ensuring a Health and Safety Management System is in place which ensures:

1. a clear written policy statement is in place that states the organisation and arrangements for implementing the school Policy;
2. that they promote and monitor the execution and effectiveness of this Policy, within the resources made available to them;
3. that a review of the school's Health and Safety Policy takes place annually (or more often if the need arises) and a review of performance takes place annually with action taken on the findings if necessary;
4. that the Head teacher is aware of and implements this Policy and that they are aware of their duties and responsibilities under the Health and Safety at Work etc. Act 1974 and its subordinate legislation;
5. that specific duties and functions for health, safety and welfare are allocated to individuals who should receive specific, relevant information and training in order to ensure competence;
6. that all staff are given the opportunity to receive training on health and safety matters and have sufficient experience, knowledge and training to perform the tasks required of them;
7. that all premises, plant and equipment are safe and properly maintained;
8. the involvement of everyone in making the Policy work;
9. that they specify who is responsible, and the arrangements for identifying hazards, undertaking risk assessments and implementing appropriate control measures;
10. that where resources are required in order to implement specific control measures, priority is given to those hazards presenting the highest risk;
11. that everyone has sufficient information about the risks they run and the preventative measures they should take to minimise the risks;
12. that health and safety performance is measured by the use of inspections, checks and the recording of accidents;
13. that proper documented health and safety objectives are established at each relevant function and level within the establishment and that such objectives are quantified wherever practicable;
14. that they consult their appointed competent Health and Safety Adviser in resolving any health, safety or welfare problems;
15. that they consult with properly appointed Union and non-Union staff representatives on issues relating to their members' health, safety and welfare and communicate with such staff representatives the outcome of any safety audits, inspections and risk assessments which may affect the working conditions and/or practices of staff within the school;
16. that they receive and act appropriately upon reports from the Head teacher, Local Authority and any other internal or external agencies.

2.2 Head teacher

The day-to-day responsibility for all school health, safety and welfare organisation and activity rests with the Head teacher, who will:

1. assist the Governing Body with the production of an internal Policy document stating the organisational and other arrangements for implementing this Policy;
2. ensure that all members of staff have sufficient information, instruction and training to enable them to effectively carry out their duties and responsibilities as required by this Policy and legislation;
3. ensure that newly appointed staff, temporary staff and young workers receive sufficient information, instruction and training to enable them to effectively carry out their duties and responsibilities as required by this Policy, and the provisions of legislation;
4. be the focal point for reference on health, safety and welfare matters and give advice or indicate sources of advice. Any health and safety problems for which they are unable to provide a solution should be referred in the first instance to the Governing Body and/or KAHSC;
5. co-ordinate the implementation of the Governor's health, safety and welfare procedures in the school;
6. make clear any duties in respect of health and safety that are delegated to members of staff;
7. stop any practices or the use of any plant, tools, equipment, machinery, etc. considered to be unsafe, until satisfied as to their safety;
8. put in place procedures to monitor the health and safety performance of the school;

9. arrange for risk assessments of the premises and working practices to be undertaken, recorded and reviewed on a regular basis, and ensure they are kept informed of accidents and hazardous situations;
10. put into place and actively monitor risk assessments and resulting procedures relating to the identification and management of work-related ill-health with specific emphasis on the identification and reduction of work-related stress;
11. to receive and respond positively to health and safety problems reported to them by their staff and to generate co-operation from all employees under their direction;
12. ensure that all accidents are reported, investigated and any remedial actions required are taken or requested;
13. ensure that procedures and appropriate contacts with external services are established and are in place for all individuals to follow in the case of situations presenting serious and imminent danger;
14. review from time to time the emergency procedures, the provision of first aid and risk assessments;
15. review regularly, the dissemination of health and safety information in the school paying particular attention to newly appointed and temporary staff, volunteer helpers, students and other users of the premises;
16. ensure that all equipment used in the school is adequately maintained and inspected in accordance with the law and procedures contained in KAHSC Safety Series;
17. report to the Governing Body at least annually on the health and safety performance of the school;
18. co-operate with and provide the necessary facilities for properly appointed Trade Union Safety Representatives;
19. consult as appropriate, with staff on issues relating to their health, safety and welfare, and communicate the outcome of any safety audits, inspections and risk assessments which may affect the working conditions and/or practices of those staff;
20. ensure that contractors on the site are made aware of this Policy and the school's internal Policy and that health and safety matters are formally discussed at any pre-contract site meetings;
21. ensure, as far as is reasonably practicable, that the health, safety and welfare of pupils/students, visitors and members of the public are safeguarded.

2.3 Health and Safety Coordinator

The School Health and Safety Co-ordinator has been trained in health and safety in order to ensure competence and has the following duties:

1. to co-ordinate and manage the risk assessment process for the school and to ensure that where control measures are required, requests for funding are fed into the Management System;
2. to identify and manage via the risk assessment process, a whole school approach to work related ill-health, with a particular focus on stress related absence;
3. to ensure general workplace monitoring inspections are carried out;
4. to make provision for the inspection and maintenance of work equipment throughout the school and ensure adequate records are kept;
5. to advise the Head teacher on situations or activities which are potentially hazardous to the health, safety and welfare of staff, pupils and visitors;
6. to maintain continuing observations throughout the school and make relevant comment to the Head teacher, the Head of a Department or a member of staff, as appropriate, if any unsatisfactory situation is observed;
7. to ensure that staff are adequately instructed in health, safety and welfare matters in connection with their specific workplace and the school generally;
8. to ensure that adequate records are kept of specific health, safety and induction training;
9. to ensure that health and safety advice and information received by the school are disseminated in such a way that all appropriate staff have access to such information;
10. undertaking any other functions devolved to them by the Head teacher or Governing Body.

Co-ordinators are given the required non-contact time in order that they may carry out their duties accordingly.

2.4 Teaching/Non-Teaching Staff Holding Positions of Special Responsibility

These staff may include Deputy/Assistant Head teacher(s), Heads of Department/Curriculum Co-ordinators, Clerical Managers/Supervisors and Site Managers/Janitors who will:

1. have a general responsibility for the application of the school's Health and Safety Policy to their own department or area of work and are directly responsible to the Head teacher for the application of the health, safety and welfare procedures and arrangements;
2. establish and maintain safe working procedures including arrangements for ensuring, so far as is reasonably practicable, the absence of risks to health and safety in connection with the use, handling, storage and transport of articles and substances;

3. resolve health, safety and welfare problems members of staff may refer to them, or refer to the Head teacher or Health and Safety Coordinator any problems for which they cannot achieve a satisfactory solution within the resources available to them;
4. carry out regular health and safety risk assessments of the activities for which they are responsible, ensuring that staff involved in such activities are made fully aware of the relevant control measures, and submit reports to the Head teacher or the Health and Safety Co-ordinator;
5. in accordance with the school policy carry out risk assessments and monitor outcomes in relation to individual cases of work-related ill-health as and when these are brought to the manager's attention or are identified in individual members of staff;
6. carry out regular inspections of their areas of responsibility to ensure that equipment, furniture and activities are safe and record these inspections where required;
7. ensure that all staff under their control are familiar with national and local guidance and the KAHSC Safety Series, if issued, for their area of work;
8. ensure, so far as is reasonably practicable, the provision of sufficient information, instruction, training and supervision to enable other employees and pupils to avoid hazards and contribute positively to their own health and safety;
9. where appropriate, ensure relevant advice and guidance on health and safety matters is sought either from National Bodies of particular subjects, KAHSC, or others;
10. investigate any accidents that occur within their sphere of responsibility, ensuring that the appropriate recording and reporting procedures are followed;
11. prepare an annual report for the Head teacher on the health and safety performance of their department or area of responsibility.

2.5 Special Obligations of Class Teachers

The health and safety of pupils in classrooms, laboratories, workshops and physical education areas is the responsibility of class teachers. Class teachers are expected to:

1. exercise effective supervision of the pupils and to know the emergency procedures in respect of fire, first aid and other emergencies, and to carry them out;
2. follow the particular health and safety measures to be adopted in their own teaching areas as laid down in the relevant National Guidelines or the KAHSC Safety Series and Hub guidance, if issued, and to ensure that they are applied;
3. give clear oral and written instructions and warnings to pupils as often as necessary;
4. follow safe working procedures personally;
5. require the use of protective clothing and guards where necessary;
6. make recommendations to their Head teacher or Health and Safety Coordinator on health and safety equipment and on additions or necessary improvements to plant, tools, equipment or machinery;
7. integrate all relevant aspects of safety into the teaching process and, if necessary, give special lessons on health and safety;
8. avoid introducing personal items of equipment (electrical or mechanical) into the school without prior authorisation;
9. report all accidents, defects and dangerous occurrences to their Head teacher or line manager;
10. report any situations which are causing or are likely to cause work related ill-health and work with Senior Managers to bring about a successful resolution to issues raised.

2.6 School Health and Safety Representatives

The Governing Body and Head teacher recognise the role of Health and Safety Representatives appointed by a recognised trade union or staff. Health and Safety Representatives will be allowed reasonable opportunities to investigate accidents and potential hazards, pursue employee complaints and carry out school inspections within directed time. They are also entitled to certain information, for example, about accidents, and to paid time off to train for and carry out their health and safety functions. They are not part of the management structure (unless officially invited to be so) and are not carrying out the duties on behalf of the Head teacher or Governing Body.

2.7 Obligations of All Employees

Notwithstanding any specific duties that may have been delegated to them, all employees must:

1. make themselves familiar with the contents of this Policy;
2. keep up to date with all current safety requirements and/or safety advice that affect their particular area of work, and seek competent advice if required;
3. comply with any control measures put in place as a result of Risk Assessments carried out;

4. act in the course of their employment with due care for the health, safety and welfare of themselves and others;
5. observe all instructions on health and safety issued by School or any other person delegated to be responsible for a relevant aspect of health and safety;
6. take heed of any instruction and/or training received on the use of equipment, machinery, dangerous substance or safety device;
7. use and maintain correctly, in accordance with any instruction and/or training received, all personal protective equipment issued;
8. report every accident, injury and, where appropriate, near miss using the agreed procedures and the appropriate documentation;
9. co-operate with other persons to enable them to carry out their health and safety responsibilities and/or statutory duties;
10. inform their Line Manager of any shortcomings they consider to be in the school's health and safety arrangements;
11. exercise good standards of housekeeping and cleanliness;
12. know and apply the procedures in respect of fire, first aid and other emergencies;
13. co-operate with the appointed Trade Union Health and Safety Representative and the Enforcement Officers of the Health and Safety Executive.

Failure to exercise reasonable care for the safety of oneself, fellow employees or members of the public; to co-operate with the Governors on health and safety matters; or the misuse of safety equipment provided may justify disciplinary action being taken against the employee concerned.

2.8 Pupils

Pupils, in accordance with their age and aptitude, are expected to:

1. exercise personal responsibility for the health and safety of themselves and others;
2. observe standards of dress consistent with safety and/or hygiene;
3. observe all the health and safety rules of the school and in particular the instructions of staff given in an emergency;
4. use and not wilfully misuse, neglect or interfere with things provided for his/her health and safety.

2.9 Contractors, Visitors and Other Users of the Premises

Contractors, visitors and other users of the premises are required to observe the health, safety and welfare rules of the school. In particular, parents and other volunteers helping out in school, including those associated in self-help schemes are made aware of the health and safety policy applicable to them by the teacher to whom they are assigned.

Where the school buildings are let/hired out to other users, those users should be informed of, and familiarise themselves with, emergency evacuation and accident reporting procedures. These form part of the school Lettings Arrangements/Conditions of Hire.

2.10 Competent Health and Safety Assistance

Without detracting from the primary responsibility of the governors and staff for ensuring safe conditions of work, and in compliance with the Management of Health and Safety at Work Regulations 1999, the School will secure, competent assistance in applying the provisions of health and safety law where it is necessary to assist management in that task. **Kym Allan Safeguarding, Health and Safety Consultants Ltd. (KAHSC)** have been appointed to provide such competent assistance (https://kymallanhub.co.uk):

Kym Allan Safeguarding, Health & Safety Consultants Ltd.
3-4 Citadel Row
Carlisle
Cumbria, CA3 8SQ

Tel No. (Office hours & 24-hour emergencies):	01228 210152
Fax:	01228 210153
Mobile:	07909 484449

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Gordon Hastings	Health & Safety Consultant	gordon.hastings@kymallanhsc.co.uk
Laura Sharp	Safeguarding, Health & Safety Consultant	laura.sharp@kymallanhsc.co.uk
Courtney Allan	Business Manager | Finance	courtney.allan@kymallanhsc.co.uk

Further Assistance and guidance can be sought from:

<table>
<tr><th colspan="3">Cumbria</th></tr>
<tr><td colspan="2">Westmorland and Furness Safeguarding Children Partnership (WFSCP):
E: WFSCP@cumbria.gov.uk

CONCERNS ABOUT A CHILD:
Westmorland & Furness Multi-Agency Children's Hub (MACH)
T: 0300 373 2724
E: safeguarding.hub@westmorlandandfurness.gov.uk

FAMILY HELP TEAM (including Early Help):
Westmorland & Furness:
T: 0300 373 2723
E: family.help.waf@cumbria.gov.uk

LADO:
Westmorland & Furness:
T: 0300 303 3897
E: lado@westmorlandandfurness.gov.uk</td><td>UK Health Security Agency (UKHSA):
Cumbria and Lancashire Health Protection Team (HPT):
T: 0344 225 0562 option 2
Out of office: 0151 434 4819</td></tr>
<tr><td colspan="3">NOTE: Report to the Hub/Early Help Team where the child normally resides</td></tr>
<tr><th colspan="3">All Settings</th></tr>
<tr><td>Health & Safety (Executive HSE):
Incident Contact Centre: 0345 300 9923
Infoline: 0345 345 0055</td><td>DfE:
General Enquiries: 0370 000 2288 (office hours)
Incident Support Team E: incident.support@education.gov.uk</td><td>Environment Agency:
Incident Hotline: 0800 807060
Floodline: 0345 988 1188</td></tr>
</table>

2.11 Persons with Specific Responsibilities

The Governing Body and Head teacher have delegated certain tasks and roles to the following:

- The Health and Safety Co-ordinator – Louise Swindlehurst
- The Health and Safety Governor(s) – Jennifer Braithwaite (CoG)
- Workplace First Aiders – Cath Greenall
- Paediatric First Aiders - see update posters displayed at First Aid stations in school
- Other First Aiders (if any) - see update posters displayed at First Aid stations in school
- Person responsible for ensuring first aid boxes remain stocked – Nikki Dodd
- Site Security issues, CCTV – Louise Swindlehurst
- Defects are to be reported to – Nicky Dodd
- Organisation for equipment repairs, maintenance and routine servicing – School office, Nicky Dodd
- Training and Development Coordinator (H&S) – Chrysta Hudson
- Asbestos Coordinator, responsible for visual inspection and the recording of termly condition monitoring – Nicky Dodd and Deputy – Louise Swindlehurst
- The person within our school to oversee the management of radon in the workplace, regardless of the risk level – Louise Swindlehurst
- Coordinator of Risk and COSHH Assessments is – Louise Swindlehurst
- The person responsible for ensuring that all persons working in school undergo suitable recruitment and vetting checks – Chrysta Hudson

- Designated Safeguarding Lead (DSL) is – Louise Swindlehurst and deputy DSL(s) – Charlotte Casey.
- Educational Visits Co-ordinator – Nat Norris
- Designated Allergy Lead – Cath Greenall
- Mental Health Lead – Louise Swindlehurst and Charlotte Casey
- The Responsible Person for Fire Safety – Lisa Stephenson
- The Fire Safety Manager (person in charge in an emergency) –Lisa Stephenson
- Fire Wardens –Lisa Stephenson and Sarah Clarke
- Person responsible for testing/checking the fire alarm/emergency lighting/fire extinguishers etc. and maintaining the Fire Log Book – Nicky Dodd
- Holder of accident/incident records, pupil accident book and official site accident book – School office
- The person(s) responsible for undertaking accident investigations – Louise Swindlehurst
- Ladder register is maintained by – Nicky Dodd
- PE and fixed playground equipment in-house visual inspections – Nicky Dodd

2.12 Location of Supporting Systems/Documents

In order to effectively implement our health and safety arrangements, we refer to a variety of supporting internal and external documents and procedures. This section outlines where you can access key documents and information in school.

Location of Key Documentation

- Displayed H&S Policy Statement and Arrangements – School office and staff room
- Defect reporting system/book – School office
- General School Risk Assessments – School office and network
- Pupils' Accident Book – School office
- Official Accident Book is held in – School office
- A list of pupils with specific medical conditions/needs is held in – School office
- Archived health and safety documents/records are held in – Archive room
- Emergency / Fire Evacuation Plans - School office *(copies also held off site)*
- Maintenance and servicing records (Building Register) – School office
- Health and Safety Management Plan – Network and School office
- Asbestos Management Plan (including Asbestos Register) - Network and School office
- Legionella Risk Assessment – Network and School office

2.13 Other Related Policies

This policy should be read in conjunction with other related school policies and procedures including:

- Child Protection Policy and procedures
- Code of Conduct for Staff & Other Adults
- Recruitment Selection and Pre-Employment Vetting Policy & procedures including the Single Central Record
- Online Safety Policy and procedures
- Safe Use of Artificial Intelligence Policy
- Behaviour Policy and procedures
- Suspension and Permanent Exclusions Policy
- Restrictive Intervention including the Use of Reasonable Force Policy
- PSHE and RSE Policy
- Equality Policy & Objectives -
- School's Use of Social Media Policy
- School Drug Policy
- Supporting Children and Young People with Medical Conditions Policy and procedures
- Allergy Safety Policy and procedures
- Intimate Care procedures
- Educational Visits and Outdoor Education Policy
- Attendance Policy
- Data Protection Policy
- SEND Policy
- Missing Child procedures
- First Day Calling procedures
- Emergency Plan(s) including Lockdown procedures

- Cyber Security & Resilience Strategy which includes our Cyber Response Plan
- Risk Assessments
- Premises Management including security measures, formal inspections and Buildings Register
- Procedures for Protecting Children when Contractors are Working in Educational Settings
- Code of Conduct for School Staff and other adults
- Accessibility Plan
- Lettings Policy

PART 3 – Arrangements / Procedures

The procedures which follow will be adhered to at all times, but we recognise that amendments or additions may be required in order to support those directly affected by emergencies or public health incidents for example. Any variations to this Policy in relation to emergencies or public health incidents will be produced as the need arises.

2.14 Consultation, Communication and Competence

Consultation

The School recognises the contribution which employees and pupils are able to make towards health and safety in their workplace and will co-operate and consult with employees and pupils as necessary. If a decision involving work equipment, processes or organisation could affect the health and safety of our staff, we will allow time to give them, or their representatives, the chance to express their views, and take account of these views before reaching a decision. Consultation with staff will be carried out on all matters relating to health and safety at work either collectively or direct with individuals.

The Governing Body will recognise, co-operate and consult with properly appointed Health and Safety Representatives to enable them to fulfil their statutory functions and ensure that effective arrangements are in place for consultation and communication with staff within school. Provision will be made for specific staff safety committees where requested and they will be provided with the facilities and assistance they may reasonably require to carry out their functions. At the present time, the school does not have an appointed Trade Union or Staff Appointed Health and Safety Representative.

The school has a dedicated Health and Safety Committee consisting of Senior Management, representatives from each department, Site Manager, Health and Safety Coordinator, Union Safety Representative etc. This aims to improve communication links throughout the school and give ownership of health and safety to staff at different levels.

The relevant Governor sub-committee meets regularly to discuss health, safety and welfare and safeguarding issues affecting staff, pupils or visitors. Action points from meetings are brought forward for review by school management.

Communication

The School will provide all employees (including trainees and those on fixed term contracts) with comprehensible and relevant information on the risks to their health and safety identified by risk assessments and the preventive and protective measures required to prevent accident, injury or loss.

Agency workers and seconded workers are treated as employees under health and safety legislation and we will ensure that these employees have appropriate induction and are informed likewise of hazards and risks associated with the working environment.

Information supplied will be pitched appropriately, given the level of training, knowledge and experience of the employee. It will also be provided in a form which takes account of any language difficulties or disabilities. For employees with little or no understanding of English, or who cannot read English, we may need to make special arrangements. These could include providing translation, using interpreters, or replacing written notices with clearly understood symbols or diagrams.

While any child (below minimum school leaving age) or Young Person (under 18) is at work i.e. on work experience from another school, a trainee or employed, the requirements to provide information are the same as for other employees. There is however an extra requirement on the employer to provide the parents/carers of children at work with information on the key findings of the risk assessment and the control measures taken before the child starts work. Children on work experience will also receive formal Health and Safety Induction.

Kym Allan Safeguarding, Health and Safety Consultants Ltd. (KAHSC) provides competent health and safety advice to the School and is responsible for keeping the school up to date on all health and safety matters of relevance. The Health & Safety Coordinator is responsible for ensuring that all new information supplied by KAHSC is effectively communicated to the relevant target audience.

Information and/or advice on matters relating to the health, safety and welfare of employees will generally be circulated via staff meetings unless it is of immediate importance to any individual employee or group of employees. Health and safety will be a standing item on the agenda of staff meetings and Governor meetings. We will also ensure we maintain good communication links with those not in school e.g. during emergencies, working from home or absent due to illness etc.

Additions and alterations to the Policy, which is a working document, will be circulated to staff promptly.

Safety Signs & Notices

Where a risk assessment indicates that, having adopted all appropriate precautions, risks cannot be adequately controlled except by the provision of appropriate safety signs, then such signs will be provided. Appropriate signs will be displayed and will be easy to follow; a Health and Safety information notice board will be provided/maintained and a Health and Safety Law poster displayed.

Co-Ordination

Where the School shares premises with another organisation or employer, whether permanently or temporarily, arrangements and procedures shall be adopted to ensure that all concerned are able to comply with their statutory health and safety duties. The School will ensure that arrangements are made to co-ordinate the activities of its own employees and those of outside agencies working on school premises, such as contractors, cleaning/catering staff, maintenance personnel and private hirers.

Health and Safety Training

All personnel shall be competent to perform tasks that may impact on health and safety in the school. Competence shall be defined in terms of appropriate education, training and/or experience. Training procedures shall take into account differing levels of responsibility, ability and literacy; and risk.

All employees will be provided with:

- induction training in the requirements of this policy;
- update training in response to any significant change;
- training in specific skills needed for certain activities, (e.g. use of hazardous substances, work at height, use of certain machinery etc.)
- refresher training where required.

A formal health and safety training record will be set up and maintained that highlights all health and safety training that has been carried out. The training plan will highlight any statutory refresher training that may be required. This will be a working document and will show at a glance what health and safety training staff and Governors have actually undertaken, and when refresher training is required (where applicable).

