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Health and Safety Management System

Prepared by

Wirehouse Employer Services

Introduction

The main purpose of health and safety law is to prevent unsafe acts or situations which may arise, thus reducing the likelihood of accidents occurring and preventing injury or loss of life. Safety legislation provides clear information and guidance for us, it has been formulated to assist and protect us all. Risk occurs, it is an inevitable factor, but it must be managed to create a safe working environment.

We take health and safety seriously and we understand our duties as an employer. It is our intention to fully embrace all aspects of health and safety law applicable to us.

We intend to manage and conduct our activities safely to avoid any harm to persons who may be affected either directly or indirectly by our activities.

Our Health and Safety Management System and documentation has been prepared following the Health and Safety Executive defined guidelines as set out in the guidance note 'HSG65' and utilises agreed principles to achieve our intentions: a safe place of work. It follows the Plan, Do, Check, Act, concept of risk management.



Health and Safety Management System

Our Health and Safety Management System consists of the following elements:

Our Health and Safety Management System is provided to state our intentions and set a clear direction for people to follow. We expect all our staff to understand and comply with our arrangements.

We have ongoing commitments to achieve our intentions and maintain high standards. To help us meet these commitments staff will be empowered to assist with certain tasks. Information is provided to staff describing responsibilities and duties of key people. We will provide training where it is required.

To ensure our workplace is safe and risk is managed effectively we have devised safety arrangements. It is important that we fulfil our duties with respect to legislation and guidance that applies to us. We recognise that continuous improvement is vital to help us maintain our standards and achieve compliance.

An amendment status record is included at the end of this section. This information helps us to manage and control our documentation ensuring it remains current.

The Health and Safety Management System will be reviewed at least annually. The date of review will be indicated on the Health and Safety Statement of Intent.

Overview - Legislation

We have a moral and legal duty to ensure the safety of everyone at work and those affected by our activities. This responsibility is reflected in Common Law, Statute Law, and regulatory enforcement.

Health and safety legislation goes beyond common sense, imposing absolute, practicable, or reasonably practicable duties. We ensure compliance through suitable risk assessments, systems, and control measures, supported by appropriate employee training.

Compliance starts with identifying relevant legislation and implementing robust safety systems, followed by regular checks and audits to maintain standards. Regulatory bodies expect adherence, and enforcement actions—including fines under Fee for Intervention (FFI)—can follow breaches, regardless of whether an incident has occurred.

Key health and safety legislation is freely available online, with user-friendly guidance from the Health and Safety Executive (HSE) at www.hse.gov.uk. We will obtain and reference the most relevant legislation to establish and maintain an effective Health and Safety Management System.

A summary of applicable legislation follows for reference.

UK Legislation

1. Animal Activities Licensing Regulations 2018 (AAL)
2. The Building Regulations 2010 (as amended)
3. The Control of Asbestos Regulations 2012
4. The Construction (Design and Management) Regulations 2015 (CDM 2015)
5. The Control of Noise at Work Regulations 2005
6. The Control of Substances Hazardous to Health Regulations 2002 (as amended)
7. The Control of Vibration at Work Regulations 2005
8. The Corporate Manslaughter and Corporate Homicide Act 2007
9. The Dangerous Substances and Explosive Atmospheres Regulations 2002
10. The Electricity at Work Regulations 1989
11. The Employers' Liability (Compulsory Insurance) Act 1969
12. The Employment of Women, Young Persons and Children Act 1920
13. The Employment Rights Act 1996
14. The Environmental Protection Act 1990
15. The Equality Act 2010
16. The Regulatory Reform (Fire Safety) Order 2005
17. The Gas Appliances (Safety) Regulations 1995 (as amended)
18. The Gas Safety (Installation and Use) Regulations 1998 (as amended)
19. The Hazardous Waste Regulations 2005 (as amended)
20. The Health and Safety at Work etc. Act 1974
21. The Health and Safety (Consultation with Employees) Regulations 1996 (as amended)

22. The Health and Safety (Display Screen Equipment) Regulations 1992 (as amended)
23. The Health and Safety (First Aid) Regulations 1981 (as amended)
24. The Health and Safety (Safety Signs and Signals) Regulations 1996 (as amended)
25. The Health and Safety (Training for Employment) Regulations 1990
26. The Health and Safety Information for Employees Regulations 1989 (as amended)
27. The Health and Safety Offences Act 2008
28. The Lifting Operations and Lifting Equipment Regulations 1998
29. The Management of Health and Safety at Work Regulations 1999 (as amended)
30. The Manual Handling Operations Regulations 1992 (as amended)
31. The Personal Protective Equipment at Work Regulations 1992 (as amended in 2022)
32. The Pressure Systems Safety Regulations 2000
33. The Provision and Use of Work Equipment Regulations 1998
34. The Public Health (Control of Disease) Act 1984
35. The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
36. The Safety Representatives and Safety Committees Regulations 1977 (as amended)
37. The Workplace (Health, Safety and Welfare) Regulations 1992
38. The Work at Height Regulations 2005
39. The Working Time Regulations 1998 (as amended)
40. The Health and Safety (Young Persons) Regulations 1997

Management of Documentation

We will ensure that all amendments are incorporated and that each revision or re-issue is recorded.

Issue Details

Issue Number	Reason for Issue / Amendments	Name	Date
1.	Initial	Wirehouse ES Ltd	July 2025
2.			
3.			
4.			
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Contents

Introduction 2
Health and Safety Management System 3
Overview - Legislation 4
Management of Documentation 6
Implementation Guide and Record 10
Chapter 1. Statement of Intent 11
Health and Safety Statement of Intent 12
Environmental Policy Statement 13
Chapter 2. Responsibilities 15
Duties and Responsibilities 16
Health and Safety Management Structure 17
The Governing Body 18
The Head Teacher 19
The Senior Leadership Team/School Office Manager 20
The Caretaker/Facilities Manager 21
The Staff & Support Staff 22
Communication and Consultation 23
Chapter 3. Arrangements 24
Arrangements 25
Accident Investigation 26
Accident Reporting 27
Aggressive Behaviour 28
Alcohol and Drug Abuse 29
Animals 30
Asbestos in our Premise 31
Assessing Risks 33
Automatic Gate / Barrier 38
Blood-borne Viruses 40
Bomb Threats 42
Car Parks 44
Civil Claims 46
Clinical Waste 48

Dangerous Substances and Explosive Atmospheres (DSEAR) 50
Dermatitis 52
Disability Compliance 54
Display Screen Equipment 55
Electrical Safety 57
Event Safety Management 60
Fatigue in the Workplace 62
Fire Safety 64
First Aid 67
First Aid – Mental Health 70
Food Hygiene 73
Furniture – Nursery Environment 75
Gas 77
Glazing 79
Hazardous Substances 81
Hazardous Waste 84
Health Surveillance 86
Infections and Infestations 88
Ladders 90
Latex Sensitisation 91
Legionella Management 92
Lift Safety 93
Lifting Equipment 94
Local Exhaust Ventilation 95
Lock Down Procedure 96
Management of Trees 99
Manual Handling 101
Medical Administration 103
Minibus 104
Near Miss 105
Noise 106
Non-Hazardous Waste 108
Office Safety 109

Personal Protective Equipment 110
Personal Safety 111
PE & Play Equipment 113
Pressure Systems 115
Refusal to Work on the Grounds of Health and Safety 117
Safeguarding Children and Young People 119
Safety Signs, Signals and Notices 121
School Trips 123
Selection & Management of Contractors 125
Sharps 127
Slips, Trips and Falls 128
Smoking 129
Stress 130
Teaching Activities 132
Travelling for Work 134
Use of Air Conditioning Units 136
Vibration - Hand-Arm 137
Vibration - Whole-Body 138
Visitors 139
Welfare and Working Environment 140
Window Restrictors 141
Winter Conditions 142
Work Equipment & Access Equipment 1444
Working at Height 146
Workplace 148
Young Persons 150
Chapter 4. Advice and Information 152
Health and Safety Advice 153

Implementation Guide and Record

Our Safety Management System is a key tool for us to use to help educate staff on their responsibilities and safe ways of working and to manage risk effectively and proactively. We will use the record below to record the key stages of the implementation of our Health and Safety Management System and to track progress towards compliance. We will amend this as required.

Date Started	Key Activity	Evidence - Location of the Records, Documents
	Initial Audit and Action Plan	
	Statement of Intent Signed	
	Employee Handbooks Issued	
	Employee Handbook Acknowledgement Form Returned	
	Fire Risk Assessment Completed	
	Fire Marshals Appointed	
	Fire Log Book Established and Evacuation Drills Scheduled	
	PEEPs Documented	
	Legionella Risk Assessment Completed	
	Legionella Controls Documented	
	Risk Assessment Index Compiled	
	Risk Assessments Completed	
	Specific Risk Assessment Completed for: Home Working Lone Working	
	Hazardous Substances Inventory Sheet completed	
	Hazardous Substance Risk Assessments Completed	
	Training Matrix Established – Needs Analysis Compiled	
	Workplace Inspections Started	
	Health Surveillance	
	Review Action Plan	

Chapter 1. Statement of Intent

Health and Safety Statement of Intent

It is Harmondsworth Primary School's policy to ensure, so far as is reasonable, the health and safety of all persons affected by our work activities. The minimum standard we will adopt will be compliance with legal requirements and the associated appropriate codes of practice. However, our aim is not to only fulfil the spirit of the law and comply with technical requirements, it is to uphold the highest of health and safety standards. We will assess the risks from our activities and will operate according to the procedures that best promote health and safety at work.

We accept our responsibilities for health and safety and are committed to giving health and safety equal importance with other business matters. We will ensure that the resources necessary to achieve the objectives of this Health and Safety Management System are made available to all. We require cooperation from all staff to enable us to fulfil our legal duties and the objectives of this Safety Management System. To promote co-operation, procedures for consulting staff are built into this Health and Safety Management System. They have a duty to follow the standards and procedures laid down by us.

Equipment that enables tasks to be carried out safely will be provided and maintained to ensure their safe operation. Staff will be provided with appropriate training and instruction considered necessary to ensure that they know how to work safely. Risk assessments will be documented for significant tasks and where exposure to hazards cannot be prevented by any other means, appropriate personal protective equipment will be provided and instruction in its use and maintenance given.

We will maintain our premises in a safe manner and suitable facilities for welfare will be provided and maintained, as will arrangements to ensure access to first aid.

The Governing Body has ultimate responsibility for health and safety and will nominate a competent person to manage operations day to day. Other responsibilities for health and safety matters have been assigned as appropriate and are described in our 'Responsibilities' section of the Health and Safety Management System.

The Head Teacher will oversee an annual review of this Health and Safety Management System and associated procedures to ensure their continued effectiveness. Where necessary to ensure legal compliance and promote continuous improvement, the Health and Safety Management System and associated guidance will be amended and communicated.

Signed …… On behalf of the Governing Body

Date ……

Environmental Policy Statement

Harmondsworth Primary School will help to sustain natural resources and protect the environment. We are committed to ensuring the health, safety and welfare of any person who may be affected by the waste materials that result from our work.

Whilst the environmental obligations and responsibilities fall to all of us, management are primarily responsible for ensuring our environmental implications are inherent considerations in all our business decisions. Management is ultimately responsible for the implementation and promotion of this policy.

We will arrange for the disposal of our waste products regularly, safely and in accordance with the statutory requirements. We will actively re-use packaging materials wherever possible, including folders and documentation.

Our waste disposal arrangements will be regularly reviewed and will ensure that our paper and cardboard waste is recycled wherever possible and disposed of responsibly where not. Recycling initiatives will be taken where possible to help protect the environment and make better use of our resources. Our staff are asked to consider the environment when printing.

Where possible the most environmentally friendly equipment will be provided with due consideration to those staff who work from home, ensuring that the consumption and energy required is considered prior to purchases.

We recognise that the empowerment of our staff is our strongest weapon in the battle for environmental protection and will therefore arrange for suitable training and awareness where possible on environmental implications of our work activities and the controls that are within our control. We will encourage our employee's involvement in developing environmental improvements.

We seek excellence in every area of our work and are committed to continuing to improve our environmental performance by minimising our environmental impact and making resource efficiency the focal point and requirement of all our operations.