Each individual's line manager will be responsible for assessing the effectiveness of training received. Each member of staff is also responsible for drawing their line manager's attention to their own personal needs for training and for not undertaking duties unless they are confident that they have the necessary competence.

Induction Training

All new members of staff (including volunteers, students and pupils on work experience) are encouraged to familiarise themselves with the health and safety procedures in school. It is the responsibility of the Health & Safety Coordinator or line manager to ensure that the relevant procedures and documentation has been seen and understood. Further training and development is identified and incorporated within in the School Management/Development Plan.

The school has a Health & Safety (Safeguarding) Induction Checklist which will be completed with each new starter/trainee commencing the first week of their employment. Separate checklists are also available for pupils from other schools on Work Experience at our school along with school employed Cleaning and Catering Staff.

References and Useful Links

Safety Representatives and Safety Committee Regulations 1977
Health and Safety (Consultation with Employees) Regulations 1996
Health & Safety (Safety Signs and Signals) Regulations 1996
Management of Health and Safety at Work Regulations 1999
HSE: Young People & Work Experience
KAHSC General Safety Series G12 - Health and Safety Induction Training
KAHSC General Safety Series G27 - Young People at Work and on Work Experience
KAHSC General Safety Series G29 – Safety Representatives and Safety Committees

2.15 Monitoring, Review and Audit

Governors will fulfil their obligation to monitor the effectiveness of the implementation of the Health Safety Policy by undertaking documented Governor Health and Safety Monitoring throughout each school year (packs available on the KAHub).

The Governing Board monitors the effectiveness of the school's health and safety arrangements. At each termly Fabric, Health and Safety Committee meeting, governors undertake health and safety monitoring using the approved Governor

Health and Safety Monitoring Checklist and the Health and Safety Checklist provided by Kym Allan. Findings and actions arising from these monitoring activities are recorded, reviewed, and followed up by the committee.

The Governing Body with the support of the Head teacher will, at intervals that it determines appropriate, monitor and review the school's health and safety management system to ensure its continuing suitability. Relevant staff and other parties will be involved as appropriate. Reviews of specific risk areas may also be undertaken. Reviews shall be documented where appropriate. The review process aims to identify where changes to policy, objectives and other elements of the health and safety management system are required.

Typical information used in such a review may include the following items:

- accident statistics/trends;
- results of internal and external health and safety management audits, updated legislative requirements and corrective actions implemented since the previous review;
- the findings from premises inspections or other monitoring exercises;
- reports of emergencies (actual or exercises);
- reports from individuals on the effectiveness of the system locally;
- reports of hazard identification, risk assessment and risk control processes.

Typical actions following such a review may include the following items:

- minuted discussions and detail of the review;
- revisions to the Health and Safety Policy and objectives;
- specific corrective or improvement actions with assigned responsibilities and target dates for completion and review;
- areas of emphasis to be reflected in the planning of future internal occupational health and safety management system.

Those undertaking such reviews will report as required following its completion.

Health and Safety Objectives / Management Plan

The Governing Body will establish and maintain documented health and safety objectives that will be SMART *(specific, measurable, achievable, realistic & time bound)* and be consistent with the Health and Safety Policy including commitment to continual improvement. There will be a suitable 'programme' in place i.e. set objectives will be documented within an Action/Management Plan. Objectives will be quantified wherever practicable with timescales and costs. Senior management (or other suitable persons) will be allocated responsibilities regarding health and safety objectives which will be communicated to relevant personnel. The Management Plan/Objectives will be set and/or reviewed following the Management Review (as above) or at other times when necessary.

References and Useful Links

ISO 45001:2018 Occupational Health and Safety Management Standard
HSG 65 Successful Health and Safety Management
CIPFA Compliance Monitoring for School Premises Management
KAHSC Model H&S Management Plan
KAHSC Termly Governor Monitoring Packs (Autumn Term, Spring Term & Summer Term)

2.16 Health and Safety Inspections of Premises and Activities

The Governors (or Health and Safety Sub-committee) in liaison with the Head teacher and/or Health and Safety Coordinator will undertake a health and safety inspection of the school premises on at least an annual basis with the findings of these inspections recorded. Any corrective actions required following these inspections will be reported and discussed with the Head teacher. Where possible, action will be taken immediately, or if planned actions are required these will be added to our Health and Safety Management Plan (refer to our procedures for Monitoring, Review and Audit held separately). Any Health and Safety Union Representative for the school will be invited to attend these inspections.

Safety Inspection Regimes

More frequent safety inspections will be carried out by nominated staff to ensure:

- Cleanliness of all workplaces, good housekeeping, the removal of waste, suitable storage of materials, books and files, etc.;
- Welfare and sanitary provisions (male/female, children's and disabled toilet facilities) are in good order;
- Good condition of premises and equipment, including highlighting defects;
- Recording of specific inspections is taking place, e.g. asbestos monitoring, pre-use visual checks of electrical and work equipment, visual inspection of play/gym equipment, vehicle checks;

- Supervision of relevant activities is taking place on the school site;
- Suitability of on-site vehicle movements (traffic management plans).

The frequency of inspections will depend on the activity being undertaken and hazards present. Hazardous workplaces such as kitchens, D&T, Science etc. may need to be inspected at a greater frequency than low risk environments such as offices and records will generally be kept of inspections of higher risk environs.

Defect Identification and Reporting

We recognise that defective equipment or dangerous conditions can lead to personal injury or harm. No defective electrical appliance or lead, and no defective mechanical device or tool that might give rise to danger may be used.

All defects to equipment or furniture and minor defects to doors, floors, walls etc. are to be reported to a nominated person. Steps should be taken to isolate the equipment or work area in question, and to warn others of the hazard by posting warning notices. That person will ensure that the necessary action is taken to rectify each defect without delay. Where funds are not immediately available, the defective the equipment or work area in question will be taken out of service and this will be added to the Annual Health and Safety Management for action when funds become available. This will also become an agenda item at the next relevant Governors Sub Committee Meeting.

All staff are required to report accidents, incidents, near misses, defects and hazards. If, following their report, they are not satisfied with the actions taken to address their concerns, they may raise the issue through their usual line management route. If the problem remains unresolved, then the issue may be referred to the Head teacher or Governing Body.

References and Useful Links

ISO 45001:2018 Occupational Health and Safety Management Standard
HSG 65 Successful Health and Safety Management
The Workplace (Health, Safety and Welfare) Regulations 1992 ACOP
CIPFA Compliance Monitoring for School Premises Management
KAHSC Governor H&S Inspection Checklist
KAHSC Defect Report Sheet

2.17 External Health and Safety Management Audits

External audits are independent, unbiased reviews of the school's management system and can be a very useful exercise. KAHSC will, on request, carry out a health and safety management audit. These audits will be carried out by a qualified safety professional. Following this process, we will be supplied with a detailed report containing requirements and recommendations to improve our existing arrangements. Any recommended actions arising from these audits will be addressed by the Head teacher and Governing Body with the support of KAHSC where required.

References and Useful Links

ISO 45001:2018 Occupational Health and Safety Management Standard
HSG 65 Successful Health and Safety Management

2.18 Risk Management and Risk Assessments

The purpose of undertaking a risk assessment is to identify significant risks, to document what hazards exist and the measures necessary to control them. Risk assessment allows us to meet the principle requirement of the Management of Health and Safety at Work Regulations and to establish safe ways to work and to protect staff, pupils and workers and any others who may be affected by school activities.

Generic School Risk Assessments for many day to day non-curricular and curricular activities along with off-site visits are available to download from the KAHub at: Generic School Risk Assessments.

Where model/generic risk assessments are used, we ensure that these are tailored to reflect the actual activities in relation to the school.

Although the Head teacher remains responsible for ensuring development, all staff within school could be involved in the risk assessment process. When relevant, risk assessments will be developed and/or reviewed with the input of affected staff. Development will usually be led by an individual who has received specific training in the theory of risk assessment and a teacher/head of department/other who has the hands-on experience of tasks being assessed. Where significant risks are identified, appropriate measures and/or safe working practices are introduced to reduce/eliminate such hazards.

Risk assessments will be working documents, their effectiveness monitored and reviewed following any significant changes or when they are no longer valid e.g. following accidents or near misses, the introduction of new equipment or systems of working, legislative changes etc. Risk assessments do NOT need to be re-written each year but DO need to be

monitored and checked to ensure they remain valid and revised if there have been any changes. Staff should ensure they are aware of any risk assessments relevant to their roles and completed risk assessments will be available at all times for staff to view and will be held as working documents.

Specific risk assessments relating to individuals, e.g. staff member or young person/pupil are held on the individual's personal file and will be undertaken by the relevant line manager.

New and Expectant Mothers - Risk Assessment

It is the responsibility of staff to inform their line manager of any medical condition or pregnancy which may impact upon their work. When a member of staff notifies their line manager of their pregnancy, relevant risk assessments will be considered and an additional individual assessment carried out to ensure that throughout pregnancy, while at work and on return to work, risks to their health and safety are adequately controlled.

Young Persons at Work - Risk Assessment

We are happy to provide a limited number of work experience placements for young people. The exact nature of the duties undertaken by the student will depend on a number of factors, including the age and experience of the work experience student and the requirements of the course being undertaken by work experience student.

A designated member of staff will supervise all work experience students. They will oversee the visit and provide general guidance and advice on school routines, expected standards of behaviour, and duties etc.

The work experience student will become a member of the School staff for the period of their visit. This fact will have considerable bearing on their expected behaviour. A formal Health and Safety Induction will be carried out on day one of the placement.

The risks associated with work experience pupils or trainees may differ slightly to the risks that have been identified for other workers due to their inexperience, possible immaturity and the unfamiliarity with the environment or work processes. Existing risk assessments must take into account any young people working at the school (both pupils on work experience from other schools under the compulsory school leaving age and young employees under the age of 18) who may be put at increased risk due to their age and inexperience. There is however an extra requirement on the employer to provide the parents/carers of children at work with information on the key findings of the risk assessment and the control measures taken before the child starts work.

Initially the work experience will usually involve periods of observation. As the student becomes more familiar with the layout of the School and its operation the expectations of and responsibilities given to the student will change. Duties and responsibilities may include assisting with the supervision of morning duties, assisting staff before or during activity sessions and with cleaning up.

In order to satisfy fire regulations, if work placement students wish to leave the site during break time or lunch breaks, it will be necessary to inform a member of the staff before they leave.

If the School is required to produce a report or record of the experience, this will need to be discussed with a supervising staff member at the start of the visit.

References and Useful Links

Health and Safety at Work etc. Act 1974
Management of Health and Safety at Work Regulations 1999
HSE Risk Assessment site
HSE: Young People & Work Experience
CLEAPSS Website
Association for PE (AfPE) Website
OEAP National Guidance
KAHSC General Safety Series G09 - Risk Assessment in Schools
KAHSC General Safety Series G27 - Young People at Work and on Work Experience
KAHSC Work Experience Induction Checklist
KAHSC Work Experience Placement/Young Worker Generic Risk Assessment
School's current Risk Assessments and Off-Site Visits procedures

2.19 Accidents, Incidents, Ill Health and Dangerous Occurrences

Recording and Reporting

Accidents Involving Pupils: All incidents involving pupils will be recorded in the Pupil Accident Book/log sheets.

Where the following criteria is fulfilled, an entry will ALSO be made on the KAHSC on-line Accident Recording System:

- all serious injuries involving pupils;
- pupils removed from the scene and taken to hospital for treatment;
- serious head injuries i.e. where pupil is taken to hospital or medical advice is sought or advised;
- where fault can be assigned i.e. lack of supervision, faulty equipment etc.;
- any incidents of violence or aggression resulting in serious injury or where police involvements has been necessary;

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) place duties on employers to report serious incidents to the HSE. KAHSC will notify the HSE on our behalf of any incidents that are RIDDOR reportable within 10 days. Data must therefore be entered on the KAHub within 7 days of the accident.

Parents will be informed about all injuries/accidents to children and of any first aid given. Head Bump Notes are sent home with pupils following any accident resulting in a head injury.

EYFS: We will keep a record of accidents (including any choking incident that requires intervention – where and how the child choked) AND first aid treatment/interventions and inform parents of any adverse incidents, accidents or injuries sustained by the child whilst in our care and of any first aid treatment given. Head Bump Notes are given directly to parents/carers following any accident resulting in a head injury.

EYFS ONLY – Reporting to Ofsted and Local Child Protection Agencies: Refer to relevant section below for details.

Accidents Involving Employees: The Official Social Security Accident Book (BL510) will be completed for all incidents/accidents involving employees. The entry in the accident book can be made either by the injured person or by a nominated person. After each entry is made, the page will be torn out, a copy given to the injured person and the original filed in a secure and confidential location in line with the UK GDPR.

For all accidents/incidents involving employees, an entry will ALSO be made on the KAHSC on-line Accident Recording System by the Line Manager or nominated person.

Under RIDDOR, any accidents to staff which result in the following are reportable to the HSE. KAHSC will notify the HSE on our behalf:

- Fatality
- Specified Injuries
- Over seven-day absence
- Reportable occupational diseases

KAHSC will notify the HSE on our behalf of any incidents that are RIDDOR reportable within 10 days for most and 15 days for over 7 absence. Data must therefore be entered on the KAHub within 7 days of the accident (or 10 days for over 7-day absences).

Although Over 3 Day Injuries/Absence are no longer reportable to the HSE, we must still keep a record of all over 3 day injuries - completion of the KAHub and the keeping of local records within on-site accident books will be sufficient.

Accidents Involving Contractors and the Self-Employed: The Official Social Security Accident Book (BL510) must be completed just as it would be for school employees.

Accidents/incidents involving contractors working on school premises are normally reportable by their employers. It is important, however, that school staff are made aware of any accident, incident or ill-health in the event that the resulting injury/ill-health or incident was as a result of something which the school is responsible for e.g. electric shock as a result of faulty mains wiring; exposure to asbestos where the school staff failed to inform the contractors of its presence etc. Information provided to contractors regardless of whether they work in the school on a permanent or temporary basis will include the need to report accidents or incidents to the school representative.

If a self-employed contractor is working in school premises and they suffer a specified injury or an over-seven-day injury, the information should be entered on the KAHub for onward reporting to the HSE (as for employees).

Accidents Involving Members of the Public (Other Than Pupils) Including Volunteers: The Official Social Security Accident Book (BL510) must be completed and an entry will be made on the KAHSC on-line Accident Recording System.

Injuries to members of the public or volunteers where they are taken from the scene of an accident to hospital for treatment and the accident arose in connection with 'work activities' are reportable to the HSE under RIDDOR. In these instances, a telephone report must be made immediately to KAHSC (or as soon as possible if outside of normal office hours). KAHSC will notify the HSE on our behalf of any incidents that are RIDDOR reportable (as above).

Violent Incidents: Employees are reminded that all incidents of aggression, threat or actual violence that takes place either at work or as a direct result of their work, must be reported to their Line Manager. The Governors take these matters very seriously and any evidence of problems will result in a review to seek better methods of elimination and control.

Violent incidents between pupils will be dealt with in accordance with the School Behaviour Policy and do not need to be reported to KAHSC unless serious in nature i.e. severity of injury, police involvement etc. although we can record them on the KAHub for statistical purposes and to analyse patterns or trends.

Violent incidents towards staff by other staff, pupils or members of the public will be dealt with in accordance with the School Behaviour Policy. Physical or verbal violence to staff will be reported to KAHSC in the following situations:

- absence from work as a result of emotional, psychological or physical injury;
- any incident involving physical assault;
- involvement of the police or other agencies;
- incidents resulting in a review of the school's procedures;
- any other violent incident that an employee feels is unacceptable should be reported.

Near Misses: Staff and students are encouraged to report near misses as such incidents could, in the future, result in a major injury if appropriate control measures are not introduced to prevent a more serious incident occurring. The Near Miss Report Form (available on the KAHub) should be used for this purpose. There is no requirement to report these incidents to KAHSC as the analysis of near misses at a local level will help us to ensure that potential accidents are prevented in the future.

Dangerous Occurrences: An incident with the potential to cause injury to a person and/or damage to equipment, property and premises which must be reported to the HSE. This includes situations such as the accidental release of substances which may damage the health of any person (e.g. Asbestos) and electrical short circuits or overload causing fire or explosion. Details can be found at: RIDDOR: Schedule 2. For any dangerous occurrences an entry will be made on the KAHub within 7 days of the incident. KAHSC will notify the HSE within 10 days on our behalf of these incidents.

Occupational Ill-Health and Notifiable Diseases: Where an employee considers the ill-health to be work related, or if this is confirmed by an Occupational Health Specialist or other professional medical practitioner, this must be reported without delay to KAHSC using the KAHub.

Where the work related ill health results in a Notifiable Occupational Disease, these incidents will be reportable to the HSE by KAHSC.

Reporting To Ofsted and Local Child Protection Agencies

Our Early Years Provision is not registered with Ofsted separately from the school so is not on the Early Years Register and therefore there is no legal requirement for us to notify Ofsted of any serious accident, illness, injury to or death of any child in our care.

However, in line with the DfE EYFS Statutory Framework for group and school-based providers we will notify our local Child Protection Agency of any serious accident, injury to or the death of any child whilst in our care and will act on any advice provided.

Accident Investigation

- Investigations of all accidents will be undertaken so that control measures can be introduced to prevent recurrence. The majority of accidents will be low level requiring minimal investigation with the outcomes only needing to be noted on the KAHub and in the Pupil Accident Book.
- More detailed investigations may be needed for more serious incidents and these will be conducted by a member of senior management. Any staff member involved in investigating accidents must understand what this entails – guidance on Accidents and Accident Investigations can be found in KAHSC General Safety Series G03 along with the Accident Investigation Guidance & Form.
- Where appropriate, risk assessments will be formally reviewed following accidents/near misses.

Accident Data Analysis

Accident/incident statistics are reported to the governing body on at least an annual basis to enable any patterns to be identified and to determine, where necessary, measures to prevent recurrence. A template Accident/Incident Analysis Form is available to schools to populate with local data which can be presented to governing bodies as a termly or annual report. Data can then be used to benchmark performance over time, within each school setting.

Retention of Documents

Staff, Volunteers, Visitors, Members of the Public, Contractors, Self-Employed	**Records relating to accident/injury at work** - Date of incident + 6 years unless the injury is serious - broken limb, more than 3 days in hospital etc. then date of incident + 15 years (Negligence).
	The **official accident book pages** – Date of last entry in the accident book + 3 years but if there is possibility of negligence allegation then date of incident + 15 years or date of settlement + 6 years

Pupils	Accident records (in any format) - Date of birth of the child + 25 years.
All	All records will be clearly marked and stored in such a way to prevent accidental use or loss. After the minimum record retention period has passed, we will destroy / delete the records concerned in line with the IRMS: Records Retention Schedule for Schools.

References & Useful Links

HSE: RIDDOR
DfE EYFS Statutory Framework for group and school-based providers
The Childcare Register (General Childcare Register) Regulations 2008
IRMS: Records Retention Schedule for Schools
KAHSC General Safety Series G03 - Accident/Incident Reporting and Investigation
KAHSC Accident/Incident Investigation Guidance & Recording Form
KAHSC Pupil/Young Person Accident Book sheet
KAHSC Near Miss Report Form
KAHSC Head Bump Note
KAHub On-line Accident Recording/Reporting System

2.20 Liability Claims

Where the school receives a letter of claim or a claim notification form (CNF) in the event of a personal injury, we will:

- immediately forward the letter of claim or CNF to our Insurers, in order that they can acknowledge receipt of the letter of claim or CNF within one business day;
- promptly provide information requested by the Insurers, who are required to investigate employee injury claims within 30 business days;
- promptly provide information requested by the Insurers, who are required to investigate all other public liability claims (i.e. non-employees) within 40 business days.

2.21 First Aid

First Aid Needs

Our first aid needs are based on a First Aid Needs Assessment which determines the level of first aid provision required i.e. the number of first aiders, what qualifications they need, and what first aid facilities and equipment are appropriate for our setting and informs our First Aid Policy/procedures.

Adequate and appropriate first aid provision forms part of the arrangements for all out-of-school activities. We will also make suitable provision to ensure that first aid facilities are available when work is taking place outside normal working hours and for lettings as required or as agreed with hirers.

If there are any concerns about a pupil's health or wellbeing, appropriate action will be taken dependent on the circumstances, e.g. contacting the emergency services or parents/carers to collect the pupil. If parents/carers cannot be contacted, a staff member will take the pupil to the nearest Accident and Emergency department.

First Aid Supplies

Supplies of first aid material are held at various locations throughout the school (or one central location) determined by the Head teacher and our risk assessment. They are prominently marked and all staff advised of their position. The materials are checked regularly (not exceeding 3 months) and any deficiencies made good without delay by a nominated member of staff, who will keep a record each time the first aid container(s) are replenished.

We will not use or hold antiseptic creams, lotions or insect spray as stock. Some can cause allergic reaction. Soap and water is the simplest and most effective cleaner. Alcohol-free antiseptic wipes may be used in the absence of soap and running water e.g. on an off-site visit. Similarly, it is not advisable to keep stocks of cough sweets or lozenges. If children or staff feel they need to take these, they should supply and hold their own supplies.

First Aid Records

A record will be made of each occasion any member of staff, pupil or other person receives first aid treatment either on the school premises or as part of a school-related activity.

EYFS: We will keep a record of accidents (including any choking incident that requires intervention – where and how the child choked) AND first aid treatment/interventions and inform parents of any adverse incidents, accidents or injuries sustained by EYFS children whilst in our care.

Training

Training for ALL First Aid personnel is arranged by a designated person who is responsible for ensuring that recertification training is arranged where necessary before existing certificates expire and ensuring that new persons are trained should first aiders leave.

First Aiders and Emergency First Aiders in the Workplace complete a three-hour annual basic skills update in line with HSE Recommendations.

EYFS: There will be at least one person on the premises and available at all times with a full (12 hours) current paediatric first aid certificate and at least one person on all outings involving EYFS with a full current paediatric first aid certificate. All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting. We will display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.

In line with DfE statutory guidance Relationships and sex education (RSE) and health education we teach Health Education which includes 'basic' first aid for primary school children, for example dealing with common injuries.

Specific details of our first aid arrangements including managing head injuries, dental emergencies and transporting injured pupils can be found in our First Aid Policy and procedures held separately.

References and Useful Links

The Health and Safety (First Aid) Regulations 1981
HSE 'Guidance to the Health and Safety (First Aid) Regulations' L74
DfE First aid in schools, early years and further education
DfE EYFS Statutory Framework for group and school-based providers
DfE Supporting children and young people with medical conditions
DfE Allergy Safety in Schools
DfE Relationships and sex education (RSE) and health education
UK Health Security Agency (UKHSA)
UKHSA Health protection in children & young people settings, including education
NHS Health Conditions A to Z
HSE - Blood Borne Viruses
BS 8599-1:2019 & BS 8599-2: 2014 - Specification for the contents of workplace & motor vehicle first aid kits'
KAHSC G02 - Managing First Aid Working with Children and Young People
KAHSC Medical Safety Series M06 – Preventing BBVs
KAHSC Medical Safety Series M07 – Managing Head Injuries
KAHSC Model First Aid Policy & procedures (Maintained Schools & Academies)
School First Aid Policy & procedures
School First Aid Needs Assessment

2.22 Supporting Children and Young People with Medical Conditions and Allergy

All medication will be administered to pupils in accordance with the DfE statutory guidance 'Supporting children and young people with medical conditions' and 'Allergy Safety in Schools' and the school's own Supporting Children and Young People with Medical Conditions Policy and procedures, Administration of Medicines Procedures, Allergy Safety Policy and procedures and Diabetes and Epilepsy Management procedures held separately.

Individual Health care plans are in place for those pupils with complex or chronic/ongoing medical conditions including those with known allergies which require school to put supportive arrangements in place. These plans are reviewed at least annually (or more frequently as necessary) and written precautions / procedures made available to staff. Refer also to 'Safer Eating Procedures' under 'Food Safety' below.

Staff undergo general awareness training in relation to the school's Supporting Children and Young People with Medical Conditions Policy and procedures and Allergy Safety Policy and procedures and specific training related to health conditions of pupils and administration of medicines (by a health professional as appropriate). We have a Designated Allergy Lead, and **all** staff who may be present when pupils are scheduled to be on site undergo annual allergy training and emergency response, for both anaphylaxis and acute asthma. School holds a suitable supply of spare adrenaline auto-injectors and asthma inhalers.

Details of pupils with food allergies, intolerances or auto-immune disorders such as coeliac disease are adequately communicated to school meal providers (whether this be in-house catering teams, contracted catering teams or external providers), food technology teachers, class teachers and wrap around care providers e.g. breakfast and after school clubs.

Aspirin will **not** be administered. Any prescribed medication e.g. tablets/medicine which a child may be required to have, must be administered by authorised staff only on the written instruction of the parent/guardian. Pupils who suffer from severe migraine or severe period pains may be given paracetamol-based medication following written/verbal consent from the parent/guardian.

Safer Eating Procedures

Refer to 'Food Safety' in this document for further details.

Specific details of our arrangements for supporting children with medical conditions can be found in our Supporting Children and Young People with Medical Conditions Policy & procedures, Administration of Medicines Procedures, Allergy Safety Policy and procedures and Diabetes and Epilepsy Management procedures held separately.

References and Useful Links

DfE Supporting children and young people with medical condition
DfE Allergy Safety in Schools
Special Educational Needs and Disability: Code of Practice 0-25 Years
DfE EYFS Statutory Framework for group and school-based providers
Misuse of Drugs Act 1971
Human Medicines (Amendment) Regulations 2017
UK Health Security Agency (UKHSA)
UKHSA Health protection in children & young people settings, including education
NHS Health Conditions A to Z
NHS Herbal Medicines
HSE - Blood Borne Viruses
KAHSC Medical Safety Series M06 – Preventing BBVs
KAHSC Supporting Children and Young People with Medical Conditions Policy & procedures
KAHSC Model Allergy Safety Policy and Procedures
KAHSC Administration of Medicines procedures
KAHSC Diabetes and Epilepsy Management procedures
School Supporting Children and Young People with Medical Conditions Policy & procedures
School Allergy Safety Policy and procedures
School Administration of Medicines Procedures
School Diabetes and Epilepsy Management procedures

2.23 Disease/Infection Control

We have an Infection Control Risk Assessment in place to help us manage the risks of infectious diseases in school.

If a child is absent from statutory schooling through illness, it is the responsibility of the parents to inform the school of the reasons for absence. If no contact is made by a reasonable time the school will contact the parents. School will also want to know why children are absent from a non-statutory education or a childcare setting in case it involves an infection that can be spread so that they can take appropriate action to best protect staff, the other children who attend, and their families.

The parents of children who have an infectious disease should seek professional medical advice regarding treatment and when their child can return to school or a childcare provider without fear of infecting other children by looking it up at Health conditions A to Z - NHS (www.nhs.uk), referring to the UKHSA guidance Health protection in children & young people settings, including education, contacting 111, or asking the medical practice they are registered with for advice.

If there are concerns about a child's health during school or childcare activities which do not require immediate professional medical attention, including outside of normal hours and off-site, parents will be contacted and advised to take their child home as soon as possible and that they may wish to seek medical advice. There is a system in place where a parent is routinely asked what was wrong with the child who was sent home so that they can be excluded for the correct period of time if infectious and any other measures to prevent the spread taken.

Should there be difficulty in obtaining parental contact and a condition is considered serious, consent should already have been provided from parents for hospital treatment to be obtained.

Prompt exclusion on medical grounds when children are suffering from infectious diseases is essential to preventing the spread of infection in education and childcare settings.

There is a local policy for the exclusion of staff and children while they are infectious in accordance with the Health protection in children & young people settings, including education: Exclusion Table, and a procedure for contacting parents or carers when children become ill at the setting.

Formal exclusion of pupils from a school on medical grounds is enforceable by the Head teacher only, acting on behalf of the LA or the governors, trustees, or managers of the school.

In exceptional cases, when parents insist on the return of their child to school when the child still poses a risk to others, the LA may, by serving notice on the child's parents or carers, require that they keep the child away from school until they no longer pose a risk to others.

Exposure to infectious disease is not normally a reason for medical exclusion unless the person exposed becomes ill and starts to show symptoms themselves. However, during a pandemic or similar public health emergency, specific advice might be given about specific infectious diseases by UKHSA applicable in England or by a local HPT applicable in the local region which must be followed.

We follow the UKHSA guidance Health protection in children & young people settings, including education in school. All staff should take precautions to avoid infection and must follow the 'prevention and control' guidance published by UKHSA.

Significant public health incidents

A single suspected outbreak or incident of infectious disease will not normally constitute an emergency. Most infectious diseases in education, childcare, and children's social care settings can be managed by following the UK Health Security Agency's (UKHSA) Health protection in children & young people settings, including education including guidance on Cleaning.

This Plan includes a range of steps that we might take in the event of a significant public health incident. It also includes when we might consider seeking specialist advice from our UKHSA health protection team in line with the UKHSA guidance on Managing outbreaks and incidents.

Registered medical practitioners in England and Wales have a statutory duty to notify their local authority or local UKHSA health protection team of suspected cases of certain (notifiable) infectious diseases. We will be contacted if there are actions required within the setting as part of public health management.

In large-scale public health incidents where decisions about actions to take in education, childcare and social care settings are made at a national level, the DfE will work with the Department of Health and Social Care (DHSC), UKHSA, the Chief Medical Officer, and other government departments, as well as relevant local authorities and directors of public health.

The school Emergency Plan has also been updated to include significant public health incidents in line with the DfE non-statutory guidance DfE: Emergency planning and response for education, childcare, and children's social care settings.

References and Useful Links

UK Health Security Agency (UKHSA)
UKHSA Health protection in children & young people settings, including education
DfE: Emergency planning and response for education, childcare, and children's social care settings
NHS Health Conditions A to Z
HSE - Blood Borne Viruses
CLEAPSS Website
KAHSC Medical Safety Series M06 – Preventing BBVs
KAHSC Infection Control Risk Assessment
School Emergency Plan and Infection Control Risk Assessment

2.24 Document Management / Retention of Documents

All documents which form part of the health and safety management system will include suitable document control so it is clear which version of each document is the most current and to avoid using obsolete documents. This will simply appear in the header or footer of each document to include the Issue No. and the last review date.

Any previous versions of documents will either be suitably marked to show they have been superseded and should not be used, then properly archived or destroyed if no longer required. Archived documents (or document boxes) will be clearly marked as 'Archive' with the date(s) they cover and the date that they can be destroyed. Archiving/retention of documents and records will be done in line with the Information and Records Management Society (IRMS): Records Retention Schedule for Schools.

Electronic archiving is acceptable as we have a sound electronic back-up off site.

References and Useful Links

IRMS: Records Retention Schedule for Schools

2.25 Control of Hazardous & Dangerous Substances (COSHH & DSEAR)

Hazardous Substances

Hazardous substances are those that are capable of causing adverse health effects e.g. toxic, irritant, corrosive, oxidising etc. and can include cleaning chemicals, adhesives, paints, pesticides, dusts, substances used for science or design technology teaching, and biological agents.

We use CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services) specialist advice and support in science and technology. CLEAPSS provide COSHH information for the curriculum-based chemicals.

To help us in complying with COSHH we:

- identify all hazardous substances and work involving potential exposure to hazardous substances;
- prevent work with hazardous substances, and/or substitute hazardous substances for less hazardous ones where possible;
- where not possible we obtain the Manufacturer's Safety Data Sheet for the product and complete a COSHH Assessment for all work involving exposure to hazardous substances;
- store hazardous substances securely using appropriate signage;
- store chemicals in suitable containers with contents and hazards clearly labelled and never decant products from their trade containers into unlabelled or hand labelled bottles;
- segregate incompatible chemicals (e.g. oxidising agents and solvents);
- store hazardous liquids in significant quantities in suitable secondary containment to safely contain any leakage;
- provide suitable Personal Protective Equipment (PPE).

Dangerous Substances

Dangerous substances are those that are flammable, highly flammable, extremely flammable and explosive under the Dangerous Substances & Explosive Atmospheres Regulations (DSEAR) 2002.

To help us comply with DSEAR we:

- find out what dangerous substances are in the workplace and what the risks are;
- put control measures in place to either remove those risks or, where this is not possible, control them;
- put controls in place to reduce the effects of any incidents involving dangerous substances;
- prepare plans and procedures to deal with accidents, incidents and emergencies involving dangerous substances;
- make sure employees are properly informed about and trained to control or deal with the risks from the dangerous substances;
- identify and classify areas of the workplace where explosive atmospheres may occur and avoid ignition sources (from unprotected equipment, for example) in those areas.

Separate DSEAR Risk Assessments are **NOT** required for dangerous substances where the **risk is low or trivial** and risks have been adequately assessed as part of other general or Fire risk assessments.

References and Useful Links

Control of Substances Hazardous to Health Regulations 2002 (as amended)
Dangerous Substances & Dangerous Atmospheres Regulations 2002
HSE: COSHH
HSE: DSEAR
CLEAPSS Website
CLEAPSS Primary School Website
Association for Science Education (ASE)
Design & Technology Association (DATA)
National Society for Education in Art & Design (NSEAD)
KAHSC General Safety Series G38a - COSHH
KAHSC General Safety Series G38b - DSEAR
KAHSC Codes of Practice for Caretakers, Cleaning and Catering

2.26 Asbestos Management

A variety of Management and Refurbishment/Demolition (R&D) Asbestos Surveys have been undertaken in school, copies of which are available at all times. The governors and Head teacher are responsible for the safety of contractors and for the safety of those employed and/or are working within the school. Contractors, maintenance teams and all staff will be briefed on the location and condition of any asbestos containing materials (ACM's) in the areas where they are to

be working, provided with a copy of the Asbestos Register (and any associated building plans) and briefed on the control measures to be implemented.

We have an Asbestos Management Plan which includes details on how we aim to manage asbestos including procedures for dealing with planned and emergency work involving asbestos containing materials. This Management Plan is implemented at all times. We will, as part of our Asbestos Management Plan, implement a system locally for regularly checking the condition of any remaining presumed or identified ACM's on site, to monitor its condition and look for any signs of deterioration, taking action where necessary. This will be done formally on at least a termly basis by a designated person although staff are encouraged to report any obvious signs of damage as soon as they are identified so that remedial action can be taken as a matter of urgency. We will ensure that the Asbestos Register is updated whenever additional asbestos surveys are undertaken or any asbestos removal, repair or encapsulation work takes place.

All relevant staff will receive appropriate Asbestos Awareness training.

Current guidance requires removal of all ACM's likely to be affected by demolition or major structural alteration. Where any work will involve demolition or major structural alterations a Refurbishment/Demolition survey will be arranged at the planning stage of the job so any ACM's can either be removed prior to work starting OR the work designed so as to avoid disturbing ACM's.

Where ACM's are removed or repaired, competent contractors will be used to remove/treat the asbestos. The contractor will be required to provide evidence that they have notified the HSE providing the correct information on form FOD ASB5 for notifiable work. A four-stage clearance certificate should be provided following the completion of asbestos removal work which required an enclosure and following asbestos removal work Waste Consignment notes should be provided to school to show that removed Asbestos was treated as hazardous waste and disposed of accordingly.

Where appropriate, ACMs will be suitably labelled in line with KAHSC General Safety Series G07.

Following any works that may affect the school asbestos register, evidence/certificates will be sent to the LA Property Team and KAHSC. The presence of ACM's on site will be communicated to the Fire & Rescue Service i.e. they will be provided with a copy of the Asbestos Register for the building(s) if called to site to fight a fire or investigate an incident.

References and Useful Links

HSE Asbestos
DfE Asbestos Management in Schools
KAHSC General Safety Series G07 – Managing Asbestos in Schools
School's Asbestos Surveys and Management Plan

2.27 Water Systems Management

Control of Legionella

The Head teacher (or nominated deputy) acts as the Responsible Person under the Approved Code of Practice on legionella control. We also have support from KAHSC where required.

We have arranged for a contractor to undertake a water hygiene risk assessment and will arrange for this to be reviewed at least every two years by a contractor who is registered with the Legionella Control Association for this purpose (or more frequently if there are any significant changes to our water system).

Water hygiene monitoring will be carried out in accordance with the findings of the risk assessment. Where this is undertaken by a contractor, the contractor will be registered with the Legionella Control Association for the category of work they undertake. Any remedial work will be carried out by a competent person.

The school's Responsible Person reviews recommendations made in risk assessments and monitoring visit reports to identify and authorise required works.

We have prepared a Written Scheme of Control setting out how we intend to control the risk from Legionella which describes:

- our system – an up-to-date plan or schematic diagrams are sufficient;
- who is responsible for carrying out the assessment and managing its implementation;
- the safe and correct operation of our system;
- what control methods and other precautions we will be using; and,
- the checks that will be carried out on the control scheme and how often these checks will be carried out.

The identified person responsible for the control of legionella in school along with other relevant operational staff receive suitable training in relation to legionella control.

Any infrequently used outlets, e.g. showers, spray taps etc., will be flushed through (hottest temperature possible) every week in which they have not been in use. Shower/spray tap heads will be removed and de-scaled at the beginning of each term. Written records of these checks will be held.

Where outlets are no longer in use, arrangements will be made to remove them and the pipework leading to them.

Water temperatures of nominated outlets/taps (sentinel outlets) are monitored on a monthly basis. Records of these checks are kept.

Records will be retained throughout the period they are current and for at least two years afterwards. This includes records of any monitoring inspection, test or check carried out, and the dates, for at least five years.

Preventing Scalds and Burns

We will ensure measures are in place to prevent scalds and burns to vulnerable adults and young children from hot water and surfaces/pipes. This includes solutions such as thermostatic mixing valves to hot water outlets used by them (which will be adequately maintained), using low surface temperature radiators, locating sources of heat out of reach, e.g. at high-level or guarding the heated areas, e.g. providing radiator covers, covering exposed pipework.

References and Useful Links

Legionnaires' disease. The control of legionella bacteria in water systems ACOP
Control of Substances Hazardous to Health Regulations 2002 (as amended)
HSE: Legionella - A Brief Guide for Duty Holders
HSE: Scalding & Burning
School Premises Regulations 2012
CIPFA Compliance Monitoring for School Premises Management
DfE Building Bulletin 87
Workplace (Health, Safety and Welfare Regulations) 1992
KAHSC General Safety Series G15 – Legionella Protection
School's Legionella Risk Assessment and maintenance/monitoring records

2.28 Radon

Employers have a legal duty to assess and control significant risks of harm that can arise from activities or dangers in a workplace.

Radon is a radioactive gas with no smell, taste, or colour which comes from natural uranium present in the ground and in materials such as the bricks and concrete used in many workplaces; it can present a danger from inhaling the gas which can lead to lung cancer.

Employers therefore need to undertake the following risk management process:

1) **check** whether there is a risk that people could breathe in radon gas while on the premises whether working, learning, or just using the facilities;
2) **measure** radon gas to find out if action is necessary to prevent exposure to it;
3) **act** on the results; and
4) **review** the risks periodically.

The person within our school to oversee the management of radon in the workplace, regardless of the risk level is: Louise Swindlehurst.

According to the UK Health Security Agency (UKHSA) Radon Map, our school is in one of the highest bands of radon potential (1-3%). This means that there is a potentially significant risk to people from exposure to radon gas in the workplace, so our employer must measure to be sure they are taking the right action and are reviewing controls often enough, following the advice at: UKradon - Order a Workplace Measurement Pack (ukhsa-protectionservices.org.uk) on carrying out a 3 month radon survey.

If, after measuring, the survey indicates remedial work is necessary, we will find an appropriate radon mitigation specialist contractor to carry it out.

Whether remedial work is necessary or not, there will then need to be a periodic review of the risk of radon gas and the measures necessary to control exposure. The UKHSA expects even employers who have measured and found they do **not** need to act to confirm that this is still the case after 10 years, or sooner if major changes are made to the building, such as new windows, heating systems or extensions.

References and Useful Links

Ionising Radiation Regulations 2017

Control of Substances Hazardous to Health Regulations 2002 (as amended)
Management of Health and Safety at Work Regulations 1999
CLEAPSS Guide GL406 - Radon in School Buildings: Advice for Employers
UKHSA Radon in Schools
HSE: Radon in the Workplace
CIPFA Compliance Monitoring for School Premises Management

2.29 Equipment and Maintenance

- All employees are required to inspect visually their work equipment, to report any faults before use and not to use this piece of equipment if it is deemed unsafe, i.e. checking for cable damage etc.;
- All employees are reminded of their obligation to participate in the training when provided to ensure that they understand how to work safely with all equipment that they use, and to work to the guidelines provided in the training and subsequently by their manager;
- Any faulty piece of equipment is to be taken out of service, labelled as out of service, and moved to an area where it cannot be used. It must not be returned to normal use unless it has been checked by a competent person and repaired if necessary;
- No private equipment is to be used unless it has been deemed safe by a competent person.
- All systems, plant and equipment will be maintained in line with manufacturer's instructions and industry guidance. All servicing and maintenance will be carried out by competent persons (in-house or). Records of servicing and maintenance will be held within our Buildings Register.

References and Useful Links

HSE: Using Work Equipment Safely
HSE L22 - Provision and Use of Work Equipment Regulations 1998. ACOP and guidance
CIPFA Compliance Monitoring for School Premises Management
KAHSC General Safety Series G25 - Provision & Use of Work Equipment
KAHSC H&S Inspection, Testing & Servicing Requirements
KAHSC Building Use and Maintenance Risk Assessment
School's Equipment Maintenance Schedule and records/Buildings Register
School's Health and Safety Management Plan

2.30 Slip, Trip & Fall Avoidance

Slips, trips and falls on the same level are one of the most common accidents across all workplaces. Slips, trips and falls can represent a significant hazard not only to staff but also to those using or visiting school, especially for those who are very young, elderly and/or have impaired vision or mobility. A suitable Risk Assessment is in place to help prevent slips, trip and falls.

Hazard Identification

The following are examples of hazards that could be found in our school:

Slip Hazards	Trip Hazards	Fall Hazards
• slippery floors • wet floors, e.g. after someone has taken a bath / shower. • spillage's which are not cleaned up immediately • loose rugs and mats on shiny /slippery floor surfaces • worn or unsuitable footwear • dropped soap bars • icy external paths	• trailing wires • worn areas or raised edges of carpets • items and objects left on the floor • loose footwear, untied shoelaces and/or long-length clothing • low level open drawers or doors • variable floor levels, especially if they are not well marked	• stairs, steps and other variations in floor or ground height • uneven floor or ground surfaces • instability or impaired balance or mobility e.g. pregnant women, those with disabilities, young children etc. • protruding or obstructing furniture, especially at low level

Control Measures

The following are examples of measures that can be taken to reduce the risks associated with slips, trips and falls:

- **Controls for Slip Hazards**

  These will include:

  - use of slip resistant floor surfaces;

- avoid the use of loose rugs and mats where not appropriate (a fixed covering should be used in entrances);
- restrict/authorise access to areas where floors are wet after cleaning or where spillage's have occurred;
- use appropriate warning signs;
- instil in staff the need to clear up any spillages immediately and provide them with the means to do this;
- have procedures/guidance for ensuring clothing and footwear of staff and pupils is appropriate;
- have procedures for de-icing/gritting external footpaths;
- provide suitable footwear if working environment requires it.

- **Controls for Trip Hazards**

  These will include:

  - designing workplaces to ensure no trailing wires, clear corridors etc.;
  - plan activities involving electrical equipment to minimise trailing wires, i.e. always use the nearest socket available, and consider times the activities take place etc.;
  - ensure adequate availability of sockets;
  - ensure there are planned preventive maintenance programmes to ensure worn or frayed carpets and raised carpet edges are repaired/replaced;
  - report any damage to carpets/floor surfaces immediately and alert staff;
  - implement good housekeeping to minimise objects being left on the floor, especially in busy communal areas and fire escape routes (including not leaving filing cabinets/drawers on furniture open unattended etc.);
  - avoid use of loose mats or rugs;
  - supervise dependent pupils as appropriate, e.g. to ensure shoelaces are securely tied and that shoes are not loose fitting and likely to fall off;
  - where possible/appropriate, clearly mark the edges of variations in floor heights, stair and step edges etc.

- **Controls for Fall Hazards**

  These will include:

  - design work environments to eliminate/reduce risks;
  - instil in staff and pupils the need to look where they are going, especially on stairs and around corners, and never to read/text etc. whilst they are walking;
  - provide secure and obvious handrails for all steps and stairs – on both sides if appropriate/necessary for stability;
  - clearly mark step and stair edges;
  - carry out planned preventive maintenance programmes to ensure all floor and other entry and exit routes have flat, even surfaces;
  - ensure good levels of lighting in high-risk areas, such as stairways and external routes;
  - remove or move protruding or obstructing items of furniture or equipment, especially at low level;
  - instil in staff and pupils the need to open doors carefully, especially if there is no vision panel.