We will ensure that all school vehicles and vehicles used for work purposes where possible are designed and maintained to give the maximum fuel efficiency and minimum emissions. We will provide information on how to ensure maximum fuel consumption is met, such as the removal of unnecessary items in vehicles.

We aim to foster an understanding of environmental issues appropriate to and in the context of our business and those who work with us. Our intention is to ensure that we continually improve the environmental impact of our activities.

To achieve this commitment, we will:

- Strive to continuously improve our environmental performance, regularly reviewing our activities and policy and setting new targets to reduce any environmental impacts caused by our activities. This will include the consumption of energy within our

premises, the reduction of waste materials including paper and cardboard through unnecessary printing.

- Comply with the requirements of environmental legislation and integrate approved codes of practice into our business operations.
- Reduce our consumption of resources and improve efficiency in the use of these resources.
- Ensure energy and water is used efficiently in all activities to minimise the consumption of natural resources and energy.
- Manage our operations and activities ensuring we reduce emissions, pollution and waste.
- Promote the reduction, reuse and recycling of waste materials in all working activities to conserve resources and reduce waste disposal.
- Ensure all waste is disposed of in a safe and responsible manner through monitoring and taking necessary action where deemed appropriate,
- Procure goods and supplies which take environmental specifications into account, limiting the amount of waste products; we recognise that prevention is better than the cure.
- Raise awareness and encourage participation in environmental matters through discussions and training sessions for staff upon induction and at appropriate intervals.

We recognise our responsibility towards the protection of the environment and issue this statement as a commitment of both management and staff to minimising the environmental impact of our operations.

Signature: ……. On behalf of the Governing Body

Date: ……



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Chapter 2. Responsibilities

Duties and Responsibilities

We will ensure that staff are aware of their legal responsibilities whilst at work, the appointments forming our management structure and the duties and responsibilities allocated to respective staff.

We take seriously the health, safety and welfare of our staff and anyone else who may be affected by our work activities. We expect full cooperation from our staff to help us maintain safe working environments. It is our aim to create a positive safety culture and sustain high standards.

Staff empowered to organise, manage and supervise work activities are instructed to ensure that our safety policies and procedures are followed always. Activities will be completed without significant risk of harm or loss and risks will be assessed and measures introduced to enable this.

Where staff have limited experience of activities involving risk, supervision will be afforded until such a time when satisfactory competence is deemed sufficient. Training needs will be assessed for all staff and the necessary training to enable them to work safely will be arranged.

Staff are instructed to refrain from using equipment likely to cause harm. If they notice any unsafe equipment, acts or situations they must act and report this.

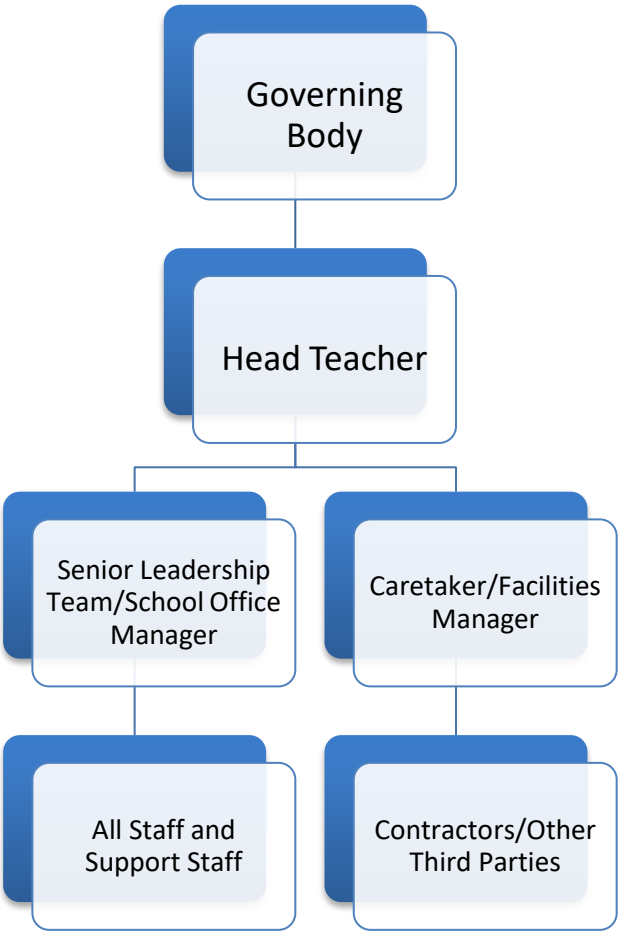
We have in place a system for periodic monitoring. The purpose of this task is to continually assess our performance with respect to health and safety. People have been nominated with specific monitoring responsibilities, from time to time they may be requested to aid.

The Health and Safety at Work Act places duties on staff to:

- Take reasonable care of their own health and safety and that of anyone else effected by what they do.
- Cooperate with us, enabling us to comply with our statutory duties.
- Refrain from intentionally or recklessly interfering with or misusing anything provided in the interest of health, safety and welfare.

Health and Safety Management Structure

This diagram is a representation of our management structure and strategy for health and safety responsibilities.



The Governing Body has ultimate responsibility for health & safety. At any time when an employee assigned with responsibilities is absent from work staff are instructed to consult the Head Teacher and raise any concerns regarding health and safety.

The Governing Body

The Governing Body has the overall and final responsibility for safety, health, fire and welfare. However, contribution is needed by all staff, to achieve a safe working environment.

Responsibilities include, but are not limited to:

- Understanding the Health and safety at Work Act and any other Acts, Legislation or Approved Codes of Practice that apply to us and ensuring these are observed.
- Initiating our Health and Safety Management System for the prevention of injury, damage and wastage.
- Carrying out an annual review of the Health and Safety Management System.
- Ensuring that we are supported and suitably advised on matters relating to health and safety.
- Setting objectives in relation to health and safety matters.
- Arranging adequate funds and facilities to meet requirements of this Health and Safety Management System.
- Ensuring that any inspection, testing and certification is carried out in order to comply with relevant regulations.
- Ensuring that appropriate insurance cover that embraces both statutory and general requirements is met and maintained.
- Ensuring that suitable risk assessments are carried out by competent personnel and suitable records maintained.
- Ensuring that risk assessments are reviewed regularly.
- Ensuring that all staff receive adequate and appropriate training.
- Ensuring that necessary health and safety inspections are undertaken and that prompt remedial action is taken when any unsafe practice or condition is apparent.
- Ensuring that suitable written records are kept and maintained of such inspections.
- Making reasonable enquiries to ensure that subcontractors engaged to work on our behalf and contractors engaged are competent to do so.
- Ensuring that disciplinary procedures are adequate to act against those who breach this Health and Safety Management System or our safe practices.
- Setting a personal example.