Information, Instruction and Training

All staff (and pupils where appropriate) will be made aware of:

- their responsibilities and limitations;
- vulnerable people using the school and be familiar with their abilities;
- people using the school who require supervision for certain activities;
- the risks and control measures associated with slips, trips and falls to themselves, pupils, visitors etc.
- the procedures for cleaning up spillage's, including measures needed for cleaning up spillage's of substances which may be harmful;
- the need to maintain high levels of housekeeping and tidiness at all times.

Monitoring

Routine inspections by Head teachers/Governors and other nominated personnel will identify areas of concern and will assist in planned preventive maintenance programmes to detect and address defects and faults before they can cause problems.

All staff will be made aware of the Defect Reporting System to enable hazards to be identified and remedial action to be taken quickly between formal inspections.

Regular scrutiny of accident reports and appropriate investigation will identify any relevant problems and whether concerns are being effectively addressed.

Review and Revision

Risk Assessments will be reviewed on a regular basis. It is important to also ensure that control measures are implemented and working effectively.

References and Useful Links

HSE: Slips & trips

2.31 Workstations / Display Screen Equipment

The school ensures that all staff classed as 'users' of DSE equipment:

- Have access to a safe workstation that meets the minimum requirements of the Health and Safety (Display Screen) Regulations;
- Undertake an annual DSE self-assessment which is be reviewed where there are significant changes including change of workstation, reports of physiological problems, following the introduction of control measures etc.;
- Can request a paid eyesight test and payment for the cost of single vision spectacles if these are required for DSE work.

Due to their compact nature, laptops are not designed to be used for extended periods of time. When they are used for longer periods, they will be used with a laptop raiser and a separate keyboard. Where laptops are supplied to staff or pupils to use at home, we ensure that users are provided with information on the safe and proper use of laptop computers.

Interactive white boards will be fixed and used in accordance with the manufacturer's instructions. Staff should ensure that they familiarise themselves with the relevant user guidance. All display screens and interactive whiteboards must be shut down when not in use, rather than being left on standby, both to save energy and reduce the risk of fire.

References and Useful Links

Work with display screen equipment: Health and Safety (Display Screen Equipment) Regulations 1992 as amended by the Health and Safety (Miscellaneous Amendments) Regulations 2002 - Guidance on the Regulations
HSE Website - DSE
HSE: Working with Display Screen Equipment (DSE) - HSE Guide INDG36
HSE: Home Working
KAHSC General Safety Series G08 – ICT in Schools
KAHSC General Safety Series G13 – Display Screen Equipment (inc. Laptops)

2.32 Information Technology (IT), Online Safety and Remote Education

- The layout of equipment will be appropriate with sufficient room for each student.
- Seating will be suitable i.e. ideally height and comfort adjustable for individual users.
- Lighting, heating and ventilation levels will be adequate for the types of activities undertaken.
- Combustible items in the IT workroom will be stored appropriately.
- Electrical sockets and electrical extension leads will be used responsibly e.g. not overloaded, surge protected etc.
- The server unit is housed appropriately e.g. where it cannot overheat, away from combustible materials, wires kept tidy etc.
- The fabric of the room and equipment is in a generally good condition, and the room is kept tidy.
- It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. We will ensure a comprehensive curriculum response to enable all pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online.
- We have a suitable Online Safety Policy which includes acceptable use agreements for staff/volunteers, Governors and pupils, reinforces the need for parents to act responsibly when using Facebook or other social networking sites and includes references to extremism, radicalisation and child exploitation.
- There are robust security measures in place to protect potentially sensitive documents being accessed at home or being taken off site using pen drives, which must be encrypted. Our arrangements for security, home working and remote education are fully discussed in the school Online Safety Policy held separately.
- We have an Artificial Intelligence (AI) Policy and Procedures along with an associated risk assessment and all staff are trained in the effective use of AI.
- Refer also to our separate Cyber Security & Resilience Strategy which includes our Cyber Response Plan.
- It is a requirement of Risk Protection Arrangement (RPA) membership that all staff & governors who have access to the IT system undergo FREE NCSC Cyber Security Training: https://www.ncsc.gov.uk/information/cyber-security-training-schools *(also recommended for schools that are not members of the RPA)*.

Remote Education

- The priority will always be for schools to deliver high-quality face-to-face education to all pupils. Remote education will only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning in line with DfE: Providing remote education - guidance for schools. Attendance is mandatory for all pupils of compulsory school age. We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:
  - occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government;
  - occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, e.g. pupils with an infectious illness.
- In these circumstances pupils will have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.
- Where needed, we will consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.
- To provide clarity and transparency to pupils and parents or carers about what to expect from remote education if it is required, we may wish to continue to publish information about our remote education provision on our website.

References and Useful Links

DfE: Providing remote education - guidance for schools
DfE: Working together to improve school attendance
DfE: Children missing education
DfE: Keeping children safe in education
DfE: Mental health issues affecting a pupil's attendance: guidance for schools
DfE Arranging education for children who cannot attend school because of health needs
DfE Using AI in education settings: support materials
SEND specific resources for learning from home
SWGfL: Safe Remote Learning knowledge base
SWGfL: live remote lessons - questions answered
SWGfL: Artificial Intelligence and Online Safety
National Security Council: Video conferencing services - security guidance for organisations
Children's Commissioner Guide for parents and carers on online sexual harassment and how they can support children to stay safe online
AI Roadmap - GOV.UK
National AI Strategy - GOV.UK
Responsible AI Toolkit - GOV.UK
Data protection in schools - Artificial intelligence (AI) and data protection in schools - Guidance - GOV.UK
EU Artificial Intelligence Act 2024 - Useful high-level 4-point summary of considerations
UNESCO AI Competency Framework for Students (Guidance)
UNESCO AI Competency Framework for Staff (Guidance)
Understanding AI for school – Tips for School Leaders - ASCL, NAHT, CST, and others
UKSIC – Protecting your setting's images from AI manipulation and abuse: guidance for schools
KAHSC General Safety Series G08 – ICT in Schools
KAHSC Model Cyber Security & Resilience Strategy (Maintained Schools)
KAHSC Model Artificial Intelligence (AI) Policy and procedures
School's Online Safety, Artificial Intelligence, Child Protection, Data Protection & Behaviour Policies, Code of Conduct for Staff & Other Adults, Home School Agreement and Cyber Security & Resilience Strategy which includes our Cyber Response Plan

2.33 Policy on the Use of Mobile Phones

Pupils

Please refer to our Mobile Phone Policy.

Employees

Our Online Safety policy and Code of Conduct for Staff & Other Adults clearly state that mobile phone or electronic communications with a student at our school is not acceptable. Staff should not use their own mobile phone for personal reasons in front of pupils throughout the school day. There may be occasions where it is appropriate for a

teacher to use a mobile phone or similar device, for instance to issue homework, issue rewards and sanctions or use multi-factor authentication.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People, the school's Online Safety Policy, Behaviour Policy and Staff Code of Conduct and local Safeguarding Children Partnership guidance on Online Communication and Texting.

Images of children should normally only be taken on school equipment i.e. digital camera or mobile phone; if personal equipment of staff is used, the individual should inform another member of staff, show them the images and ensure that the downloading and subsequent deletion of the images from the personal device is witnessed (if possible by the same member of staff who witnessed the original image taking.

References and Useful Links

DfE: Mobile phones in schools
KAHSC General Safety Series G21 – Use of Images when Working with Children/Young People
School's Child Protection, Online Safety, Data Protection & Behaviour Policies, Code of Conduct for Staff & Other Adults & Home School Agreement

2.34 Child Protection

The school has established a separate Child Protection Policy and supporting procedures in line with the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the Westmorland and Furness Safeguarding Children Partnership (WFSCP)

2.35 Use of Pupils Images

The school recognises its duties under the Data Protection Act 2018 / UK GDPR. Due care will be taken with records management and in the use of any media which clearly identify pupils. Where schools allow access to a local newspaper photographer, they are not caught by DPA unless they provide the personal details of the pupils in the photographs.

If the names of those in the photograph were collected directly from the participants (subject to the wishes of parents and guardians of pupils) the school would not be releasing personal data subject to the Act at all. Alternatively, if the school had canvassed the wishes of parents and guardians and they had agreed to the release then there would be no question of the DPA preventing disclosure.

For most purposes consent obtained from parents in advance will normally be sufficient. However, particular care is necessary when images are taken during activities such as swimming or PE. It is recommended that parental consent be obtained for the use of the final images, although this may not be possible for news media coverage.

The school will seek parental consent for use of data and images related to a child when a child first starts school - consent does not need to be gained annually – the onus will be placed on parents/carers to notify school if they wish to withdraw consent – refer to model Consent Form on the KAHub. Whilst this may be useful in alerting the school to children whose parents object, it needs to be used carefully and with safeguards.

During the course of the year there may be opportunities to publicise some of the activities that children are involved with, this may involve filming or photographing children for use in local media.

Photography or filming will only occur with the permission of the Head Teacher and under the strict supervision of a teacher. Where filming or photography is carried out by the news media, children will only be named when there is good reason i.e. prize winning. Home addresses will never be disclosed.

References and Useful Links

KAHSC General Safety Series G21 – Use of Images when Working with Children/Young People
School's Data Protection, Child Protection & Online Safety Policies
Data Protection Act 2018 & UK GDPR ICO: Guide to UK GDPR

2.36 Manual Handling

Manual handling is the transporting or supporting of loads (inanimate- objects; animate – people) by hand or bodily force, which includes, carrying, lifting, pushing and pulling. Manual handling may result in adverse health that is caused by a single accident (e.g. strained/torn muscles, dropped loads, cuts/abrasions etc.) or sustained over a longer period (bad back, worn joints etc.).

The Manual Handling Operations Regulations 1992 require the following measures to be considered in hierarchical order:

- avoid hazardous manual handling operations so far as is reasonably practicable;
- assess any hazardous manual handling operations that cannot be avoided;
- reduce the risk of injury so far as is reasonably practicable.

Risk Assessment

The school will undertake manual handling risk assessments for all unavoidable hazardous manual handling activities. This includes the handling of people as well as objects. To ensure control measures remain effective, all assessments will be reviewed regularly or when there have been significant changes:

- to the work practice or workplace/environment;
- to safety equipment provided;
- to the nature of the load;
- a substantial increase in the amount of time performing manual handling operations;
- a substantial change in other task requirements, e.g. more speed or accuracy.

Training

Induction: All employees should be inducted into good manual handling techniques and provided with information and instruction before being exposed to manual handling risks. This should form part of all new starter Induction training.

Manual Handling Practical: Where moving and handling objects or people forms a significant part of an employee's role, they should undertake specific training before engaging in the activity.

*Assessors: S*hould receive training to enable them to: identify hazards (including less obvious ones) and assess risks from the type of manual handling being done; use additional sources of information on risks as appropriate; draw valid and reliable conclusions from assessments and identify steps to reduce risks; make a clear record of the assessment and communicate findings to handlers and others who need to take action and to recognise their own limitations so that further expertise can be called on if necessary.

Pupils: Pupils are supervised when moving and handling equipment such as PE mats or furniture for example and are shown how to do so safely before an activity takes place.

Health

New employees should complete a pre-employment health enquiry form before appointment. The Head teacher/Manager should ensure the employee is aware of the moving and handling requirements of the job. If the employee is referred to an Occupational Health adviser for assessment, they will advise whether the employee is fit to undertake the role, or whether adjustments are recommended. It is the Head teacher/Manager's responsibility to decide whether any adjustments recommended can reasonably be put in place.

Where an existing employee's health condition is being affected by the manual handling activity, or where the manual handling activity causes a health condition, the Head teacher/Manager can refer them to an occupational health adviser. In extreme cases it may be necessary for a particular member of staff to be taken off duties that involve manual handling.

Where an employee has advised their Head teacher/Manager they are pregnant, the Head teacher/Manager should complete a New and Expectant Mother Risk Assessment with the employee (refer to General Safety Series G24 on the KAHub for further guidance). Advice and support can be obtained from Kym Allan Safeguarding, Health and Safety Consultants.

Reporting injury and ill health

Any manual handling incident, including ill health that is suspected of being caused or aggravated by manual handling activities, should be reported and investigated in line with Accident Reporting Procedures. It may also be appropriate to refer the employee to an Occupational Health Adviser, where the injury affects their work or work continues to affect their injury.

References and Useful Links

Manual Handling Operations Regulations 1992 (as amended)
HSE: Manual Handling
KAHSC General Safety Series G23 - Manual Handling of Objects
KAHSC General Safety Series G24 - New & Expectant Mothers
KAHSC Handling Loads Generic Risk Assessment
KAHSC Handling Loads Risk Assessment Form - new tasks
KAHSC Handling People Risk Assessment & Safer Handling Plan Template
Manual Handling of Objects Training - available from KAHSC, Tel: 01228 210152.

2.37 Working at Height

Ladders & Step Ladders

- If it is necessary to gain access to heights which cannot be reached from the ground, proper access equipment, e.g. kick stools, step ladders, ladders and tower scaffolds, must be used. It is NOT acceptable to use chairs as a means of access. Wherever possible, work at height will be avoided. Where it cannot be avoided, suitable equipment and procedures will be put in place to minimise risk and a Work at Height Risk Assessment will be undertaken prior to use along with the Work at Height Risk Assessment Checklist if necessary.
- Ladders and stepladders will only be used for jobs of short duration where there is no suitable alternative access.
- Staff using ladders and stepladders will receive training and instruction in their safe use. Ladders and stepladders will not be used by pupils.
- The only ladders and stepladders approved for use will be those constructed and marked to EN131, or to BS 1129:1990 Class 1 or BS 2037:1994 Class1.
- Each time a ladder is used, the user should check for visual signs of instability or deterioration.
- Ladders and stepladders will be subject to formal routine in-house checks to ensure they remain in a safe condition. Defective ladders will be taken out of service immediately and labelled appropriately until repaired or disposed of.
- Ladders & stepladder will be stored where they are protected from continual exposure to bad weather in well-ventilated areas. Timber ladders and stepladders will not be stored in boiler rooms or adjacent to radiators, steam pipes or other sources of heat, so as to avoid deformation.
- Ladder will be well supported throughout its length to prevent weakening of the joints. They will not be hung so that the weight is carried by the rungs but will be stored on edge clear of the ground in racks or wall brackets (horizontally). Stepladders may be stored vertically.
- Ladders and steps will be secured to avoid use by inappropriate persons i.e. trespassers for example.

2.38 Fire and Emergency Arrangements

Comprehensive arrangements are in place for fire safety and emergencies. We also have a Fire Safety Management Policy which includes our Emergency Evacuation Plan, a School Emergency Plan, a Fire Risk Assessment and a Premises Fire Log Book.

Fire Risk Assessment

A documented fire risk assessment is in place, kept up to date and made available to all staff. A copy of this is also held off-site. The risk assessment will be reviewed annually or at such earlier time as there is reason to suspect it is no longer valid or there has been a significant change in the matters to which it relates.

Responsible Person

The Head teacher is the Responsible Person for Fire Safety and will be responsible not only for the safety of employees, but for that of any person lawfully on the premises, or in the immediate vicinity of the premises and at risk from a fire on the premises. They are responsible for implementing the Fire Safety Management Policy.

Fire Safety Manager(s)

The Fire Safety Manager is the person who will take overall control during the evacuation process. Their duties include:

- ensuring the fire and rescue service is called where required;
- coordination of people at assembly points and ensuring the evacuation is conducted effectively;
- delegating certain tasks to other suitable personnel;
- liaison with the emergency services on arrival and provision of key information requested by the Fire and Rescue Service, e.g. results of roll call; location of fire (if known); type, locations and quantities of dangerous substances; the nearest water supply fire hydrant; provision of information on locations of asbestos; the gas and electricity main shut-off valve locations; the Fire Risk Assessment;
- initiating disaster recovery procedures;
- ensuring that no-one is permitted to re-enter the building until the Fire and Rescue Service have given the ‘all clear’.

The Head teacher or nominated person(s) will act as the Fire Safety Manager and, with the support of all staff, ensure all fire safety checks are carried out e.g. weekly manual call point testing, monthly emergency lighting testing, monthly inspections of fire-fighting equipment etc.

Fire Wardens

Suitable numbers of trained fire wardens will be in place. Their duties include:

- helping children and others (i.e. visitors) to leave the premises;
- checking their area to ensure everyone has left – undertaking sweeps of classes, toilets, cloakrooms etc.;

- using appropriate fire-fighting equipment if trained and safe to do so;
- reporting to the Fire Safety Manager;
- shutting down dangerous equipment and operating emergency shut-off switches;
- taking the register/roll call for their particular class and immediately reporting anyone who is known to be off-site or missing to the Head teacher and/or liaising with the Fire and Rescue Service.

Fire Drills

Fire evacuation exercises are held at the beginning of each new term and records are held in the fire logbook. Drills are conducted at varying times of day to ensure that ALL staff and pupils can participate in fire practices including for example, part time staff and pupils and out of hour's premises users.

Training

All staff will receive basic fire safety induction training and attend refresher sessions at pre-determined intervals.

Pupils/students/children/young people will be supplied with some form of fire safety training so that they are aware of the actions to be taken in the event of a fire.

The **Responsible Person, Fire Safety Manager(s) and Fire Wardens** will require more comprehensive training.

Evacuation Assistants (those who assist others with additional needs) will receive Instruction on the use of any relevant evacuation devices such as Evac Chairs for example; awareness of the content of any PEEPs or GEEPs in place for areas they would be expected to cover with the evac chair; manual handling training; and training and instruction in the means of Assistance available for the building.

In the Event of Fire

Raising the alarm - any member of staff (or visitor) discovering a fire must raise the alarm using the fire alarm manual call points located around school (where present) and shouting "Fire". If fire is detected by automatic detectors, this will trigger the fire alarm.

Fire Action Notices detailing the action to take in the event of fire are displayed next to each fire alarm manual call point and final exit door. Plans detailing escape routes, location of fire extinguishers etc. are also clearly displayed around the building and within classrooms. These are intended to provide emergency information for those persons/visitors who are unfamiliar with the premises.

Staff, Pupils & Visitors - nominated persons are responsible for taking the visitors book, staff signing in/out book/board and class registers to the assembly point to ensure that all persons are accounted for by way of a roll call.

Assisting **vulnerable people/people with disabilities** - where pupils or staff in school have disabilities, e.g. mobility difficulties, visual or hearing impairment, or special needs, Personal Emergency Evacuation Plans (PEEPs) will be developed outlining how they will be evacuated or assisted to evacuate the premises.

General Emergency Evacuation Plans (GEEP's) will be developed for members of the public and other non-regular visitors with additional needs. A sign will be displayed at reception highlighting that we operate a scheme of assisted evacuation where required.

Catering staff - must ensure that if the alarm is raised they activate any safety cut-off valves where these are available, and also any electrical or gas equipment that they might be using (if safe to do so) and evacuate the building by the nearest available exit.

Contractors/visitors - all contractors or visitors entering the school will be familiarised with the school's fire safety arrangements on signing in. Any outside group hiring the school's facilities will be instructed in the fire procedures and expected fire safety standards prior to using the building.

Assembly points - children, visitors and staff will gather at their agreed assembly point(s) outlined on Fire Action Notices displayed in school. Class teachers and/or other nominated staff will act as Fire Wardens and ensure that roll call information is provided to the Fire Safety Manager.

Lunchtimes - where an evacuation occurs at lunchtimes, Mid-day Supervisors are responsible for co-ordinating an evacuation from dining areas, and registers will be taken to assembly points to enable a roll call to be taken.

Variations to the Plan

Variation to the usual plan may occur in specific instances including:

- **Performances/Events** - Evacuation Plans are completed before each performance/event involving a significant increase of people.

- **Failure of fire warning/detection systems** - If any safety systems were to fail, alternative arrangements are in place to raise the alarm throughout the premises to enable occupiers to evacuate quickly.
- **Lone Working** - people who might be lone working will be made aware of the emergency actions they must take in the event of a fire.

Escape Routes, Final Exits and Fire Doors

All escape routes will be kept clear of obstruction and are clearly marked with British Standard or European Standard Fire Exit signs and directional arrows where appropriate. All staff must be aware of the location of final exits and alternative escape routes.

All exits will be readily openable from the inside without the use of a key (e.g. panic release devices or thumb turn locks) at all times including outside normal school hours, e.g. during evening performances or after school meetings.

The school operates a formal system for checking fire doors and fire exit doors to ensure they remain in safe condition, e.g. they close/meet properly, intumescent strips/smoke seals are in good condition, self-closing devices are operational, final exits can be easily opened without the use of a key etc. The Fire Safety Manager or nominated representative is responsible for checking and recording in the fire log book the condition of fire doors and final exit doors and reporting any defects on a monthly basis.

Fire-fighting Equipment

This equipment is provided throughout the premises in suitable locations with the most appropriate appliance available for the risks in that area. Equipment must only be used by trained staff to tackle small fires if it is safe to do so and to assist escape from fire. Means of escape must not be compromised when tackling a fire.

Arson Prevention

Refer to the School Fire Safety Management Policy held separately which includes our Arson Vulnerability Assessment and Arson Prevention Strategies.

School Closures - Emergency and Planned

The Head teacher will be responsible for taking the decision to close the school in an emergency. The school will follow the procedure outlined in the KAHSC School Closures Advice displayed in school. All parents will be contacted by the quickest available means. Should there be no contact available; any affected children will remain in school.

Other Emergencies including Bomb Threats

Refer to the School Emergency Plan for details.

References and Useful Links

Regulatory Reform (Fire Safety) Order 2005
HM Government Fire Risk Assessment in Educational Premises
DfE: Emergency planning and response for education, childcare, and children's social care settings
Fire safety in new and existing school buildings
Protecting Against Terrorism
DfE Protective security and preparedness for education settings
Protect UK: Learn to Prepare - Prepare to Protect
ACT for Education | ProtectUK
KAHSC General Safety Series G31 – Severe Weather Procedures
KAHSC General Safety Series G35a - Fire Safety Management
KAHSC General Safety Series G35b - Emergency Evacuation Arrangements for People with Disabilities
KAHSC General Safety Series G36b - Hot Works
KAHSC General Safety Series G41 - Managing Performances & Events
KAHSC General Safety Series G46 – Emergency Preparedness
KAHSC Closures Advice for Schools
School's Emergency Plan, Fire Safety Management Policy including the Emergency Evacuation Plan, Fire Risk Assessment PEEPs/GEEPs and Fire Logbook

2.39 Use and Control of Contractors and Consultants

Contractor Competence and Compliance

Governors and the Head teacher will ensure all contractors and sub-contractors are properly selected and vetted with regard to their health and safety competence. The selection of contractors will take into account contractor competence, i.e. membership of and accreditation by recognised bodies, liability insurance and other related factors, to ensure health and safety compliance is met. Questionnaires are available to assist in the selection process.