The Head Teacher

The Head Teacher has the overall and final responsibility for safety, health, fire and welfare. Contribution however is needed by all staff in order to achieve a safe working environment.

Responsibilities include, but are not limited to:

- Understanding the Health and safety at Work Act and any other Acts, legislation or Approved Codes of Practice that apply to us and ensuring these are observed.
- Initiating our Health and Safety Management System for the prevention of injury, damage and waste.
- Carrying out an annual review of the Health and Safety Management System.
- Ensure that we are supported and suitably advised on matters relating to health and safety.
- Setting objectives in relation to health and safety matters.
- Arranging adequate funds and facilities to meet requirements of our Health and Safety Management System.
- Ensuring that any inspection, testing and certification is carried out.
- Ensuring that appropriate insurance cover is in place and maintained.
- Ensuring that suitable risk assessments are carried out by competent personnel and suitable records are maintained.
- Ensuring that risk assessments are reviewed regularly.
- Ensuring that all staff receive adequate and appropriate training.
- Ensuring that necessary health and safety inspections are undertaken within those areas and that prompt remedial action is taken when any unsafe practice or condition is apparent.
- Ensuring that suitable written records are kept and maintained of such inspections.
- Making reasonable enquiries to ensure that subcontractors engaged to work on our behalf and contractors engaged to work on our premises are competent to do so.
- Ensuring that disciplinary procedures are adequate to act against those who breach the Health and Safety Management System, rules or safe practices.
- Setting a personal example.

The Senior Leadership Team/School Office Manager

Responsibilities include, but are not limited to:

- Familiarising themselves with our Health and Safety Management System.
- Ensuring that staff are adequately trained in proper and safe working methods and are fully aware of any hazards.
- Identifying training requirements of individuals and reporting this.
- Co-operation in releasing staff for training courses.
- Ensuring that all staff are aware of the fire procedures and first aid facilities.
- Seeking to develop safe practices and encourage suggestions from staff.
- Carrying out safety inspections in those areas under their control.
- Ensuring that necessary health and safety inspections are undertaken within those areas and that prompt remedial action is taken when any unsafe practice or condition is apparent.
- Ensuring that suitable written records are kept and maintained of such inspections.
- Ensuring that all safety rules are observed, and protective equipment is worn or used when appropriate.
- Ensuring that all safety devices are fitted, properly adjusted and maintained.
- Ensuring that all hazardous defects in the workplace are reported and subsequently rectified.
- Completing accident reports for all accidents involving injury, damage or lost time. Reports are to be completed as soon as possible.
- Ensuring that good housekeeping standards are maintained.
- Carrying out risk assessments to identify all hazardous activities and the risks associated with such activities.
- Bringing to the attention in writing of those concerned, the significant risks identified because of any such assessments.
- Stipulating safe systems of work, so that all work is carried out in accordance with Statutory and in-house regulations and Codes of Practice.
- Ensuring that all staff are effectively instructed in safe systems of work and that records of instructions are kept.
- Ensuring that risk assessments are reviewed regularly, particularly in respect to any new or proposed activities or processes.
- Ensuring that all visitors are made aware and comply with all aspects of health and safety legislation.
- Setting a personal example.

The Caretaker/Facilities Manager

Responsibilities include, but are not limited to:

- Understanding the requirements of relevant legislation and guidance.
- Ensuring that any item is so designed and constructed as to be safe and without risk to health.
- Ensuring that any testing or examination is carried out on any article to comply with all safety regulations.
- Co-ordinating the efforts of all parties on matters of health, safety and welfare.
- Carrying out risk assessments.
- Ensuring that risk assessments are reviewed regularly.
- Ensuring that risk assessments are undertaken on any new or proposed activities or processes.
- Bringing to the attention in writing of those concerned the significant risks identified because of any such assessments.
- Stipulating safe systems of work, so that all work is carried out in accordance with statutory requirements, codes of practice and our rules.
- Ensuring that staff are effectively instructed in safe systems of work and that records are kept.
- Ensuring that staff are adequately trained in proper and safe working methods and are fully aware of any hazards/risks.
- Ensuring that necessary health and safety inspections are undertaken within those areas and that prompt remedial action is taken when any unsafe practice or condition is apparent.
- Ensuring that suitable written records are kept and maintained of such inspections.
- Ensuring that all persons are aware of the fire procedures and first aid facilities.
- Ensuring that new staff learn to take safety precautions.
- Identifying training requirements of individuals and reporting this.
- Ensuring that all safety rules are observed.
- Ensuring that all safety devices are fitted, properly adjusted and maintained.
- Ensuring that all hazardous defects are reported and subsequently rectified.
- Completing accident reports for all accidents involving injury, damage or lost time incidents. Reports are to be completed as soon as possible.
- Ensuring all accidents and incidents are properly recorded and investigated with a view to prevent re-occurrence.
- Maintaining good housekeeping standards.
- Ensuring that all visitors are made aware of and comply with all aspects of health and safety legislation.
- Setting a personal example.

The Staff & Support Staff

Responsibilities include the following, but are not limited to:

- Understanding and complying with any rules, policies and procedures introduced for health and safety and to comply with legislative requirements.
- Co-operate with the Management Team and other staff to create and maintain a safe working environment.
- Assisting us with the preparation of risk assessments or safety checks – after suitable training.
- Co-operating with any risk assessments and control measures introduced.
- Not intentionally interfering with or misusing any safety devices or arrangements introduced in the interest of health and safety.
- Refraining from actions which are likely to cause harm to themselves or others.
- Keeping any work equipment in good condition.
- Assisting with workplace assessment activities upon request.
- Reporting any accident, unsafe act or condition.
- Ensuring that they understand our first aid arrangements and know where to seek assistance.
- Complying with our fire safety arrangements and participating with any evacuation drills.
- Informing us of any complaint, injury, illness or disease that they believe has been caused at work.
- Informing us of any personal circumstances, illnesses that may affect their safety or the safety and health of others whilst at work.
- Co-operating with us where an accident or incident is being investigated.
- Operating only items of equipment for which they have been trained, deemed competent and authorised to use.
- Helping us achieve and maintain good housekeeping standards.
- Setting a good example for others to follow.

Communication and Consultation

Health and safety arrangements, rules and procedures have been introduced to prevent accidents occurring thus protecting people against harm, however effective communication is vital to ensure these measures achieve their desired intentions.

We aim to consult with staff and others and will involve them in the decision-making process and development of our safety arrangements.

This Health and Safety Management System is made available to all staff; all staff will be made familiar with the contents.

We have devised our policies and guidance to ensure safe working practices are documented. Information relevant to each job or employee role will be communicated.

We have appointed various levels of management to implement, manage and assist with safety arrangements and procedures daily. Their duties include the communication of safety information to staff and others to ensure our policies, procedures and rules are being followed and standards are being maintained.

We will arrange the necessary training to ensure work is carried out without risk of harm. The management team are responsible for identifying any shortfalls with competence and consequent training needs. We will use credible and competent training providers for delivery of any external training.

It is inevitable that visitors and contractors will spend time at our premises. It is our intention to communicate any rules or procedures relevant to their safety to these persons. This we will do either whilst deciding for their visit or upon arrival.



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Chapter 3. Arrangements

Arrangements

Arrangements are the systems we have introduced to deal with our fundamental health, safety, fire and welfare needs. We have reviewed our work and considered what arrangements are necessary. Our arrangements have been introduced for the good and benefit of staff and others and to comply with legislative requirements.

We have considered the activities we expect staff to participate with and the environments where work takes place.

We ask that you speak to the Head Teacher if there is anything you do not understand or believe could be improved.

Summary of responsibilities for key arrangements:

Subject Area	Persons Responsible	Date Accepted
Instruction in safe working practices		
Training		
Health and Safety Inspections		
Office Safety		
Accident Investigation		
In house equipment		
Services (gas, electric etc)		
First Aid Provision		
Fire Equipment		
Fire Evacuations		
Housekeeping		
Risk Assessments		
Contractor Management		
Welfare		

Accident Investigation

We aim to prevent accidents from occurring in school, but we have procedures in place to respond and manage incidents effectively when they do happen. The Head Teacher is the designated person responsible for ensuring that any accidents are properly investigated.

To support the investigation process, it is essential that the area where the accident took place is made safe and preserved. Gathering information promptly is important to ensure details are not lost or forgotten. The types of evidence we may collect include (but are not limited to):

- Witness statements
- Photographs of the scene
- Sketches or diagrams
- CCTV footage
- Any damaged equipment
- Maintenance records
- Previous accident reports
- Relevant training records

The primary purpose of an investigation is to understand what happened, identify any underlying causes, and help prevent a similar incident in the future. The level of investigation will depend on the seriousness of the incident. Where appropriate, we may involve other relevant parties in the investigation.

Accident Reporting

We acknowledge our duty as stipulated by the Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR). We have suitable arrangements in place for all accidents and incidents to be reported. The Head Teacher is to ensure that all staff understand the basic requirements for accident and incident reporting and know how to report such an event and are encouraged and monitored to ensure this is done.

Any employee injured whilst at work are instructed to report and record the event. The accident should be reported using the Council's online health and safety management system.

The Head Teacher is responsible for ensuring compliance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). Any reportable incidents will be referred to the Council's Health and Safety Team, who will submit the necessary report to the Health and Safety Executive (HSE) on the school's behalf.

Under RIDDOR, specified injuries and dangerous occurrences must be reported within 10 days of the incident, while injuries resulting in more than 7 consecutive days of absence must be reported within 15 days.

As the list of reportable incidents, occupational diseases, and dangerous occurrences is extensive, advice will be sought from the Council's Health and Safety Team if there is any uncertainty regarding reporting requirements.

All reports will be treated with strict confidence and their security managed accordingly. If disclosure is necessary to authorised parties, this we will monitor and control.

All incidents can be reported online but a telephone service is also provided for reporting fatal and specified injuries only - call the Incident Contact Centre on 0345 300 9923 (opening hours Monday to Friday 8.30 am to 5 pm).

The Health and Safety Executive and the Local Authority Enforcement officers are not an emergency service.

More information on when, and how, to report very serious or dangerous incidents, can be found by visiting the HSE at www.hse.gov.uk/riddor/report.htm. If we want to report less serious incidents out of normal working hours, we can always complete an online form.

There is no longer a paper form for RIDDOR reporting, since the online system is the preferred reporting mechanism.

Aggressive Behaviour

There may be occasions where staff experience aggressive or violent behaviour from pupils, parents, carers, or visitors. Such incidents can pose a risk of physical or emotional harm if not managed effectively. As a school, we have a legal and moral duty to safeguard the health, safety, and wellbeing of all staff.

Where appropriate, we will provide staff with training to help them identify early warning signs of aggression and develop strategies for de-escalation. This includes understanding common "triggers" — situations or actions that can provoke frustration or aggression, such as perceived unfairness, delays, or misunderstandings.

Training may cover:

- Recognising verbal and non-verbal signs of agitation.
- Communication techniques to de-escalate situations.
- Personal safety and exit strategies if faced with imminent threat.
- Procedures for summoning assistance.
- Understanding the school's behaviour management and conflict resolution policies.

The primary aim is to prevent aggression or violence wherever possible. However, staff will be supported to develop the skills and confidence to manage such situations safely if they arise.

All incidents of aggression, whether physical or verbal, must be reported promptly to the Head Teacher and reported onto the Council's online health and safety management system. This enables the school to assess risks, provide appropriate support, and review safeguarding or security measures as necessary.

Additionally, if a member of staff is harmed, the school will ensure they receive appropriate support, which may include:

- First aid or medical attention.
- Access to wellbeing or counselling services.
- Reporting to relevant authorities if required (e.g. Police, Local Authority).