Control of Contractors on School Sites

The Head teacher has a responsibility to ensure that effective liaison takes place between the school and contractors and that both parties are clear about their responsibilities. Contractors on school site can pose additional risks which may affect security, access and egress, fire evacuation etc. which should be addressed by the Head teacher and contractor through the risk assessment process. Suitable method statements or equivalent will be made available for contracted work and suitably scrutinised. Contractors will be responsible for assessing risks in relation to their work. The Head teacher is responsible for the health, safety and welfare of the pupils/students, staff, other users of the premises and visitors on the school site when contractors are working on the site and during construction work. The Head teacher must ensure that risks to pupils/students, staff and visitors created by contractors and/or construction work are adequately assessed, and suitable control measures implemented to protect school users. The Risk Assessment should be proportionate to the hazards and risks involved. For example, for construction projects that are completely separate from occupied school buildings and grounds such as a new block being built remote from the existing buildings and playgrounds with its own vehicular access, the documented risk assessment will be reasonably brief possibly covering suitable site and vehicular separation. For larger, projects or construction work being done on or around occupied school buildings and grounds, the risk assessment will inevitably be more comprehensive. Any risk assessment should be a working document which may evolve as work progresses or site hazards/risks change.

A Contractor Safety Information Sheet which includes basic rules and health and safety guidance will be issued to all visiting contractors. This should be read and completed by contractors with a copy of the completed form held on file. If a specific contractor is used on a regular basis there is no need to issue this sheet for every subsequent visit. A Code of Conduct for Adults Visiting or Working on School Sites Leaflet will also be issued (refer to 'Safeguarding' section below) etc. Contractors are referred to the school Asbestos Register, which highlights the known and suspected areas that may contain asbestos before any intrusive works commence.

Where relevant, joint health and safety inspections or other monitoring arrangements of contracted activities will take place. Work will be inspected before the contractor leaves site and there is a designated person to monitor contractors on school premises. Contractors are informed of the designated person & advised to contact them prior to commencing work.

In the event of extensive work being undertaken on the premises, contractors will meet with the Head teacher, members of the governing body and designers. Health and safety issues will be discussed at regular meetings between the contractor and the client with matters arising actioned within appropriate timescales or escalated.

If the work being carried out has a dangerous element, it must not be carried out at times when the children are in the vicinity and could be affected. Children should be warned to keep away from any vehicle that may be in the playground. There is a designated person(s) who monitors the contractors throughout their time on the premises.

Safeguarding

A Code of Conduct Leaflet for Adults Visiting or Working in School will be:

- issued to contractors and others working temporarily in the school when quotations or tenders are invited;
- stated as a condition of any order for maintenance work or building contract.

Additionally, where appropriate, the code should be:

- highlighted at any pre-start meeting;
- posted on the building site;
- included as part of the contractor's site safety briefings;
- issued to contractors' staff in the form of a leaflet.

All contractors working on site who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children (regardless of whether the contractor works on a single site or across a number of sites/schools) must:

- be segregated from pupils by physical means, time or a combination of both; **or**
- be supervised at all times when children may be present (or children always supervised); **or**
- hold DBS certificates (without a children's barred list check) - a letter confirming that this is the case from the contractor's employer is sufficient providing the date of the Employers Letter is added to the Single Central Record (where applicable).

Risk Assessments will be conducted for the 'Use of Contractors - Child Protection'. Documented Procedures for Protecting Children when Contractors are Working in Educational Settings will also be in place.

Permit to Work Systems

A permit-to-work system is a formal recorded process used to control work which is identified as potentially hazardous. It also ensures a more formal means of communication between site supervisors and operators and those who carry out the hazardous work.

Essential features of permit-to-work systems are:

- the identification of the person who can authorise certain jobs, and any limitations to their authority;
- the person responsible for specifying the necessary safety precautions;
- training and instruction in the issue, use and closure of permits;
- monitoring and auditing to ensure the system works as intended;
- identification of the hazards involved in the work;
- clear identification of tasks, risk assessments, permitted task duration, and supplemental or simultaneous activity and control measures.

Permits to Work will be considered for high-risk activities on the school site including:

- hot work - for work of any type where heat is used or generated (e.g. by welding, flame cutting, grinding) or which might generate sparks or other sources of ignition;
- work in confined spaces;
- work on electrical systems;
- roof access and other work at height (including window cleaning) with significant risk;
- excavations;
- work on or near asbestos containing materials (ACMs);
- work with certain hazardous substances;
- any other work specifically requiring a permit under a written safe working procedure or where potential risks warrant use of a permit.

References and Useful Links

HSE Using Contractors – A Brief Guide
HSE Managing Contractors – A Guide for Employers
KAHSC General Safety Series G07 - Managing Asbestos
KAHSC General Safety Series G18a - Managing Contractors on School Sites
KAHSC General Safety Series G18b - Guidance on the CDM Regulations
KAHSC General Safety Series G36a - Permit to Work Systems
KAHSC General Safety Series G36b - Hot Works
School Asbestos Management Plan/Register
School Child Protection Policy and procedures and Procedures for Protecting Children when Contractors are Working in Educational Settings and Contractor – Child Protection Risk Assessment

2.40 Construction Work (CDM)

Construction work can be defined as redecoration, roof work, rewiring, general refurbishment and the building of extensions etc. **ALL** construction work is covered by the Construction (Design and Management) Regulations 2015 regardless of the scale of the project or duration of the work. As a **Client**, we will:

- appoint the right people at the right time;
- ensure there are arrangements in place for managing and organising the project;
- allow adequate time;
- provide information to designers and contractors;
- communicate with designers and building contractors;
- ensure adequate welfare facilities on site;
- ensure a construction phase plan is in place;
- protect members of the public, including our employees;
- notify relevant construction projects to the HSE;
- keep the health and safety file.

ALL Construction projects must have:

- workers with the right skills, knowledge, training and experience;
- contractors providing appropriate supervision, instruction and information;
- a written construction Phase Plan (developed by the main contractor) – checked and retained by school.

Projects where more than one contractor is involved, the above points plus:

- a principal designer and principal contractor must be appointed in writing;
- a post construction Health and Safety File.

If work is scheduled to last longer than 30 days **AND** have more than 20 workers working simultaneously at any point in the project **OR** exceeds 500 person days, both of the above sections plus:

- the Client must notify the project to the HSE.

References and Useful Links

Construction (Design & Management) Regulations (CDM) 2015
HSE Managing Health and Safety in Construction – Guidance on the CDM Regulations
KAHSC General Safety Series G18a - Managing Contractors on School Sites
KAHSC General Safety Series G18b - Guidance on the CDM Regulations

2.41 Site / Building Security and Personal Safety / Lone Working

We have, through risk assessment, balanced the need to remain a welcoming environment to the community whilst ensuring the safety of all our pupils and staff. An assessment of the number and type of security incidents (e.g. walkers straying on to school premises and getting into the buildings; vandalism and break-ins, unhygienic detritus such as used syringes and condoms) will highlight how much of a risk a right of way / other security issues may present. We have created a record system of these incidents to show that we are taking the hazard seriously with constant monitoring of the situation. The security risk assessment will be routinely reviewed annually by the Head teacher (or sooner should circumstances change significantly); the findings will also be used in the review of these Security Procedures. The school will take all reasonable efforts to restrict access to the building and grounds to prevent unauthorised access to children and ensure the personal safety of staff. The school has close links with local police and the Community Police Officer.

It is important that we have procedures and plans in place to manage and respond to security-related incidents. This complements our safeguarding Policy, particularly where it puts in place measures to protect pupils; and addresses the threat of serious violence. It forms part of our suite of policies, procedures and risk assessment to ensure the health, safety and wellbeing of students and staff including in relation to the online environment. Staff and students will be made familiar with what is required by the school's security procedures and plan. Senior staff will have an awareness of relevant security networks and be able to evaluate and assess the impact of any new initiatives on our security procedures and their day-to-day operation.

All staff (and Governors) will undergo Action Counters Terrorism (ACT) for Education training through Protect UK.

Reception (Main Entrance)

- As a Multi-block school the main building has a reception desk and access control. Signage directs all visitors to this entrance. It is impractical to have access control on all other blocks so pupils will be safeguarded in these other blocks by other methods such as supervision. At lesson changes the entrances to these blocks are supervised. Unauthorised visitors will be challenged by staff.
- Reception is a secure area and visitors cannot gain access to other parts of the school without being challenged or at least seen by a member of staff.
- Main entrance doors are fitted with a remote access intercom and a camera so that visitors can be seen prior to being allowed entry. Only authorised visitors are allowed access.
- Designated entrances restricted for staff use have had security access control systems installed.

Signs

- Reception is clearly identified by signs so that visitors who are not familiar with the site are in no doubt of the visitor entrance to the school. Parents are informed that they must use this entrance during the day rather than the morning/afternoon pupil entrances.
- Signs are easily seen from general car parking areas and all accessible boundary entrances.

Doors/Gates

- Doors are secured from the inside but the locking mechanisms to doors that may be used in the escape from fire are fitted with locks capable of being opened without a key by those escaping from the fire.
- Any door to which a lock or securing device, e.g. a push pad panic latch, night latch, etc. is fitted, is capable of being opened by any occupant of the building including children.
- Doors with latches or digital locks also have automatic door closers fitted. These are capable of engaging a latch effectively but the last few inches of travel has been damped to ensure that fingers are not caught in a rapidly closing door.
- The school gates are closed before, after and during school hours.
- Keypads are placed on all main entrances and are in force when children are in the building.

- School gates are kept closed and bolted at all times during the school day and are locked out of school hours to make it harder for intruders to get in.
- The building is checked by the last person leaving, ensuring all windows and outside doors are secure.
- We ensure that supervision rotas take account of monitoring the premises' access and egress points and pupil safety in non-lesson time and that visitor admittance procedures are maintained and staffed throughout break and lunchtimes.

Intruder alarm system

- We have an Intruder alarm installed which is set by the last person leaving at the end of every day/work period.
- This is maintained as per manufacturer's instructions and records are held.

Surveillance Cameras

Surveillance cameras are installed at our school. Reference should be made to our separate Surveillance Camera Procedures (and Data Protection Policy) developed in line with the Home Office 'Surveillance Camera Code of Practice' and ICO guidance. Signage informs people of where surveillance cameras are in operation.

Security Lighting

- Extensive floodlighting covers frequently used footpaths, entrances and exit doors adjacent to car parks.
- Security lighting has been installed externally – the aim of this is to act as a deterrent by assisting casual surveillance of the premises.
- External lighting, panic alarms and burglar alarms are regularly checked and any faults reported in line with our Defect Reporting Procedures.

Anti-Climbing Measures

- Signs have been displayed warning that it is dangerous to climb onto roofs and where there are skylights (and other fragile roof structures) 'Fragile Roof Warning Signs' are prominently displayed;
- We have protected vulnerable areas with anti-climbing measures such as rota spikes, cacti spikes or Expamet, or downpipes with a 'Crown of Thorns' device or similar devices;
- We have applied non-drying anti climb paint to downpipes and other parts of buildings where measures the above are not suitable;
- Wheelie bins are not located close to low level roofs;
- Tree branches close to low level roofs are maintained and trimmed back when necessary.

Fencing

Perimeter fencing has been installed around our site to prevent access by unwanted persons. Fencing is maintained and repaired to maintain a clearly marked and sound physical barrier. Doors and entrances are maintained in sound physical condition.

Visitors/Contractors Book/Badges/Lanyards

- All visitors and contractors must be signed in and out of the school buildings and issued with visitor's badge/lanyard. Care is taken to ensure that the badge/lanyard is recovered from a visitor when they leave to prevent the system losing credibility. We impress on visitors the need to wear the badge/lanyard at all times.
- Visitors on site will be accompanied by a member of staff to their destination and will be returned to Reception by a member off staff in order to "sign out" of school.
- Teachers will not allow any adult to enter their classroom if the school visitor badge/lanyard does not identify them.
- Pupils are encouraged to let staff know about people on the premises who are not wearing a badge/lanyard. Where appropriate and safe, staff will challenge those individuals who do not appear to have followed the signing in and badge/lanyard wearing procedures.
- A Contractor Safety Information Sheet and Code of Conduct Leaflet for Adults Visiting or Working in School Leaflet have been prepared to share with contractors and visitors admitted to the site so that all are aware of the safety procedures in operation.
- All contractors working on site who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children (regardless of whether the contractor works on a single site or across a number of sites/schools) must:
    - be segregated from pupils by physical means, time or a combination of both; **or**
    - be supervised at all times when children may be present (or children always supervised); **or**
    - hold DBS certificates (without a children's barred list check) - a letter confirming that this is the case from the contractor's employer is sufficient providing the date of the Employers Letter is added to the Single Central Record (where applicable).

- Risk Assessments will be conducted for the 'Use of Contractors - Child Protection'. Documented Procedures for Protecting Children when Contractors are Working in Educational Settings will also be in place.

Pupil and Staff Signing in Out Procedures

- The School operates a signing in/signing out system for all staff /pupils who are late / leaving early.
- Pupils who wish to leave the site during the school day must have written permission, sighted by appropriate staff.

Fire and Arson Prevention

Further details can be found in the school Fire Safety Management Policy held separately.

Cultivating a Positive Safety and Security Attitude

- All staff are made aware of the school's security procedures, especially staff that have been given a specific role to play. This forms part of all new staff Induction Training and is reinforced with other staff at regular intervals. Every occupant of the school is encouraged to foster and maintain an inquisitive attitude towards strangers. Details of known local people who have no reason to be present have been noted.
- If suspicions are heightened, descriptions, both personal and of vehicles will be recorded, (the singular most important item of information in relation to a vehicle being its registration mark) in case they subsequently need to be passed to the Police.
- Regular briefings of pupils and staff are carried out which encourage them to report anyone suspicious wandering around the site.
- Anyone not wearing a visitors' badge or people who are found in the school or its environs with no reason to be there will be challenged by staff or reported to a member of staff by pupils. In certain circumstances, staff will be required to gauge whether or not it is appropriate to challenge individuals depending on the situation.
- Children are actively encouraged to tell staff about the presence of strangers or anyone acting suspiciously but under no circumstances should they approach them.

Cooperation with third parties, extended services and community groups

These arrangements will be communicated to all third parties that use the premises and grounds. All will be expected to comply with the schools' security arrangements as a condition of sharing use of the building. Parents will be informed about the schools' security arrangements and any part they are expected to play e.g. when visiting the school or at handover times.

Our school security arrangements have taken into account any other third parties who use the school building or grounds. In most circumstances the arrangements for the school in general will be equally applicable for the third parties involved. Although not extensive use, community groups may use facilities at the end of the school day. When inside the building access to the rest of that block is restricted. Risk assessments as part of induction arrangements are carried out. No hirer will be allowed to use the school facilities unless they fully comply with the security risk assessment. Visitors in unauthorised locations will be professionally challenged by staff.

Supervision

The following areas are accessible by the public but the risk is controlled with our school's supervision arrangements and how the school deals with visitors. The access arrangements for the grounds are:

- *School field* – access to school field for PE – always under control of staff. Staff would professionally challenge any person not wearing a photo ID or school visitor badge. As communication is not easily possible whilst on the fields, supervisors in this location will use a two-way radio, supplied by the school office.
- *Lunchtime* – children use school field that could be accessed by a person walking past the authorised entrance, always under control of staff. Staff would professionally challenge any person not wearing a photo ID or school visitor badge.
- *Playground* – our main access route to the reception is adjacent to / through the playground. This area is only used under staff supervision at break and lunch and staff would professionally challenge any person not wearing a photo ID or school visitor badge.
- *Auxiliary blocks* – these cannot be secured by electronic means. Supervision rota for breaks and lunchtime.
- *Lesson changes* – due to the multi-block nature of the site, access control is not possible for every individual building during lesson changes. At these times staff will be on duty rota.
- *Start of school day* – as the grounds have open access, duty teams are deployed in designated areas 10 minutes before the start of the school day.
- *End of the school day* - duty teams are deployed in designated areas.

Personal Safety / Lone Working

- Lone Working Risk Assessments are undertaken for staff where there is a security risk due to the need to work alone; staff at high risk will receive appropriate training/instruction.
- Procedures have been established for staff and employees who may be working on the premises alone or isolated in separate parts of the building(s). These procedures also take into account cleaning staff and staff on duty during further education sessions.
- The school is fitted with an alarm which is set by the last person leaving at the end of the day/work period.
- The building must be checked by the last person leaving, ensuring all windows and outside doors are secure.
- Staff working late, should ensure doors are locked, notify someone responsible (i.e. a family member or colleague) of their presence in school and give an indication of the time they will be leaving and the time they are expected home.
- External lighting, panic alarms and burglar alarms are regularly checked and any faults reported in line with our Defect Reporting Procedures.
- Home visits are usually carried out at the start of each school year. Lone working is not permitted and staff attend home visits in pairs and have access to a mobile telephone. A list of the proposed visits is lodged in the school office, so school-based staff always know the location of peripatetic workers. Regular contact is maintained between school and staff conducting home visits.
- The reception teacher carries out Home visits with another member of staff. Other staff are informed of their whereabouts and regular contact is maintained with school.
- A Home Visits Risk Assessment will be adapted to fit our needs and shared with all relevant staff. **Prior** to **each** home visit, the Home/Community Visits Individual Risk Assessment Checklist (or something similar) will be used to help staff assess an individual home or community space with personal safety and lone working in mind.
- Lone working is not permitted when working at height, carrying out hot works, working in confined spaces, or for the use of potentially dangerous substances or machinery.

Cash Handling, Storage & Carriage

- We encourage payment by cheque or debit/credit cards and Scopay to avoid the handling or storage of cash. Where it cannot be avoided, a Cash Handling Risk Assessment will be completed.
- Holding large amounts of cash in school will, where possible, be avoided. When it is necessary to hold large amounts of cash, the cash will always be kept in the safe suitable for holding that particular amount of cash.
- The following guidelines have been adopted in relation to keys for safes, strong rooms, security cabinets or any other keys, which give access to property of intrinsic value:
    - the number of staff having such keys is kept to a minimum;
    - during the normal working day, if practicable, keys should be kept on the person at all times;
    - if it is not possible for keys to be kept on the person at all times, they will be kept in a locked key security cabinet and the key to the security cabinet kept on the person at all times;
    - high security keys are not left on premises when they are closed for business, even in a locked security cabinet. Designated key holders will keep them in their possession at all times;
    - It is not possible to identify what the keys are for by looking at a label or tag attached to it. The keys are numbered / otherwise marked so that only authorised users know or are able to establish what they are for.
    - The issuing of school master keys to staff is strictly limited.
- Counting money will be done in a locked room away from public view.
- Cash held on premises which is used from time to time for payments etc. will be reconciled as frequently as circumstances dictate.
- We always vary the times when cash is carried off the premises and try to vary the route taken to destination
- Wherever possible, staff travel to the bank or post office by car rather than on foot. Wherever possible, we have a designated driver to drop the cash handler off as close as possible to the bank or post office where parking is not available.
- The duty of banking is shared so no one person becomes associated with carrying cash.
- Cash is disguised in a carrier bag or other holdall and staff instructed to ensure it is hidden or covered in the car.
- For significant amounts of cash, we would consider using a secure cash collection service.
- Persons responsible for carrying cash on school business are provided with adequate induction, training and instruction and it is made clear that they are not expected to put themselves at risk by resisting any person who is attacking or threatening them. They should concentrate on observing the attacker to assist in the subsequent police investigation.

Medicines

Refer to the school Supporting Children and Young People with Medical Conditions Policy and procedures, Allergy Safety Policy and procedures and Administration of Medicines Procedures held separately.

Security of Laptops and other Valuables

Lockers are made available to pupils for security of personal items, although parents and pupils are regularly advised not to bring or allow children to bring valuable belongings into school. Secure areas are available for staff possessions.

The following procedures are followed to help reduce the risk of opportune thieves taking laptops and other high value equipment from school:

- We ensure that all staff and others in the school understand exactly what they need to do to keep ICT and other valuable equipment safe. Teachers and support staff then pass on the relevant information to their classes. Training reviews are given at least annually, and the ICT security guide regularly reviewed to take account of any new equipment that has been purchased.
- Laptops are kept in rooms where there are blinds which can be closed when the room is not in use; evenings, weekends and during the school holidays.
- During long periods of closure, laptops and other high value equipment are locked in secure cupboards or storerooms.
- All rooms that contain equipment such as ICT facilities, computers and scientific items are kept locked when not in use. Locks are either push-button combinations or swipe cards/fobs. In either case, only staff know the combinations or possess swipe cards/fobs.
- We never advertise ICT assets on our school website, social networking sites or newsletters. We do not inform the local press when we purchase a lot of new equipment.
- When new equipment is bought, we flatten its packaging, turn it inside out and crush it before putting it outside with the rubbish, to avoid notifying potential thieves to a delivery.
- All high value equipment has been marked with the postcode and the name of the school. The markings are visible and difficult to remove or disguise.
- We ensure external ICT technicians present ID before they are taken to service computers and ensure that these people sign in and out.
- We ensure that visitors are accompanied when they walk around the building and insist that all guests sign in and out.
- When out and about, staff are instructed to carry their laptops in an anonymous bag or case in order not to alert thieves to its contents.
- If any of our mobile IT is stolen, we will alert the police as soon as possible.
- Where we have any concerns about the security of our school and the equipment within it, we will contact our local Crime Prevention Officer by dialling 101 and asking for the Crime Prevention Service.

References and Useful Links

DfE: Emergency planning and response for education, childcare, and children's social care settings
DfE School and college security
DfE Site security guidance for schools
DfE Protective security and preparedness for education settings
Protect UK: Learn to Prepare - Prepare to Protect
Protecting Against Terrorism
Home Office: Surveillance Camera Code of Practice
ICO: Video Surveillance guidance
KAHSC General Safety Series G01 – Managing Violence in Schools
KAHSC General Safety Series G14 - Knives, Offensive Weapons & other inappropriate items
KAHSC General Safety Series G16 – Lone Working
KAHSC General Safety Series G42 – Personal Safety on Home Visits
School's relevant Risk Assessments, Surveillance Camera Procedures, Child Protection & Data Protection Policies and Emergency Plan

2.42 Workplace Environments

A safe and healthy workplace environment will be maintained at the school in line with School Premises (England) Regulations 2012, the Education (Independent School Standards) (England) Regulations 2014 and the Workplace (Health, Safety & Workplace) Regulations 1992.

Heating

A comfortable working temperature will be maintained of at least 16°C unless much of the work involves severe physical effort in which case the temperature will be 13°C (or where it is impractical to maintain these temperatures i.e. where food has to be kept cold). In the event of the need for portable heating or cooling, any equipment provided to achieve this will be suitable for use, free from defects, and safely sited so as not to create additional hazards.

Radiant heaters and naked flame appliances (e.g. LPG) will NEVER be used.

Welfare & Changing Facilities

Suitable welfare and changing facilities will be maintained in a safe and clean condition for all staff and pupils in line with the School Premises (England) Regulations 2012, the Education (Independent School Standards) (England) Regulations 2014 and the Workplace (Health, Safety & Workplace) Regulations 1992. Toilets and washing facilities for staff may also be used by visitors are separate from those provided for pupils (except where they are designed for use by those who are disabled). Each toilet for disabled pupils contains one toilet and one washbasin and has a door opening directly onto a circulation space that is not a staircase, which can be secured from the inside. The number and location of accessible toilets are sufficient to ensure a reasonable travel distance for users that does not involve changing floor levels.

Medical Accommodation

Suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including accommodation for the medical examination and treatment of pupils and the short-term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility. The accommodation provided may be used for other purposes (apart from teaching) however it is always readily available to be used for the purposes above.

Additional medical accommodation will also be made available where required which caters for pupils with complex needs.

Ventilation

An adequate supply of fresh air will be maintained. Where possible this will be from natural ventilation from windows.

Access and Egress

We will implement inspection procedures, defect reporting and extra attention during inclement weather. We will bring our winter gritting plan to the attention of staff, pupils and parents/guardians to ensure safe routes are followed during periods of snow and ice.

Acoustics

The acoustic conditions and sound insulation of each room is suitable, having regard to the nature of the activities which normally take place within each area. Checks will be made of any new builds by Building Control to ensure compliance.

Children will be kept at least two metres from the front of loudspeakers used for discos.

Lighting

- The school will be lit by natural daylight wherever possible. Where artificial lighting is employed, this will be in good repair and suitable for the tasks being undertaken.
- The lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein.
- External lighting has been provided in order to ensure that people can safely enter and leave the school premises.
- Blinds / curtains are in place to block sunlight, to avoid glare, excessive internal illuminance and summertime overheating;
- Emergency lighting has been installed in areas accessible after dark or where not already in place, the need to provide emergency lighting in areas accessible after dark has been added to our Annual Management Plan as a future, longer-term objective.

Lighting for pupils with special educational needs:

Pupils with special educational needs, including visual impairment and other disabilities, may have additional lighting requirements and specialist advice may be needed. Key points include:

- colour and contrast, which can help people locate doors and their handles, stairs and steps, switches and socket outlets, etc.;
- glare should be avoided (including from high gloss finishes that can appear as glare sources when they reflect bright lights);
- use of light sources such as high frequency fluorescent luminaires to avoid subliminal flicker that can induce epileptic fits in susceptible pupils;
- large areas of glazing should be clearly marked to avoid accidents;
- additional local task lighting may be needed.

Water Supplies

- Suitable drinking water facilities are provided which are readily accessible at all times when the premises are in use and are in a separate area from the toilet facilities.

- Toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water.
- Cold water supplies that are suitable for drinking have been clearly marked as such.
- The temperature of hot water at the point of use by pupils does not pose a scalding risk to users i.e. hot water is heated to temperatures of 60ºC, but the temperature at outlets used pupils is controlled by thermostatic mixer valves to achieve temperatures at taps not exceeding 43 ºC (refer to Section on Legionella Control).

Outdoor Space

Suitable outdoor space is provided in order to enable physical education to be provided to pupils in accordance with the school curriculum and pupils to play outside.

There are two types of outdoor space used for physical education (PE); sports pitches and hard surfaced games courts. Sports pitches, grass and/or all-weather, are used for team games such as football, hockey and cricket, and for athletics. Games courts are for sports such as netball and tennis. Outdoor space is also available for informal play and socialising.

Outdoor Working

Refer to the Sun Protection arrangements within this Policy for further details.

Window Blind Cords and Chains

We have identified via Risk Assessment the presence of any looped cord or chained window or door blinds and have implemented the following measures to prevent strangulation:

- Staff ensure that cords or chains are stowed out of reach so that children are not at risk of strangulation.
- Wherever possible, we have used safety devices such as cord cleats, cord/chain tidies and chain break connectors. Where loops cannot be stowed away safely, they have been cut to ensure that the loop is removed.
- Staff are instructed to always reposition nearby furniture (e.g. chairs) to ensure they cannot be used to access looped cords, or where people can become accidently entangled.
- We have introduced a regular checking regime for all blinds which have looped cords or chains to ensure that they remain in a safe condition. Staff inspect these in their own classrooms/areas and report any faults in line with our Defect Reporting Procedures so that remedial action can be taken.
- Where new furniture is introduced, or decoration and room layouts have changed we ensure that the risk assessment is reviewed and updated as appropriate.
- When new blinds are ordered, we will select blinds which do not contain cords or have concealed cords.

Preventing Finger Trapping Incidents

- A risk assessment has been undertaken to determine the risk of finger trapping incidents and a suitable Door & Gate Management Risk Assessment produced;
- We try to reduce or remove the need for pupils to gather near the doors;
- We ensure that essential equipment is not positioned adjacent to or immediately behind doors e.g. A paper towel dispenser;
- We increase awareness of staff and pupils to potential risks;
- We prevent uncontrolled access to vulnerable doors.
- Where such measures are not practicable, finger guarding devices have been installed;
- Wherever possible during replacement or refurbishment of doors then the risk of finger trapping should be designed out. Where this is not possible and there is a significant risk then finger guarding devices will be fitted where required;
- For both new and existing devices in schools class teachers are responsible for regularly undertaking a brief, informal visual inspection to check the condition of any protective devices fitted. any obvious defects should be reported in the usual manner so that repairs or replacement can be undertaken.

Glazing

- Every window or other transparent or translucent surface in a wall, partition, door or gate should, where necessary for reasons of health or safety, be of a safety material or be protected against breakage and be appropriately marked;
- Glazing in critical locations is considered reasonably safe if its nature is such that, if breakage did occur, any particles would be relatively harmless (i.e. by installing toughened glass);
- The requirement may also be met if the glazing is sufficiently robust to ensure that the risk of breakage is low (i.e. laminated glass or covered with safety film), or if steps are taken to limit the risk of contact with the glazing (i.e. by the use of barriers);
- Steps are taken to ensure that glazing will break safely must such a child come into contact with it;
- Wired glass inherent in fire doors has been replaced with Georgian wired safety glass;

- Where there are large uninterrupted areas of transparent glazing, steps have been taken to identify its presence e.g. by marking or etching the glass to make it apparent;
- Windows and doors are adequately maintained to ensure that they open easily and without effort;
- Those individuals opening windows are not put at risk of falling either through the glass or the subsequent opening;
- Window restrictors have been fitted where the risk of falling from a window opening is apparent. Windows do not open directly onto traffic routes in such a manner that individuals are liable to collide with them;
- Artwork or other material never obscures viewing panels in doors;
- Records are kept on the premises giving details of the areas of safety glazing - this ensures that when a piece of glass needs to be replaced in the future, it is replaced with that of a similar nature;
- The Glazing Risk Assessment is reviewed at least annually (or sooner if circumstances change significantly) to ensure that it remains valid. The risk assessment may be reviewed if areas of school begin to be used for other purposes where the activity is more likely to pose an impact risk; changes in pupil behaviour i.e. the area is used by pupils with unpredictable behaviour, etc.;
- Where glazing is replaced, for whatever reason, a full risk assessment will be prepared which will determine the type of glass to be used and the method by which it will be replaced. This is particularly relevant with respect to fire doors, escape routes, kitchens, etc. Similarly, when embarking on any building or alteration works (particularly change of use), risk assessments will be prepared.

Dog Fouling

- Notices have been displayed around the site in prominent positions indicating that school fields are private property;
- A police officer or any person authorised by the School Governors can remove trespassers, provided there is reasonable cause to suspect that the person in question is committing or has committed an offence under the Section. Wherever possible, the authorised person should take details of the offender's name and address;
- Parents are regularly reminded by letter not to bring their dogs onto school grounds, even when dropping off or collecting their children from school;
- To report a stray dog, contact the Dog Warden at the Local Authority. Enforcement officers enforce the law relating to stray dogs and operate a service for the seizure of stray dogs;
- Out of hours, site gates are kept locked to help keep unwanted persons (and dogs) off school premises;
- Where instances of dog fouling, the caretaker will be asked to remove the offending material. They are advised to avoid direct skin contact with the faeces and they must wear gloves. They will remove the faeces with a shovel and dispose of them by double-wrapping/bagging them and placing them in the general refuse.

Building Work

All building work undertaken including new builds, alterations of and improvements to existing buildings will conform to the Building Regulations 2010.

References and Useful Links

The Workplace (Health, Safety and Welfare) Regulations 1992 ACOP
The Education Act 1996
School Premises (England) Regulations 2012
Education (Independent School Standards) (England) Regulations 2014
DfE EYFS Statutory Framework for group and school-based providers
Glass & Glazing Federation
The Local Government (Miscellaneous Provisions) Act 1982
CIPFA Compliance Monitoring for School Premises Management
KAHSC General Safety Series G44 – Preventing Finger Trapping in Doors

2.43 Wellbeing

Refer to the school's Wellbeing Management Procedures held separately.

References and Useful Links

MindED
Promoting and supporting mental health and wellbeing in schools and colleges
UKHSA's Every Mind Matters
Become's care advice line for looked-after children
NHS guidance resources and services for mental health, learning disabilities and autism
Education Support

2.44 Off-Site Visits and Activities

Refer to the school's Off-site Visits Procedures held separately.

References and Useful Links

OEAP National Guidance
KAHub
School Off-Site Visits Procedures

2.45 Food Safety Arrangements

General Food Safety Standards (School Meal Provision, Food Technology/Baking, Cookery Clubs & Wrap Around Care)

- Our school aims to provide the highest standard of food safety and hygiene. In particular, we will ensure that the food and drink prepared and sold on our premises is both safe and wholesome. We will ensure that legal requirements relating to food safety and hygiene will be complied with fully.
- We will provide hygienic premises and ensure hygienic equipment is provided for the safe preparation of food.
- We will ourselves, or through the use of a carefully selected contractor, put in place documented food safety management procedures based on the principles of HACCP (hazard analysis and critical control point) and follow rules laid out in the Food Information Regulations 2014 with regard to allergens.
- Any employee involved with the handling and preparation of food will hold suitable food hygiene qualifications which are renewed at intervals not exceeding 3 years:
  - CIEH **Level 1** Food Safety Award (or equivalent) is designed for staff handling very low risk foods such as wrapped foods, fresh fruit etc. and for 'waiting on' staff. This MAY include nursery staff if only preparing sliced fruit for pupils or breakfast club staff only preparing toast and cereal for example.
  - CIEH **Level 2** Food Safety Award (or equivalent) is designed for everything else including commercial catering.
- ALL staff activities (commercial kitchens, food technology, cookery clubs, wraparound care) will be aware of the 14 Major Allergens and the consequences of them being eaten by anyone with a food allergy. Food allergen and Intolerance training will be given to all staff on their first day of employment and before food handling duties commence with records of training kept. All staff will be trained in avoiding cross-contamination of foods by the major food allergens.
- All relevant staff involved in food preparation will need to be aware of the contents of Individual Healthcare Plans for pupils with allergies, food intolerance or auto-immune disorders such as coeliac disease.
- Staff will be trained to cross reference Individual Healthcare Plans for Pupils and information supplied from conference delegates/visitors etc. with allergies, food intolerance or auto-immune disorders such as coeliac disease.
- Allergen information of school meals must be recorded and available. Staff will ensure allergen information is kept up to date e.g. if foods purchased are changed or products substituted.
- **Natasha's Law:** From 01/10/21, prepacked for direct sale (PPDS) food must be labelled with the name of the food and a full ingredients list. Allergenic ingredients must be emphasised within this list. This can include food that pupils/staff select themselves, e.g. from a display unit, as well as products kept behind a counter. PPDS food is food that is packaged at the same place it is offered or sold to consumers. It is a single item, consisting of the food and its packaging, which is ready for presentation to the consumer before it is ordered or selected. For food provided within a school setting, this may mean changes to labelling for foods such as pizza or sandwiches which are packaged on the premises before the consumer orders them.
- This may also affect school supplied packed lunches, e.g.:
  - If packed lunches are made on school premises in anticipation of an event, such as a school trip, the allergen information requirements may vary. If the lunches are made and packed to order, these are not prepacked and are therefore not PPDS.
  - If, however, the school lunches are made and packed without specific orders from individual children, then these would need to comply with the new PPDS labelling requirements.
  - If there are multiple items in a packed lunch, we will need to provide allergen information for each item. We will need to label each PPDS item individually.
  - Any prepacked items we have bought from elsewhere (that is food packed at a different location by another business) will already have full ingredients labelling.

Free School Meals during Emergencies

Early Years:

- In any instance where an eligible child is at home due to an emergency situation at the school, those children who qualify for benefits-related free meals should receive this support as normal (where possible) for example via the provision of a lunch parcel.
- In all other settings, where free meals do not apply, we may charge for meals in line with national entitlements guidance. We will consider the impact of charges on disadvantaged families.

Schools:

- We will speak to our school catering team or provider about the best arrangements for providing school meals for pupils in an emergency. They will provide meal options for all pupils who are in school, and meals will be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria.
- Where pupils eligible for benefits-related free school meals are receiving remote education, we will work with our school catering team or food provider to provide good quality lunch parcels. This will ensure that eligible pupils continue to be supported for the short period where they are unable to attend school.
- We will ensure that we identify pupils with any medical conditions, including allergies, to ensure that all pupils are able to eat a school lunch safely. This is particularly important in circumstances where caterers are not serving meals to pupils directly but where for example, pupils are being served food in the classroom.

Safer Eating Procedures

Arrangements are in place for the implementation of a Safer Eating Plan for pupils in the EYFS (in line with the DfE EYFS Statutory Framework for group and school-based providers) and for pupils with relevant SEND who are vulnerable to choking or unintentional allergen exposure, that includes the presence of an appropriately trained first aider at all times when vulnerable pupils are eating as follows.

- When EYFS or vulnerable children are eating (this includes during any breakfast or after school wraparound care facility), ensure a worker who holds a current full PFA qualification (EYFS) / full first aid qualification (non-EYFS) remains in the room.
- Before admitting a child, obtain information about their special dietary requirements, preferences, food allergies and intolerances, and any special health requirements. Share this information with all staff involved in preparing and handling of food.
- Have ongoing conversations with parents or carers and if appropriate healthcare professionals about managing allergies and intolerances (at least annually and more often when weaning).
- Identify food allergies & intolerances, develop plans e.g., a BSACI allergy action plan, and share them with all staff involved in preparing or handling food including contracted caterers & those who only supervise eating & drinking.
- Make clear e.g., by written rota, who is responsible at every snack & mealtime for checking that food provided meet the requirements of all children unable to make independent safe choices.
- Ensure **ALL staff** receive basic training on:
  - symptoms and treatments for allergies and anaphylaxis e.g., the basics from Food allergy - NHS and treatment of anaphylaxis: Anaphylaxis - NHS;
  - the differences between allergies and intolerances;
  - that children can develop allergies at any time, especially during weaning;
  - what to do and who to report to during an incident or emergency.
- Train workers who are assigned to supervise eating that choking can be silent so children must always be within their sight and hearing, and that they should sit facing children whilst they eat to ensure they're eating in a way to prevent choking, prevent food sharing and to be aware of unexpected allergic reactions.
- Train all staff on the difference between gagging and choking, and how choking can resemble an asthma attack and vice versa.
- Train all staff & children what to do if someone is choking (adults have seen the How to stop a child from choking - NHS advice & children know how to raise an alarm).
- Display Early years choking hazards poster and table (foundationyears.org.uk) where relevant & train staff in the contents of Help for early years providers : Food safety (inc. video resources) e.g.:
  - Don't give hard sweets, whole nuts, whole seeds, popcorn, marshmallows, or jelly cubes.
  - Don't give raisins or similar dried fruit as snacks to children under 12 months. If part of a meal chop them up first as for small round foods.
  - Remove stones and pips from fruit before serving.
  - Cut small round foods, like grapes, strawberries and cherry tomatoes, lengthways and into quarters.
  - Cut large fruits like melon, and hard fruit or vegetables like raw apple and carrot into slices instead of small chunks.
  - Cut cheese into strips rather than chunks.
  - Soften hard fruit and vegetables (such as carrot and apple) and remove the skins when first given to babies from around 6 months.
  - Avoid sausages due to high salt content, but if offered to children, use skinless or remove the skin & cut into thin strips rather than chunks.
  - Remove bones from meat or fish.
  - The importance of understanding the different drinks and foods to avoid at different stages of weaning e.g., for nutritional, allergen, bacterial reasons.

- Ensure infants and young children sit securely in an appropriately sized high or low chair while eating.
- Record all choking incidents that require intervention e.g., where & how the child choked & if parents were made aware.
- Review records to identify trends that could be addressed & take action.
- We have a Designated Allergy Lead

Food in the Curriculum

- Appropriate risk assessments must be in place for food technology activities, the working environment and machinery/equipment.
- All staff involved in food activities in the classroom will need to be aware of the contents of Individual Healthcare Plans for pupils with allergies, food intolerance or auto-immune disorders such as coeliac disease.
- Staff will be trained to cross reference Individual Healthcare Plans for Pupils with allergies, food intolerance or auto-immune disorders such as coeliac disease.
- Use of food in cooking classes and special events (e.g. fetes, assemblies, cultural events) will be considered and alternatives used when needed.
- All relevant staff will be educated about how to read labels for food allergens and instructed about measures to prevent cross-contamination during the handling, preparation and serving of food.
- All food used for food technology will be appropriately labelled with the ingredients including any allergens.
- Gas appliances in food technology should be serviced every year by a Gas Safe Registered engineer, and current records/certificates must be held on site. Similarly, any electrical appliances used will either need to be included in the school's portable electrical appliance inspection & testing programme, or if not portable equipment, should undergo routine planned, preventative maintenance in line with manufacturer's instructions.
- All emergency gas and power cut-off switches must be easily identified and accessible and staff must be aware of the location and operation of the mains services
- Portable/transportable ovens must be sited appropriately i.e. not underneath overhanging cupboards, away from combustible materials/displays especially those that are loose, away from water supplies etc. and must never be moved when hot/warm.
- It is essential to ensure the number of pupils using particular pieces of equipment is controlled so that crowding/accidental pushing, etc. does not take place or pupil numbers reduced to prevent this.
- Clear working procedures should be written down and brought to the attention of anyone who may be required to use equipment.
- Oven gloves/cloths and where appropriate, cooker guards and hob covers must be available & used appropriately.
- Ovens are only to be used by adults or pupils using the oven are supervised appropriate to their age range and abilities.
- Equipment must be sited so that draughts from windows and doors do not interfere with the safe working of a particular piece of equipment.
- Equipment, materials and tools must be regularly inspected and appropriately maintained.
- If fridges/freezers are used to store food stuffs/ingredients for food technology activities, the temperature of equipment must be checked and recorded on a daily basis (Fridges between 2-5ºC; Freezers -18 ºC or below).
- Food stuffs must be stored appropriately i.e. perishable items stored off the floor and food/ equipment shelving sealed, clean and wipeable.
- Appropriate fire-fighting equipment must be located in the workroom (appropriate fire extinguisher(s) and fire blanket) and fire exits must be unobstructed.
- Heat generating equipment MUST be switched off after use and at the end of each day.

Wraparound Care (Breakfast and After-School Clubs)

- Allergen information of the foods served at the club(s) will be recorded and available - this will include the bread(s), cereals, crumpets etc. used, along with any spreads. Staff will ensure allergen information is kept up to date e.g. if foods purchased are changed or products substituted.
- Wrap around care (WAC) staff will need to be aware of the contents of Individual Healthcare Plans for pupils with allergies, food intolerance or auto-immune disorders such as coeliac disease.
- Staff will be trained to cross reference Individual Healthcare Plans for Pupils with food allergies, food intolerance or auto-immune disorders such as coeliac disease.
- All WAC staff will be educated about how to read labels for food allergens and instructed about measures to prevent cross-contamination during the handling, preparation and serving of food.
- All food used in WAC will be appropriately labelled with the ingredients including any allergens.
- See also PPDS foods above.

- Food stuffs will be stored appropriately, off the floor, in sealed and where necessary, labelled containers where appropriate.
- There is a system in place for accidents occurring during Breakfast club to be communicated to school at the end of each session.
- There is also a system in place for accidents occurring during school time to be communicated to After-school club at the end of the school day.
- Accidents which occur during Breakfast or After-school club are recorded in the relevant **SCHOOL** accident book i.e. neither has their own accident book – refer to our Accident Reporting procedures held separately for details.
- Breakfast and After-school clubs have their own First Aid kits which are maintained in line with our First Aid Procedures held separately or they will utilise the school First Aid kits which are maintained in line with our First Aid Procedures.

References and Useful Links

Food Safety Act 1990
Food Safety (General Food Hygiene) Regulations 1995
The Food Hygiene (England) Regulations 2006
Food Safety & Hygiene (England) Regulations 2013
Food Information Regulations 2014
UK Food Information Amendment (Natasha's Law)
Food Standards Agency - Prepacked for direct sale (PPDS) allergen labelling changes for schools, colleges and nurseries
Food Standards Agency – Safer Food Better Business Manual
Food Standards Agency – Allergen Resources
The Requirements for School Food Regulations 2014
Standards for school food in England
School food: guidance for governors
School meals: healthy eating standards
CLEAPSS Website
Design & Technology Association (DATA)
BSACI allergy action plan
Food allergy - NHS
Anaphylaxis - NHS
Choking - NHS
Help for early years providers : Food safety
DfE Supporting children and young people with medical conditions
DfE Allergy Safety in Schools
KAHSC Supporting Children and Young People with Medical Conditions Policy & procedures
KAHSC Model Allergy Safety Policy and Procedures
KAHSC Catering Code of Practice
School Supporting Children and Young People with Medical Conditions Policy & procedures
School Allergy Safety Policy and procedures

2.46 School Cleaning

- Appropriate risk assessments are undertaken for cleaning activities, the working environment and machinery and all cleaning staff are made aware of the hazards and risks associated with their work and what they should do to prevent accidents to themselves and other (control measures).
- Portable electrical appliances are included in the school's electrical inspection and testing programme.
- All cleaning staff receive training/instruction in Health and Safety Induction, Use of Machinery/Equipment, Control of Substances Hazardous to Health and Manual Handling.
- All accidents and incidents involving cleaning staff will be recorded in the MAIN school accident book and will be reported in line with our Accident Reporting Procedures.
- There will be an appropriate defect reporting procedure in place. Cleaning staff should report any identified defects or hazards to their equipment or the environment in line with our Defect Reporting Procedures.
- Equipment, materials and tools will be regularly inspected and appropriately maintained.
- Staff will be made aware of the location of the mains services i.e. Water, Electricity and Gas.
- All cleaning staff are instructed to ensure that they never obstruct Fire exits or escape routes.
- Cleaning staff will be made aware of what to do in the event of fire i.e. how to raise the alarm, evacuation procedures and carry school cordless telephone for use in an emergency.
- Fire drills are on occasion, undertaken while cleaning staff are present so that they become familiar with the fire evacuation routine.
- Cleaning staff are made aware that all equipment MUST be switched off after use and returned to the locked store.