Our commitment is to foster a safe and respectful school environment for staff, pupils, and visitors.

Alcohol and Drug Abuse

The misuse of alcohol, drugs, or other substances can have serious consequences, particularly in a school setting where the safety, wellbeing, and role-modelling for pupils is paramount. Staff under the influence of alcohol or drugs may have impaired judgement, reduced concentration, and compromised ability to supervise and safeguard pupils.

All staff are encouraged to seek help confidentially through the **Senior Leadership Team (SLT)** if they are concerned about their own alcohol, drug, or substance use. Early support can be signposted through occupational health services or employee assistance programmes where available.

The Senior Leadership Team are responsible for identifying and addressing any concerns regarding staff who may be under the influence of alcohol, drugs, or other substances while at work. Observable signs may include:

- Smell of alcohol or other substances
- Slurred or incoherent speech
- Impaired coordination or balance
- Unusual or erratic behaviour, including aggression or confusion
- Reduced ability to supervise, teach, or care for pupils safely

Expectations for Staff

- **Alcohol and drugs must not be consumed on school premises** or during working hours, including off-site school activities, unless formally authorised (e.g. alcohol at staff social events approved by the Head Teacher).
- **Prescription and over-the-counter medication**: Staff must ensure that any medication they take does not impair their ability to carry out their duties safely. If in doubt, they should seek advice from a GP or pharmacist.
- Staff are expected to inform the Head Teacher or a member of Senior Leadership Team if medication or a health condition could affect their ability to perform their role safely, particularly where pupil safety is concerned.

School Events

On occasions where alcohol may be available (e.g. staff social functions or community events on school premises), this must be approved in advance by the **Head Teacher**, and consumption must remain responsible and outside of working hours or duties involving pupil supervision.

Safeguarding Considerations

As part of the school's safeguarding responsibilities under **Keeping Children Safe in Education (KCSIE)**, any concerns about a colleague's fitness to work due to substance misuse must be reported to the Head Teacher or a member of Senior Leadership Team, in line with the school's safeguarding and staff conduct policies.

Animals

Where animals are kept for educational purposes, appropriate health and safety arrangements will be in place to safeguard pupils, staff, and the animals themselves. A nominated member of staff, with suitable knowledge or training, will oversee all aspects of animal welfare and related risks.

A comprehensive risk assessment will be completed prior to introducing animals into the school environment. This will address potential physical risks—such as bites, scratches, or allergic reactions—as well as hygiene concerns related to handling and cleaning. Control measures will include supervised contact, proper hand hygiene procedures, and secure, humane housing for the animals.

Access to animals will be supervised at all times, especially when pupils are present. Only authorised individuals will feed, clean, or handle the animals. Where pupils assist in animal care, they will receive appropriate training and be closely monitored to prevent injury or mishandling.

Cleaning routines and feeding schedules will be documented and followed consistently. The responsible staff member will ensure enclosures are cleaned using suitable PPE and safe, effective cleaning agents. Waste will be disposed of hygienically and in accordance with local environmental health regulations.

Animals will be sourced from reputable suppliers and must be suitable for the school environment in terms of temperament, care requirements, and educational value. Veterinary checks will be carried out as necessary, and any signs of illness or distress will be addressed promptly. Animals showing signs of ill health will be removed from contact with pupils until assessed by a vet.

Staff and pupils will receive clear information and instruction on safe interaction with animals, including:

- Washing hands thoroughly after contact.
- Avoiding contact with animal food or waste.
- Reporting any injuries or unusual animal behaviour immediately.

Emergency procedures will be in place to respond to incidents such as bites, allergic reactions, or animal escape. These include access to first aid and timely parental notification, where appropriate.

Compliance with relevant legislation—including the Animal Welfare Act 2006, COSHH regulations (where cleaning chemicals or allergens are present), and local authority guidance—will be maintained. Risk assessments and control measures will be reviewed regularly to ensure ongoing safety and high standards of animal welfare.

Asbestos in our Premise

There are no health risks to staff, pupils, contractors, or visitors within the school provided that any known or presumed Asbestos Containing Materials (ACMs) remain in good condition and are not disturbed. However, disturbing these materials through abrasion, drilling, cutting, or use of power tools can release hazardous asbestos fibres, which pose significant health risks if inhaled.

To ensure that risks from ACMs are reduced to the lowest possible level within the school environment, the following procedures will be followed:

- No work will be permitted on any known ACM.
- An up-to-date Asbestos Register will be maintained, listing the locations, types, and conditions of all identified or presumed ACMs within the school premises.
- The Asbestos Register will be shared with all contractors, maintenance staff, or others who may be required to work in areas where ACMs are present or suspected.

Before any building, maintenance, or refurbishment work is carried out, checks against the Asbestos Register will be made. A risk assessment and method statement (RAMS) must be completed before any work commences near ACMs. This may involve consultation with external safety advisors or asbestos specialists.

Where necessary, asbestos surveys, sampling, and testing will be arranged prior to the commencement of works.

Any person undertaking work that may risk disturbing ACMs will be:

- Appropriately trained and competent
- Informed of the hazards and control measures required
- Provided with suitable personal protective equipment (PPE) if necessary

Reporting and Emergency Procedure

All staff must report any visible damage or deterioration of materials suspected to contain asbestos to the Caretaker/Facilities Manager immediately, who will escalate the issue to the Head Teacher.

If, during any work, staff or contractors encounter materials suspected to be asbestos which they were not informed about, they must:

- Stop work immediately.
- Report to the Head Teacher or Caretaker/Facilities Manager.
- Await further investigation and confirmation before any work can recommence.

Work will only continue when the material has been assessed by a competent person, and a safe system of work is confirmed and agreed.

Safeguarding Pupils and Staff

The school recognises its duty of care to protect pupils and staff from the risks associated with asbestos exposure, in line with the Control of Asbestos Regulations 2012 and Department for Education (DfE) guidance.

Access to areas containing ACMs will be restricted if the materials become damaged or require remediation.

Pupils must never be permitted to access areas where ACMs are present and any remedial work will be scheduled during school holidays or out-of-hours where possible.