- The use and storage of cleaning chemicals will be subject to a COSHH Risk Assessment which is reviewed regularly and disseminated to relevant staff.
- Cleaning products are only ever decanted into properly labelled spray bottles – never into unlabelled bottles.
- Sufficient colour coded equipment is supplied to Cleaning staff so that they clean specific areas safely, keeping equipment separate from one another.
- Cleaning materials and equipment are kept securely stored when not in use and cleaning staff instructed not to leave cleaning products unattended at any time.
- Warning signs will be displayed when wet mopping for example to warn others that floor may be slippery.
- Cleaning staff are made aware of the location of any asbestos containing materials in the building so that they do not accidentally damage them during their work.
- Cleaning staff are instructed NOT to work at height when there is no-one else in the vicinity – refer to our Work at Height Procedures for further details.
- Cleaning staff are provided with a Cleaning Code of Practice as part of their Induction which includes a Staff Handbook and a Health and Safety Manual.
- Providing there are proper cleaning schedules in place, additional routine cleaning is not generally required during outbreaks of communicable diseases/illnesses. If the Environmental Health Department or UKHSA consider there is a need for extra cleaning this will be arranged with our cleaners. This might particularly be the case if children or staff have had vomiting or diarrhoea on the premises; when toilet areas and door handles etc. may receive extra attention.

References and Useful Links

Control of Substances Hazardous to Health Regulations 2002 (as amended)
Dangerous Substances & Dangerous Atmospheres Regulations 2002
HSE: COSHH
HSE: DSEAR
Workplace (Health, Safety and Welfare) Regulations 1992
UKHSA Health protection in children & young people settings, including education
KAHSC General Safety Series G38a - COSHH
KAHSC General Safety Series G38b - DSEAR
KAHSC Codes of Practice for Caretakers and Cleaning

2.47 Electrical Safety

All staff, and where appropriate, pupils, will be shown how to use equipment, and to switch it off when not in use and at the end of each school day.

Acquiring Electrical Equipment

- All new items purchased will comply with the appropriate British Standard or European equivalent.
- Second-hand acquisitions or electrical equipment lent to, or borrowed by, the school will be checked for electrical safety before use. Any mains operated equipment belonging to staff will also be checked in this way. However, if there is any doubt whether the equipment is safe then it should be labelled 'out of use' and withdrawn until it has been tested and declared fit for use by a competent person.
- Second-hand, borrowed and staff equipment will be recorded as being used and will be included for testing during the regular testing programme (see below).

User Visual Checks

Any item with a plug will be given an informal visual check every time it is used – all staff have been instructed to do this. If a fault is detected, staff will remove the plug to decommission the appliance, if possible. If not, defective appliances will be labelled with a warning instructing others not to use. Staff must then report the fault in line with our Defect Reporting procedures.

Formal Visual Inspections

Formal Visual Inspections of electrical appliances will be undertaken at suitable intervals appropriate to the appliance and the environmental conditions in line with HSE Guidance and KAHSC General Safety Series G17 - Electrical Safety.

Combined Inspection and Testing

Combined Inspection and Testing (PAT) will be undertaken at suitable intervals appropriate to the appliance and the environmental conditions in line with HSE Guidance. A competent person undertakes Combined Inspection and Testing and formal records are held.

Record of Equipment

A record will be kept of all portable items of electrical equipment. When any piece of portable electrical equipment is acquired or removed from the site the record will be updated accordingly.

Residual Current Devices (Circuit Breakers)

These provide an additional level of protection and will always be used:

- when a Premises Licence has been obtained for a public performance;
- when non-school equipment is used;
- whenever any piece of electrical equipment is used outdoors;
- where fish tanks use mains voltage equipment (e.g. pumps heaters and lighting).

Extension Leads

- When being used, we ensure they do not present a tripping hazard, they are not overloaded, the lead is not twisted and there is no strain on the cable. Leads will always be fully unwound from any cable drum;
- Extension cables will never run under carpets or through doorways;
- Extension cables will be checked as part of the regular testing programme;
- Extension cables will be regarded as temporary. Regular use may indicate the need for additional sockets;
- Block style adaptors will NOT be used in school under any circumstances.

Fixed Convector/Fan Heaters

These are maintained and vacuumed out on at least an annual basis by a competent person with records kept.

Kitchen

Fixed electrical equipment in the kitchen is serviced annually by a competent person and kitchen extraction/ducting is checked and specialist cleaned in line with manufacturer's instructions (usually at least annually) with records kept. *This is in addition to routine in-house cleaning which must be done more regularly.*

Fixed Electrical Installation

The main electrical installation will receive a Periodic Electrical Installation Inspection by a contractor registered on the Electrical Safety Register for non-domestic work at periods not exceeding five years. Records will be held. Any remedial work required as a result of the Inspection Report will be undertaken on a risk priority basis.

Other Plant/Equipment

Air conditioning will be maintained in line with manufacturer's instructions with records kept.

The Building Management System (BMS) will be maintained in line with manufacturer's instructions with records kept.

Solar Photovoltaic systems will be maintained in accordance with the requirements set out in BS EN 62446-1:2016+A1:2018 with records kept.

EYFS

Socket covers will be used in unused socket outlets in the early years and foundation stage only where identified as required by school risk assessments.

References and Useful Links

HSE: Electrical safety at work
HSG 107 - Maintaining Portable and Transportable Electrical Equipment
INDG 236 - Maintaining Portable Electric Equipment in Offices & other Low-Risk Environments
HSR 25 Guidance on the Electricity at Work Regulations 1989
HSE L22 - Provision and Use of Work Equipment Regulations 1998: ACOP and guidance
CIPFA Compliance Monitoring for School Premises Management
KAHSC General Safety Series G17 - Electrical Safety
KAHSC General Safety Series G25 - Provision & Use of Work Equipment
School's 5 year Fixed Electrical Certificate
School's Portable Appliance Testing Register

2.48 Gas Installation and Appliances

- School Boilers and appliances are serviced annually by a Gas Safe Registered Engineer and records are kept.
- The gas installation will be inspected every 5 years by a Gas Safe Registered Engineer including pressure testing from the meter to the final appliance.

- Fixed gas equipment in the kitchen is serviced/gas checked annually by a Gas Safe Registered contractor.
- Gas supplies to food technology, science labs and D&T will also be gas checked annually by a Gas Safe Registered contractor with records kept.
- For emergency evacuation procedures relating to Gas Leaks, refer to the School Emergency Plan.

References and Useful Links

Gas Safety (Installation and Use) Regulations 1998
CIPFA Compliance Monitoring for School Premises Management
KAHSC General Safety Series G25 - Provision & Use of Work Equipment
KAHSC General Safety Series G30 - Gas Safety

2.49 Smokefree Workplace

Our school operates a complete smoke-free policy which applies at all times. Smoking (including E-Cigarettes/vaping) is not permitted in any part of the school's premises, including within buildings, within the entrance area to the school, or on land adjacent to the school building (car park, garden areas, walkway etc.) where this forms part of the school premises. This also applies to **any** vehicle being used for school business.

The school's disciplinary procedure will apply for dealing with employees who breach the smoking ban at work. Pupils breaching smoke-free rules will be dealt with according to the School Behaviour Policy.

These rules apply to employees, parents, visitors, members of the public, contractors and others working in or using the school's premises or vehicles. This will be clearly advertised and visitors to the school will be informed of it.

The school will support employees or pupils wishing to give up smoking by advertising and promoting external smoking cessation services and through regular health promotion activities. Resources will also be available to educate pupils and free specialist advice regarding health promotion activity will be provided.

References and Useful Links

NHS
Action on Smoking & Health (ASH)
ASH guidance on developing school policies on vaping

2.50 Transport

Private cars

- Private cars are to be used to transport pupils ONLY when the owner of the car has a valid driving licence and an insurance policy, which covers the carriage of children for school activities i.e. business use.
- Where possible, children should sit in the rear of the car and seat belts are to be worn at all times.
- Any child under 12 years and 4ft 5 in will need to use a booster cushion, and those under 25kg in weight must use a booster seat. Procedures are in place to ensure that this occurs i.e. school keeps a supply of booster cushions or ensures parents supply these when required.
- Booster seats/cushions are not required on the school minibus/hired in minibuses unless children under 12 years of age and under 4ft 5in in height are required to sit parallel to the driver.
- Children will alight from the car on the kerbside, not the roadside.
- Within a normal 4/5-seater vehicle, no more than 3 children will be carried.

Occasional Business Use Insurance

Any staff member who uses their own vehicle/car on school business (for example Administrative Staff who drive to the bank to deposit school money or staff attending work related training courses) should have occasional business use cover on their car insurance schedule. A system has been developed whereby this can be monitored.

Minibus

The school does not own a minibus and only buses/coaches are hired where drivers are provided.

No standing passengers may be carried and all children will wear a seatbelt.

Coach Hire

All coaches hired for school use must be fitted with seat belts. Local firms are contracted.

For the purpose of school excursions, the buses arrive and depart before and after school hours to prevent traffic hold ups outside the main gates. Cars are discouraged from parking near the school on excursion days.

References and Useful Links

KAHSC General Safety Series G11 – Safe use of Minibuses
Outdoor Education Adviser Panel National Guidance http://oeapng.info/ (4.5 a-d)

2.51 On-Site Vehicle/Pedestrian Separation

The School has undertaken a risk assessment of traffic hazards on our site and the following control measures have been implemented to minimise the risk of injury from on-site traffic:

Buses

Where buses come onto the school site this can be an area of high risk which therefore needs to be carefully managed. The following precautions have been taken:

- There is a designated bus stop;
- The school is served by a large number of buses so there are designated and clearly marked bus parking bays. Bays are numbered and buses use the same bay every day to ensure pupils know where to find their bus;
- There are adequate bays for the number of buses serving the site;
- Buses do not reverse on the school site as this is the most dangerous manoeuvre that a bus can make – where reversing is required this takes place before pupils come out of lessons. All buses are reversed into their bays before the end of school. This is closely monitored by the school to ensure that the bus companies meet this requirement;
- We ensure a banksman supervises the safe movement of large reversing vehicles;
- Bus bays and stops are located so that pupils can enter a safe pedestrian area immediately on alighting the bus e.g. they don't need to cross a traffic route to reach the pedestrian area;
- On after school pick up if a bus has not arrived pupils are held back in a safe area – e.g. hall or playground;
- Where buses are parked and waiting for extended periods drivers switch engines off to minimise noise and pollution

Supervision

Staff are proactive in the supervision before and after school and are aware of the need for the following:

- Challenging unauthorised or inappropriate parking which creates a hazard;
- Steering pupils away from traffic hazard areas;
- Supervising bus collections;
- Monitoring bus contract performance e.g. are buses arriving at the required time;
- Staff involved in supervising are clearly visible to traffic and pupils and wear high visibility jackets.

Signs

There is clear information for visitors communicated on signs. These include:

- Entrance and exit sign;
- Directions for deliveries;
- Pick / up drop off point;
- Visitors parking;
- Disabled parking – pick up / drop off point;
- Main entrance to building;
- No parking;
- No parents' cars on site;
- One-way signs (as appropriate).

Vehicle access and parking

- We minimise vehicles allowed onto site, particularly during the start and end of school day to segregate vehicles and pedestrians;
- Delivery times are restricted e.g. to avoid times when there is high pedestrian activity e.g. during lesson changes/break times;
- Overflow parking on games areas is avoided because of the risk of damage to the surface itself, including the spillage of oil;
- There is a staff (and visitor) car park which is segregated from the pedestrian access to the school site by fencing;
- There is no parking on site for staff or visitors;
- There is a one-way system for vehicles;
- Physical protection is in place around vulnerable areas of buildings e.g. bollards or barriers;
- There is restricted access for vehicles e.g. by closing the gates at the beginning and end of the school day;
- Hedges and shrubs are maintained around vehicular areas and car parks to ensure maximum visibility.

Parents cars

Provision for parents' cars at the beginning and end of the school day can be a major issue and we try to manage this in the following ways:

- Parents are encouraged to walk their children to school;
- The school has a clear policy regarding allowing parents' cars on site to pick up and drop off pupils.
- This policy is communicated to parents through regular reminder letters in the event of a problem.
- We discourage allowing parents' cars onto site unless this is a planning requirement.
- Co-operation of parents is sought e.g. persuading them to park away from the entrance and to NEVER park on yellow zig zags;
- Where parents' cars are allowed on site there is a marked and designated pick up and drop off point;
- Parents' cars are not allowed on site as space is constricted and there is a need for three point turns before being able to exit.

Pedestrian routes

- Separate access for pedestrians and vehicles is in place;
- For well used paths within the grounds, widths of 3m or more are in place to assist parents with prams;
- Barriers or rails have been erected to prevent pedestrians crossing at particularly dangerous points;
- Pedestrian routes avoid abrupt changes of angle and follow direct lines wherever possible;
- Children's play areas are sited away from parked cars **or** suitably segregated with appropriate barriers;
- Gates are closed/locked at break times or fitted with high level handles;
- There are designated crossing points located at safe places with appropriate signs and markings.

References and Useful Links

Workplace (Health, Safety and Welfare Regulations) 1992
CIPFA Compliance Monitoring for School Premises Management

2.52 Personal Protective Equipment

PPE is defined as 'all equipment (including clothing affording protection against the weather) which is intended to be worn or held by a person at work and which protects the person against one or more risks to that person's health or safety, and any addition or accessory designed to meet that objective'.

Where we find PPE to be necessary after a risk assessment, using the hierarchy of controls below, we have a duty to provide it free of charge.

PPE will be regarded as the last resort to protect against risks to health and safety. Engineering controls and safe systems of work will be considered first.

We will consider controls in the following order, with elimination being the most effective and PPE being the least effective:

- **Elimination** – physically remove the hazard;
- **Substitution** – replace the hazard;
- **Engineering controls** – isolate people from the hazard;
- **Administrative controls** – change the way people work;
- **PPE** – protect the worker with personal protective equipment;

Workers will be provided with PPE free of charge, where required. This means assessing the residual risk once all other measures (such as engineering controls) have been taken.

We will then ensure suitable PPE is:

- provided;
- compatible;
- maintained;
- correctly stored;
- used properly.

We will also provide training and instruction in its use to all our workers. We cannot charge workers for PPE they require to carry out their work.

- Workers can request PPE through the Health and Safety Coordinator.
- Re-usable PPE will be subject to periodic inspection to confirm its continued suitability, and where appropriate, subject to routine maintenance.

- Workers and pupils must use PPE as instructed and report any defects or other problem promptly to the Health and Safety Coordinator.

On 6 April 2022 the Personal Protective Equipment at Work (Amendment) Regulations 2022 (PPER 2022) came into force and amend the 1992 Regulations (PPER 1992). They extend employers' and employees' duties regarding personal protective equipment (PPE) to limb (b) workers.

Limb (b) describes workers who generally have a more casual employment relationship and work under a contract for service. Generally, workers who come under limb (b):

- carry out casual or irregular work for one or more organisations;
- after 1 month of continuous service, receive holiday pay but no other employment rights such as the minimum period of statutory notice;
- only carry out work if they choose to;
- have a contract or other arrangement to do work or services personally for a reward (the contract doesn't have to be written) and only have a limited right to send someone else to do the work, for example swapping shifts with someone on a pre-approved list (sub-contracting);
- are not in business for themselves (they do not advertise services directly to customers who can then also book their services directly).

As every employment relationship will be specific to the individual and employer, the precise status of any worker can ultimately only be determined by a court or tribunal.

Note: These changes do not apply to those who have a 'self-employed' status.

We will ensure that there is no difference in the way PPE is provided to our workers, as defined by PPER 2022. This means assessing the risk and ensuring suitable PPE is provided, when needed, to all people that fall under the definition of 'worker'.

References and Useful Links

Personal Protective Equipment at Work Regulations 1992 (PPER 1992)
Personal Protective Equipment at Work (Amendment) Regulations 2022 (PPER 2022)
HSE: Personal protective equipment at work (L25)
HSE: Personal protective equipment (PPE) at Work
HSE: Respiratory Protective Equipment (RPE)
HSE: COSHH Basics - personal protective equipment (PPE)
HSE: Construction Work - personal protective equipment (PPE)
KAHSC General Safety Series G37 – Personal Protective Equipment

2.53 Physical Education, School Sport and Physical Activity (PESSPA)

The law expects that all physical education teachers will work within a 'modus operandi', which identifies all the foreseeable safety problems associated with the activities undertaken. The school must declare its own policies and practices, which will eliminate foreseeable risks. The Head teacher must ensure that such a system is operable, even by recently appointed staff. At least one teacher has been identified whose responsibility it is to see that safe practice is realistic and working day to day. The law will expect that an individual school's code of safe practice in physical education will reflect its own particular needs according to its programmes and premises in addition to factors which it may have in common with other similar establishments.

There is a separate Policy for Physical Education, School Sport and Physical Activity (PESSPA) which includes the named person responsible for ensuring that safe practise is carried out. Guidance offered in the *'AfPE Safe Practice in Physical Education, School Sport and Physical Activity'* online resource is followed. The responsible person must ensure that staff have had specific training in any specialised activities (i.e. Trampolining). Records are kept of who has what qualification and when it is due to be renewed.

All pupils are instructed to safely move and handle equipment they use for PESSPA activities. Staff supervise the erection and dismantling of PESSPA equipment at all times and not allow children to do this on their own (unless their age and capabilities allow). The teacher in charge will ensure that there are sufficient children involved in moving the equipment to avoid any strain or discomfort and will themselves assist in the actual process of erecting and dismantling.

Risk Assessments are undertaken of all PESSPA activities so that control measures to eliminate or reduce the likelihood of an accident occurring can be implemented. Risk assessments will be monitored and reviewed regularly and be disseminated to relevant personnel. Clear written guidance, rules and procedures for use of equipment will be provided.

There will be adequate supervision of activities, and staff will be competent to lead activities in their given areas of expertise.

We ensure there is adequate storage for equipment. PE mats are held in a fire-resistant store with doors kept locked when not in use.

Jewellery is not permitted to be worn during any form of PESSPA or movement exercises. There is clear guidance within the School Prospectus concerning appropriate clothing and footwear for physical activities.

Inspection of Gymnasium Equipment

- Regular inspections will be made of halls, floors, gyms and equipment.
- PESSPA Equipment will be inspected before use.
- More detailed inspection to check the operation and stability of the equipment and also look for evidence of wear will be carried out by staff every 1 to 3 months, or as indicated by the manufacturer's instructions. An inspection record will be kept.
- Equipment will also be formally inspected at least annually by a competent contractor in accordance with the manufacturer's instructions to establish the overall condition of the equipment, foundations and surfaces. The level of competence of the person carrying out the inspection will vary with level of risk associated with the complexity of the equipment.
- If at any inspection equipment is found to be in need of repair, it will be removed, replaced or repaired immediately. If this is impractical, steps will be taken to ensure that it presents no danger to children by immobilisation or erecting protective fencing. The repair will then be completed as soon as possible.

References and Useful Links

Association for Physical Education (afPE)
AfPE Safe Practice in Physical Education, School Sport & Physical Activity online resource
KAHSC General Safety Series G05 – Jewellery & Personal Effects
KAHSC PESSPA Policy - Primary Schools
KAHSC PESSPA Policy - Secondary Schools
School PESSPA Policy

2.54 Safe Use of Playground Equipment

Supervision

Children will be supervised at all times whilst using outdoor play equipment; risk assessments will be conducted to determine the appropriate number of people required to supervise play areas (this takes into account observation points, line of sight etc.). Supervising staff are made familiar with the equipment, the rules for use and of the ability of the children.

General guidelines

- The pupils will be educated about the use of climbing equipment.
- Staff/supervisors on duty will ensure that outdoor play equipment is visible and can be appropriately supervised when in use and will make regular checks for defects and report them as appropriate.
- Where necessary, a rota for use, taking into consideration the age and number of children using it at any one time will be enforced and staff/supervisors will ensure pupils behaviour appropriately.
- Consideration will always be given to weather conditions and outdoor play equipment will NOT be used during wet or icy conditions.
- Where equipment is sited on grassed areas it will be kept out of use in wet weather and for an appropriate length of time afterward to allow the ground to be sufficiently dry.
- Apparatus will only be used at appropriate times when supervised. Parents will be informed that the apparatus is for school aged children only and not to be used before and after school.

Clothing/Footwear

- Suitable clothing should be worn. Hazards can arise from unfastened coats, woollen gloves, scarves, ties, etc.
- Appropriate footwear must be worn. Hazards arise from slippery soles, open toed and sling back sandals, heels and untied laces, etc.
- Staff on duty will ensure that children not dressed appropriately are not permitted to use the equipment.

Zoning of Activities

Consideration has been given to the range of activities occurring within the playground area:

- Ball games/chasing games are sited away from the climbing area.
- In the nursery play area, wheeled toys in particular, are be used away from the climbing area.

Play Equipment Standards

- All **new** outdoor play equipment is designed, constructed, installed and maintained in accordance with European standards BS EN 1176 and BS EN 1177.
- The independent competent person carrying out annual inspection and maintenance will advise whether any alterations need to be made.
- In order to ensure compliance, we only use manufacturers/contractors with appropriate play industries registration when planning to install new outdoor play equipment. We will also check that companies have API (Association of Play Industries) or BSI registration for equipment manufacture and installation.
- Scrambling and climbing elements do not exceed 3 metres; for children below 5 the height does not exceed 1.6m.
- Structures have been spaced clear of each other to prevent one activity interfering with another, and are clear of walls, fences etc.

Safety Surfaces

- **All** products meet the appropriate BS EN Standards. Both **portable** and **fixed** climbing equipment with a fall height of 600mm has an impact-absorbing surface when used outside.
- The extent of surfacing around static equipment extends at least 1.75m beyond the outermost points of the base of the frame.
- Where bark is used this area is a minimum of 300mm deep with a recommended particle size of 38mm max and 12mm min. Additional bark is available to top up to the original level.