Assessing Risks

We must deal with risk in every part of our lives; however, the acceptability of risk relates to the standards adopted by each person, the school, our stakeholders and the regulatory authorities. Essentially, risks that are acceptable are ones where no additional control measures may be necessary.

It is important that we identify and deal with 'significant risks' rather than trivial issues and concentrate on those that might cause 'foreseeable' harm or damage. Remember, not everyone will initially appreciate how they can be harmed and everyone will have different opinions as to what constitutes 'safe' behaviour. It is therefore necessary for us to determine what is acceptable and what controls are required to be implemented to ensure a safe working environment and compliance with regulatory standards.

A risk management programme forms the basis of our Health and Safety Management System.

We will ensure that risk assessments are completed for significant activities. Some staff will also have a significant part to play in the writing, communicating and reviewing of assessments and will be given suitable training to do this effectively.

We have identified the key areas where assessments are required and outlined the main controls required to be in place. These can only be written as 'suitable and sufficient' assessments with the input of competent staff involved in the tasks.

We will ensure that:

- Assessments are carried out and records are kept.
- Control measures are introduced because of assessments and that they are implemented and followed – with the most significant hazards having the greatest priority for action.
- Staff are informed of the relevant results and provided with necessary training.
- Any significant changes, injuries or, change in legislation or guidance leads to a review of relevant assessments.
- Assessments are regularly monitored and reviewed, and a schedule established.
- Suitable information, instruction and training will be provided to all persons involved in the risk assessment process to ensure a suitable level of competence.

Some examples of key assessments required include:

- A fire risk assessment.
- Hazardous substances.
- Display screen working assessments.
- Occupational stress.
- Manual handling.

Others will be completed as and when required for example:

- New and expectant mothers.
- Under 18-year-olds.
- Lone working.
- Back to work situations.

A risk assessment involves identifying the hazards present in the workplace or arising out of any work activity and evaluating the extent of the risk involved to staff and others, considering the number and type of people exposed along with the duration and frequency of the exposure and the effectiveness of existing precautions.

A hazard is something with a potential to cause harm.

A risk is the combination of the likelihood of a hazardous event occurring and the consequence of the event.

Assessments can involve a quantitative evaluation of risk using numbers, e.g. 1-5 or 1-10, or a qualitative evaluation by using 'high, medium or low'. Some situations simply record a hazard and a control measure. There is no one correct method as to how to document assessments.

The Management of Health and Safety Regulations require that risk assessments be 'suitable and sufficient' in that they should identify all the significant hazards present within the business and its activities and that they should be proportionate to the risk. The assessment should cover all risks that are reasonably foreseeable.

The key to completing an assessment is therefore to be thorough by:

- Ensuring that we are properly trained and experienced to understand the hazards and activity being assessed.
- Involving colleagues and people familiar with the task, we recognise this is the best way of understanding the perception of risk.
- Ensuring staff familiarise themselves with our Health and Safety Management System, legislation and guidance.
- Considering relevant inspections, audits and any historical accidents or incidents.
- Considering different times of the day and environmental conditions.
- Ensuring that we consider all the potential hazards and all the way that people might be harmed.
- Using the specified forms provided along with the preferred evaluation method for calculating risk.

If we feel that we are out of our depth – we will ask our Consultants for help.

This guidance follows the Health and Safety Executive's own information outlined in the guidance note 'INDG163'. These are the instructions to follow when we complete an assessment:

STEP 1 – Identify the hazards

We will look for hazards by walking around the workplace. List the hazards that could reasonably be expected to cause harm. Ask for the opinion of staff as they may have noticed things that are not immediately obvious to us. Consider all the various tasks undertaken by the business and consider the different locations where they occur. The most significant hazardous activities may not be immediately identified.

STEP 2 – Identify who may be harmed and how

We will list groups of people and individuals who may be affected by the hazards e.g.:

- All staff and support staff
- Contractors on the premises.
- Visitors.
- New and expectant mothers.
- Temporary staff.
- Volunteers.
- Unauthorised persons.

We will pay attention to vulnerable persons, e.g. those with disabilities, staff who are pregnant or who have recently returned to work after having a baby, inexperienced staff, young persons under 18 years and children.

We will think about how they might be harmed; it is our duty to explain this to those exposed 'in a way they can understand'. We will consider different types of hazards, such as:

- Mechanical.
- Physical.
- Ergonomic.
- Physiological.
- Transport.
- Access.
- Hazardous substances.
- Fire, smoke and explosions.
- Particles, fumes and dust.
- Biological.
- Lifting and handling.
- Environmental factors; – lighting, temperature, etc.
- The individual.
- Organisational factors.
- Electrical.

This list is not exhaustive but indicates the detail required. The individual has a huge impact on the overall risk. We will consider their level of training, attitude, work rate and tendency to work in an unsafe manner.

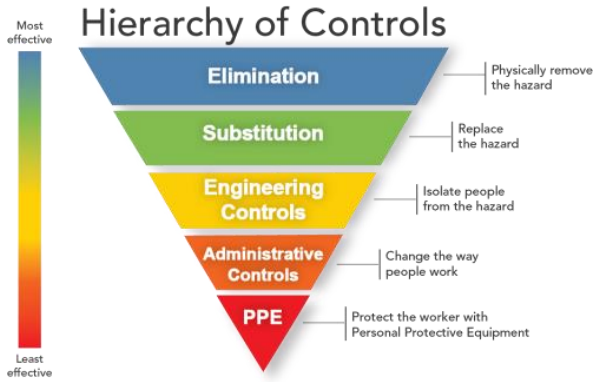
STEP 3 – Evaluate risk and decide on precautions

We will evaluate the risks arising from the hazards and decide whether existing precautions are adequate or if more needs to be done. When evaluating the risk, we will consider the chance of harm occurring (i.e. the likelihood), the severity (or consequence), the number of people affected and if relevant, the frequency.

Even after all precautions have been taken a residual risk is likely to remain. We will ensure the precautions in place meet regulatory requirements and best practice and that we have reduced the risk 'as far as is reasonably practicable'.

Where additional controls or further action are necessary to reduce the risk, we will decide what more could reasonably be done by adopting a hierarchical approach along the following principles:

- Eliminate the hazard.
- Reduce the hazard.
- Prevent contact with the hazard.
- Introduce a safe system of work.
- Increased supervision.
- Provide personal protective equipment.