Inspection and Maintenance

When new equipment is installed, a post installation inspection will be arranged through the installer. BS EN 1176 recommends that all outdoor play equipment be inspected and maintained on a regular basis e.g.:

Informal Daily/pre use checks by staff - All staff with playground duties are responsible for checking equipment and surfacing before use, concentrating on the following points:

- No evidence of obvious wear / damage
- Area safe from health hazards e.g. needles, glass, faeces etc.
- Impact absorbing surfaces no cuts, tears, wear or unstuck areas
- All fastening tightly secured
- No broken chains, stretched links or loose or twisted shackles
- Uprights unbroken and firm in the ground

Where any defects / hazards are identified appropriate steps will be taken to prevent use until problems have been satisfactorily resolved.

Weekly Formal Inspection (in-house) - A more thorough check of the equipment will be conducted on a weekly basis and records will be held on the Weekly Outdoor Play Equipment Checklist. Completed records will be held in the Buildings Register.

Annual inspection - A detailed certified inspection by an independent competent person capable of inspecting to BS EN 1176 and 1177 will be conducted at least annually by a competent contractor. Such checks ensure safety and identifies any improvements required in terms of the European standards. Any recommended repairs are undertaken, or the equipment taken out of use until funds are available to carry out the repairs or improvements.

References and Useful Links

BS EN 1176:2008 1-7 - Playground Equipment
BS EN 1177:2008 - Impact Absorbing Playground Surfacing Safety Requirements and Test Methods
DfEE – "Playground and Safety Guidelines"
API – "Guide to Outdoor Play Area Installation"
Institute of Leisure and Amenity Management – "Outdoor Play Areas for Children"
National Playing Fields Association – "Towards a Safer Adventure Playground"
ROSPA – "Children's Playgrounds"
ROSPA – "A Guide to the New European Playground Equipment and Surfacing Standards"
CIPFA Compliance Monitoring for School Premises Management
KAHSC General Safety Series G33 – Outdoor Play Equipment

2.55 Supervision of Pupils

Children will not be left unsupervised at break times. All staff, volunteers and pupils will be aware of any special site hazards an out of bounds areas. Within reason off sites break times should not be less than those for on-site break-times.

Supervision of Pupils Before and After School

Teachers can reasonably be asked to be available to supervise children at school up to 10 minutes before school starts and for the same period after school ends, and any such supervision time is included in teachers' directed time. The relevant section of the teachers' conditions of Employment requires teachers to supervise pupils "whether… before, during or after school sessions".

As far as the supervision issue is concerned, there is no statutory legislation which covers the supervision of pupils before and after school. Parents must ensure that their children arrive at, and are collected from, school at the appropriate time either by delivering to/collecting from the school themselves; permitting them to walk to and from school alone or ensuring that, for those entitled to home-to-school transport, the child arrives at a pre-determined pick-up point and making arrangements for them to return home from the pre-determined drop off point. Having said that, pupils cannot be expected to arrive at school all at the same time when parents will themselves be leaving for work at different times. In addition, school transport arrangements mean that there are early arrivals in the morning and perhaps pupils waiting for buses after school. While the school's duty of care exists so long as the pupils are on the school premises with the school's consent, it is unreasonable for the school to have to take responsibility for children arriving at school before supervision could reasonably be expected. Similarly, arrangements for collection of pupils at the end of the school day must also be reasonable.

In the case of pupils arriving/leaving on school transport, it is important that staff are available to supervise pupils as they arrive at school. Depending on the age and/or ability of the pupils, supervision may begin when they enter the school grounds. In some cases, however, circumstances may dictate that pupils are collected from the vehicle by a member of staff in person. Should it be felt that the transport is arriving at the school at an unreasonable time, we will contact the LA School Transport Team where they will try to assist.

Communication with parents in these situations is particularly important. The school prospectus states when the school will take responsibility for children before school opens and at the end of the day and reminds parents that before/after then, there will be nobody to supervise pupils. If, for any reason, arrangements have to be changed, then the parents will be told well in advance. This is particularly important at schools where for many years, teachers and/or ancillary workers have arrived at school in time to supervise any early arrivals, i.e. prior to the 10-minute period before school starts.

Younger i.e. foundation age pupils should be kept in school and handed to parents/carers once they arrive. This may also be necessary for pupils in KS1 but is not statutory. Any pupils with special educational needs will be considered separately when a risk assessment will be used to determine the supervision and handover procedure of the pupil concerned.

Children who arrive at school knowing that supervision arrangements are not in operation are there at their own risk, and parents will be informed that during this time, the responsibility for the safety of those pupils rests with the parent/carer. However, should a member of staff be present and a dangerous situation develop, then legally as well as professionally and morally, the member of staff should attempt to intervene or to seek assistance, as the situation requires.

Start of the School Day

- The school should ensure parents are fully aware of the points at which responsibility for the care of their child passes from them to staff and vice versa;
- There are clear procedures for welcoming pupils into the School. The school doors are closed at 9.00am. After this time, pupils must report to the main school office via the main entrance;
- Teachers are in their classrooms by 8.40am;
- Registration is taken at the beginning of the school day and immediately after the pupils' return from lunch in order to ensure that all are accounted for;
- As a Multi-block school the main building has a reception desk and access control. Signage directs all visitors to this entrance. It is impractical to have access control on all other blocks so pupils will be safeguarded in these other blocks by other methods such as supervision. At lesson changes the entrances to these blocks are supervised. Unauthorised visitors will be challenged by staff;
- Reception is a secure area and visitors cannot gain access to other parts of the school without being challenged or at least seen by a member of staff;
- Main entrance doors are fitted with a remote access intercom and a camera so that visitors can be seen prior to being allowed entry. Only authorised visitors are allowed access.

During Lesson Time

- Staff mark registers promptly and accurately on Arbor – morning and afternoons.

- All staff must ensure that external gates to areas outside the school grounds are secured when children are learning outside and adequate supervision is maintained;
- If children leave their classroom to work in other parts of the school, the class teacher must ensure that adequate supervision is maintained at all times and pupils are accounted for on return to the classroom;
- Updated contact information for parents is sought regularly and maintained;
- Behaviour Management Plans are in place for pupils with challenging behaviour including those who may be 'flight risks';
- There is a conflict between fire and security in schools and security issues take precedent at our School as there are some children in school with challenging behaviour meaning they are a constant and real flight risk. It is acceptable to secure internal or external exit doors with very simple cabin hooks, sliding bolts or basic door chains at height in the event that a child tries to leave the building without permission or authorisation as the risk of a child escaping is far greater than the risk of a fire starting. It is also acceptable for Maglock buttons and break glass boxes to be sited at height for the same reason. Children are never left unsupervised so there is always an adult available to unhook bolts/hooks/chains and worse-case scenario, a child could easily use a chair to reach the hook/bolt/chain. Maglocks are hard wired to the fire alarm so disengage when the fire alarm sounds. Where this is the case, this is clearly stated in the school Fire Risk Assessment. Generally, these security devices are installed in order to slow down the exit of a child rather than prevent exit altogether.

During Break Times

- Sufficient numbers of duty staff should be on the playground before children come out and for the duration of the break;
- All staff must ensure that external gates to areas outside the school grounds are secured when children are playing outside and adequate supervision is maintained;
- Staff patrol all areas of the playground throughout the session and are allocated specific 'sentry' points during break times.
- The use of two-way radios by duty staff will be considered to enable speedy responses/action.

End of the School Day

- Gates are opened at 3.00pm.
- Children leave by assigned exits;
- Children in Foundation Stage and Years 1/2/3 and 4 are collected by their parents. Staff call the children when they see the parent or nominated alternative adult and hand the child over;
- In Upper KS2, children are escorted to the cloakroom and staff should ensure they leave the building, walk along the footpath and exit the gate in an orderly manner.

Wraparound care (AM and PM) and extended school activities

- Thorough risk assessments will be carried out;
- A register of pupils will be taken;
- Consent will be obtained from parents with contact numbers and details of how the children are to get home and with whom.

Non-Collection of Pupils

15 minutes after non-collection at the normal time	Call pupil's emergency contact numbers in hierarchical order.
30 minutes after non-collection at the normal time	Continue to make repeated attempts to contact the normal emergency contact numbers provided by the parent/carer. If still no response, call the Police and explain a child has not been collected.
1 hour after non-collection at normal time	Telephone **Westmorland & Furness Multi-Agency Children's Hub (MACH):** 0300 373 2724 and seek further advice, providing the pupil's name, age and the details of all provided contact numbers.
A full written report of the incident will be recorded and held. Ofsted will be made aware of any serious childcare incidents but usually only if the Police or Children's Services are involved and concerns remain for a child's welfare.	

Off-Site Visits

The school will take all reasonable precautions to ensure that whilst children are on off-site visits, they are appropriately supervised by members of staff, parents, volunteers and others.

- Thorough risk assessments are conducted and adequate staff/pupil ratios are provided when pupils leave the school premises;

- Permission from parents is obtained generically when pupils first start their school career, for all residential trips, trips abroad and adventurous activities and parents are notified in advance of all off-site visits;
- Mobile telephones are taken on every visit and emergency contact numbers left at school (and on-line with Kym Allan Safeguarding, Health & Safety Consultants Ltd. for Level 2 trips);
- If the off-site visit involves coach travel or travel on public transport, the group will be counted on and off the vehicle with an additional head count before the vehicle moves off;
- At the venue, all children will be given details of where the meeting point is. Regular head counts will be taken when moving from place to place;
- In some circumstances, and where is it deemed appropriate, children will be provided with a card which indicates the school name and the name and telephone number of the accommodation at which they are staying;
- Where children are given 'free time' they will be required to stay together in groups of not less than 3.

References and Useful Links

Cumberland Safeguarding Children Partnership (CSCP) / *Westmorland and Furness Safeguarding Children Partnership (WFSCP)*
DfE: Keeping children safe in education
DfE: Working Together to Safeguard Children
School's Child Protection Policy & procedures, Missing Child procedures, Site & Building Security procedures and relevant Risk Assessment(s)

2.56 Stage Use, School Performances/Events and Drama in Education

We will conduct a risk assessment prior to any performances/events to identify any potential hazards including but not confined to:

- Suitability of staging:
  - In the case of stage blocks/modular staging, the stage is put together following the manufacturer's instructions. Pupils are permitted to assist, but are supervised at all times and given suitable safety instructions;
  - Fixed stages are maintained to a safe standard and regularly inspected to identify hazards and prevent accident and injury;
- Floor surfaces;
- Portable appliances/equipment:
  - use of dry ice and smoke machines;
  - strobe lighting;
  - use of residual circuit breakers (RCDs);
- Lighting, props, and storage of items;
- Work at height;
- Manual handling;
- Accessibility;
- Evacuation procedures/safety instructions to audience (see below);
- Housekeeping;
- First aid.

- All of our school performances are for the benefit of parents, grandparents and friends of the school only which would be deemed 'Private Entertainment'. No admission charge is ever made. Therefore, performances at our school are NOT Regulated Entertainment so are not Licensable as defined by the Licensing Act 2003. A Premises Licence is therefore NOT required.
- We develop a written evacuation procedure prior to each performance/event (Performance/Event Evacuation Plan); ensure that all staff are aware of their responsibilities should an evacuation be required during a performance/event and ensure this is clearly displayed. The performance/event leader also ensures this is explained to audiences/participants at the beginning of any such performance/event.
- Calculated Hall Capacity for the hall is not exceeded unless suitable mitigating controls are introduced and included in the fire risk assessment.
- Seating, modular staging/stage blocks and trade stalls for example never obstruct fire escape routes/doors.
- Good housekeeping will be maintained to remove combustible items to minimise the risk of fire.
- Reference should also be made to the school Fire Risk Assessment held separately.

References and Useful Links

Arts on the Move: Drama in Education
Regulatory Reform (Fire Safety) Order 2005

HM Government Fire Risk Assessment in Educational Premises
KAHSC General Safety Series G35a - Fire Safety Management
KAHSC General Safety Series G35b - Emergency Evacuation Arrangements for People with Disabilities
KAHSC General Safety Series G41 - Managing Performances & Events
School's Emergency Plan, Stage and Drama/Performances Risk Assessments, Evacuation Plans, Fire Risk Assessment and PEEPs/GEEPs

2.57 School Swimming Pool

All activities associated with the school pool will be conducted in accordance with the HSE publication HSG179 - 'Managing Health and Safety in Swimming Pools'.

The Pool Committee is responsible for monitoring the facilities and activities associated with the outdoor swimming pool and will ensure:

- Safe systems of work are in place for the pool during school time and out of hours;
- Cleanliness of water and facility and ensuring temperature is correct;
- Hygiene - legionella water quality, life-saving equipment/supervision;
- First aid equipment available;
- Safe procedures and pool rules displayed where appropriate;
- Security of pool, including restricted access;
- Responsibility for cleaning the pool - use of chemicals etc. within the pool environment, safe handling, storage, security, etc.;
- A designated person is responsible for dosing and treating the pool and is adequately trained and competent to do so. Retraining will be carried out should there be any staffing changes;
- Adequate maintenance of the pool and associated plant and equipment;
- Competent staff supervise swimming activities and act as lifeguards who have attended suitable training which is refreshed a required intervals;
- There are a sufficient number of trained personnel supervising swimming lessons.

A specific plan for the pool management is documented and brought to the attention of all relevant parties including both Normal Operating Procedures (NOP) and Emergency Operating Procedures (EOP).

References and Useful Links

Swim England
Swimming Teachers Association (STA)
Royal Life Saving Society (RLSS) UK
Association for Physical Education (afPE)
HSE – Managing Health and Safety in Swimming Pools
KAHSC General Safety Series G38a - COSHH
School's NOP and EOP

2.58 Animals in School

Animals can play an important role in the education of children who can learn about their needs and characteristics. Before animals are allowed in the school, suitable and sufficient risk assessment will be carried out, including any planning which needs to be considered for pupil or animal welfare. We will ensure that any animals kept by the school will be cared for in line with the appropriate welfare requirements.

Recognised publications and guidance e.g. CLEAPSS guides and the UKHSA Health protection in children & young people settings, including education will be used to determine suitable animals, inform risk assessments, and will be available when keeping animals in school.

References and Useful Links

UKHSA Health protection in children & young people settings, including education
DfE: Emergency planning and response for education, childcare, and children's social care settings
NHS Health Conditions A to Z
HSE - Blood Borne Viruses
CLEAPSS Website
KAHSC Medical Safety Series M06 – Preventing BBVs
School Emergency Plan

2.59 Sun Protection

We are aware of the dangers that over exposure to ultraviolet (UV) radiation from the sun can have on a person's health

and skin from becoming sunburned to developing skin cancer and we acknowledge the importance of sun protection. We want staff and pupils to work in and enjoy the sun safely. Following these procedures will help us all achieve this.

IMPLEMENTATION

As a school we will:

a) Develop staff awareness, i.e. provide information and teaching resources about sun safety like the NHS advice https://www.nhs.uk/live-well/healthy-body/sunscreen-and-sun-safety/ and the Sunsmart resources below.
b) Promote the SunSmart skin cancer prevention messages by using the SMART code:

- **S**tay in the shade 11am-3pm
- **M**ake sure you never burn
- **A**lways cover up with a t-shirt, hat, and sunglasses
- **R**emember to take extra care with children
- **T**hen use at least factor 30+ sunscreen; (the NHS advises that you can burn in the UK, even when it is cloudy and recommends that from March to October children and young people wear sunscreen that is min. 30+ SPF for UVB protection and 4* or higher for UVA protection).

and we will implement the concepts of "Slip, Slop, Slap, Seek and Slide":

- **SLIP** on clothing to cover your arms and legs
- **SLOP** on sunscreen with factor 15+ (30+ is considered best practice)
- **SLAP** on a wide-brimmed hat
- **SEEK** shade or create your own shade
- **SLIDE** on some UV protective sunglasses

c) Ensure messages are consistent for all staff and pupils about the need to cover up and use sunscreen regardless of how dark their skin is because skin cancer may be less prevalent in people with darker skin, but it is often more serious if it develops and prevention works best.
d) Implement other sun safety precautions to include using lip balm with a SPF of 15+, providing tips and reminders to families and staff about sun safety like using parasols effectively and recommending families and staff perform regular skin examinations at home.
e) Require all topical sun protection products that belong to pupils (balms, sunscreen etc.) to be clearly labelled and no pupil should share products belonging to any other pupil unless we have received a valid parental request to allow it and there are no reasons why we should not agree.

SUPPORTING STRATEGIES

Education

We will ensure:

- All pupils will have at least one SunSmart lesson per year (see Sunsmart Lesson Plans)
- We talk about how to be SunSmart in assemblies at the start of the summer term and before summer break (see Sunsmart Assembly Plan).
- The dangers of the sun will form part of the PSHE/science curriculum.
- We provide families with information about recommended preventive strategies for sun safety through our website, newsletters, & letter home at the end of the spring term.
- Staff, parents, pupils, and visitors we invite are particularly SunSmart on special or extended outdoor activities like PE days, educational visits and sports days by giving good notice to them about events and what pupils, spectators and others need to bring or wear.
- All staff with any role that involves work outdoors or with pupils in the sun, attends a SunSmart training workshop run by one of our own experienced staff members at the end of the spring term and information on sun safety will be provided on the staff network and in the staff room.

Protection

This is an ongoing process, but our key sun protection measures are as follows:

Shade

- We provide a balance of indoor and outdoor activities during peak sun times and provide an indoor area to allow pupils to shelter from it. Supervisors will monitor pupil movement. When the sun is strong, we will encourage pupils to sit/play in the shade where it is available.
- We have reviewed the shade available in our outdoor areas that we use for work and play between 11.00am and 3.00pm. The resulting action plan is implemented and monitored by the governors responsible for Health & Safety

and Buildings & Grounds. The action plan simply identifies where shade is needed most and why, whether it is reasonably practicable to provide more shade, and the short-, medium- and long-term plan to achieve what is possible e.g., whether we could:

- plant mature trees in play areas and involve children in the planning for and care of these;
- add other structures to give shade like buildings, pagodas, awnings, planting up trestles etc.;
- provide shaded seating e.g., under trees, putting parasols over picnic benches etc.

Timetabling

- In the summer months we will aim to schedule outdoor activities, off-site trips and PE lessons before 11.00am and after 3.00pm if appropriate. If unavoidable, we will ensure use of appropriate sun protection measures (shade, hats, clothing, sunscreen etc.).
- Sports day and other outdoor events will be held in the morning and finish before lunch if possible.
- In hot weather we will increase opportunities in the day for children to drink and our monitoring of their fluid intake. We will also take steps to ensure parents or carers are aware that their babies under a year old are very likely to need more expressed or formula milk, and to make sure we are following their wishes about supplementing the milk with cool boiled water.
- When our PTA organises outdoor events for the benefit of school and pupils, especially on school premises, we will share important points from school procedures like these about sun safety to help them plan safe and fun events e.g. making the most of our shade.

Clothing

- When outside in sunny weather, pupils are required to wear hats that cover the ears, face, & neck.
- Sunhats are considered part of school uniform and pupils will be actively encouraged to wear them.
- We keep a supply of sun hats in case a pupil does not arrive for the day with one and we have a system in place to monitor pupils who regularly don't have with them what they need each day so we can take appropriate action.
- Pupils are encouraged to wear tops that cover their shoulders (vests/strappy tops are discouraged).
- If they can do so safely, children and babies over 6 months are allowed and encouraged to wear CE or BS:12312-1:2013 E marked UV protective sunglasses when outside during sunny weather.
- All staff, especially teachers and play leaders, will lead by example and be seen to adhere to sun safe practices e.g., wearing hats on playground duty and when teaching outdoors on sunny days.

Sunscreen

- Sunscreen use will be encouraged on days when the sun is strong in the summer term during breaks, PE lessons, and on school trips. Extra sunscreen will be available in case pupils forget their own.
- Parents are encouraged to apply or get their child to apply a long-lasting sunscreen before school and to provide a clearly labelled supply of it in case it needs to be reapplied during the day. Babies over the age of 6 months can use a suitable sunscreen.
- Any sunscreen/ protection provided by parents for their child must be in the form of a cream, lotion or push-up stick. Pressurised aerosol sprays are not permitted. This must be communicated with parents in Summer Term.
- Normally, pupils will be encouraged to apply their own sunscreen under the supervision of an adult.
- Appropriately vetted adults may help pupils apply sunscreen to their face, neck, and arms, but pupils should apply it to their own legs. Adults may only apply sunscreen when another adult is present.
- Staff will apply sunscreen to pupils who cannot apply it effectively themselves. Generally, these will be pupils with special educational or physical needs or very young pupils.

References and Useful Links

Skcin (The Karen Clifford Skin Cancer Charity) Sun Safe School Scheme
Cancer Research SunSmart website
NHS: Sunscreen and Sun Safety
National Cancer Intelligence Network (NCIN): Skin Cancer Hub
KAHSC General Safety Series G31 – Severe Weather Procedures
School's own Intimate Care Procedures

2.60 Pond

- See Pond Risk Assessment.

References and Useful Links

RoSPA Pond Safety Advice
KAHSC General Safety Series G28 – Guidance on School Ponds

2.61 Trees

Where we have trees in our grounds, tree surveys are undertaken at appropriate intervals by a competent person and a copy of the Tree Survey Report is held in school. All recommendations are appropriately actioned using a contractor who is a member of the ARB Approved Contractor Scheme (run by the member of the Arboricultural Association).

The condition of trees on site will be closely monitored (including after storms or strong winds); the trees managed and the site **re-surveyed periodically**, with recommendations acted upon on a risk priority basis. We contact the Local Authority before any SIGNIFICANT work is undertaken on our trees.

References and Useful Links

The Arboricultural Association
HSE: Managing the Risk from Falling Trees
Forestry Commission
CIPFA Compliance Monitoring for School Premises Management

2.62 Behaviour

The school considers the safety aspects which could arise in relation to behaviour. Reference should be made to the School Behaviour Policy, Code of Conduct for Staff & Other Adults and Restrictive Intervention including the Use of Reasonable Force Policy held separately.

To support the safe and effective management of behaviour and to minimise risk to pupils, staff and others, the school has designated members of staff who are fully trained in PRICE strategies and interventions. These staff ate trained to use preventative approaches, de-escalation techniques and, where necessary, approved physical intervention methods in accordance with school policies and relevant guidance. A current record of PRICE trained staff is maintained by the school and reviewed regularly to ensure training remains up to date.

Employee Declaration

St Martin & St Marys CE Primary School

HEALTH AND SAFETY POLICY

I acknowledge acceptance of and the fact that I have been made aware of the contents and location of the School's Health and Safety Policy dated **[Insert Date]** and its associated guidance and have been made aware of my general health and safety responsibilities along with any specific roles and responsibilities for health and safety and safeguarding that have been assigned to me.

Name	Job Title	Signature	Date