STEP 4 – Record findings and implement them

Once the level of risk has been determined and the controls have been agreed, an action plan will be drawn up with timescales for implementation of the control measures.

The assessment will be documented since these provide evidence that something has been done. We will keep old assessments for future reference. We will communicate the findings to staff involved in activities and record this on a training matrix. We will then observe activities periodically to ensure that the control measures have been implemented and are being followed.

Information on assessments may also be required to be given to contractors, new starters, to staff changing roles or as part of on-going or developmental training. Records will be kept.

STEP 5 – Review the assessment and update it if necessary

A review will be required following:

- The results of monitoring (e.g. ill-health, accidents, audits) where results are adversely not as expected.
- A change of process, work methods, or materials.
- A change of personnel.
- Changes in legislation or best practice.
- Introduction of new plant or machinery.
- Passage of time – as set out in the review schedule.

Completion of risk assessments and the information collated because of this process can only be of benefit if communicated to the people who are likely to be affected by the hazards.

We will communicate the findings of risk assessments using the following methods:

- Induction - we will make staff aware of our hazards and control measures during the induction process.
- Availability of information - copies of risk assessments are readily available for all staff to read.
- Training - assessments and control measures to manage risk will be communicated as part of on-going training.
- Contractors and visitors - will be made aware of any hazards they are likely to encounter whilst at our premises prior to commencing work.

Review

All risk assessments will be subject to periodic review with a formal review taking place at least annually. Any changes will be communicated to those affected. Competent persons will be tasked with conducting the review.

Automatic Gate / Barrier

Automatic gates and traffic barriers are classified as machinery and can pose serious risks if not properly installed, used, or maintained. In a school environment, where pupils, staff, parents, and visitors are regularly present, the potential for harm — including serious injury or fatality — must be rigorously controlled.

To fulfil our legal duty of care under health and safety legislation and to ensure the safety of all site users, the school will:

- Only use competent and accredited manufacturers, installers, and contractors to install, inspect, maintain, and repair automatic gates and barriers.
- Ensure that all automatic gates and barriers are installed to relevant standards, such as BS EN 12453 (Safety in use of power-operated doors).
- Inspect and test gates and barriers regularly to ensure they operate correctly, all safety features (e.g. pressure edges, photocells, light curtains) function properly, and no deterioration has occurred.
- Follow all manufacturer's user instructions, training guidance, and maintenance schedules provided by the installer.
- Conduct a risk assessment for each gate and barrier, taking into account:
  - Specific hazards.
  - Environmental and site changes.
  - Proximity to vulnerable users such as pupils, particularly younger children.
  - Frequency of use.
- Train relevant staff, including the Caretaker/Facilities Manager, on the correct operation of gates and barriers, the safety features in place, and how to use any manual override controls in the event of failure or emergency.

Key Hazards of Automatic Gates and Barriers

Automatic gates and barriers can present multiple hazards, including:

- Impact from moving gates/barriers.
- Crushing injuries between moving parts and fixed structures.
- Shearing between edges.
- Entrapment in gaps or spaces.
- Electrocution from exposed or damaged electrical components.
- Mechanical hazards from hydraulic or pneumatic parts.

Water ingress, vandalism, or damage to wiring, control systems, or sensors can compromise the safety of the gate/barrier, leading to unsafe operation or electric shock risk.

Inspections and Maintenance

A formal inspection and maintenance programme will be maintained, with all checks, servicing, and repairs recorded and documented.

The risk assessment for each installation will be reviewed at least annually or sooner if there are changes to the environment, usage patterns, or if an incident occurs.

Contractor works on gates and barriers will be recorded in the school's maintenance logs, ensuring full visibility of work undertaken.

Incident and Emergency Procedures

If a gate or barrier is found to be unsafe:

- It will be immediately taken out of use.
- It will be switched off or secured to prevent operation until inspected by a competent person.
- If required to be used temporarily, it will only be operated under direct supervision and under hold-to-run control where the operator is in full view of the moving parts at all times.

Safeguarding and Pupil Awareness

To protect pupils:

- Gates and barriers will be positioned and timed to avoid unsupervised pupil access, particularly in arrival and departure periods.
- Pupil education and signage may be provided where appropriate to warn of gate/barrier dangers.
- School leadership will ensure that any new installations or modifications are assessed for their impact on pupil and visitor safety.

Blood-borne Viruses

In a school environment, the risk of exposure to blood-borne viruses (BBVs) — such as HIV (Human Immunodeficiency Virus), Hepatitis B, and Hepatitis C — is low but must be controlled, particularly for staff involved in first aid, site maintenance, and dealing with bodily fluids.

Our aim is to prevent or control risks to all staff and support staff, pupils, volunteers, and visitors from BBVs that may be encountered during school activities, site work, first aid, or the handling of contaminated waste.

BBVs are present in the blood of infected individuals and may also be found in other bodily fluids. Fluids like saliva and urine generally pose little risk unless visibly contaminated with blood.

Potential exposure could occur during:

- Administering first aid for cuts or injuries.
- Cleaning up after incidents involving blood, vomit, or other body fluids.
- Dealing with discarded sharps (e.g. needles or broken glass).
- Assisting pupils with certain medical needs (e.g. diabetes care involving blood testing).

As a school we will:

- Assess tasks where exposure could occur, ensuring appropriate controls are in place.
- Communicate risk assessments and provide staff with the necessary training and instruction to follow safe procedures.
- Provide vaccination for Hepatitis B for staff identified at higher risk (e.g. first aiders, site staff handling sharps or contaminated waste).
- Supply and train staff on the use of appropriate Personal Protective Equipment (PPE) including gloves, aprons, and safety boots where applicable.
- Implement safe systems for the handling and disposal of contaminated materials, such as clinical waste, soiled clothing, syringes, and sharps.
- Record and investigate all needlestick injuries, exposure incidents, or contamination events, reviewing risk assessments where necessary.

General Safety Procedures for Staff

All staff should:

Cover cuts, sores, and open wounds with a waterproof dressing.

- Use anti-syringe gloves and litter tongs when collecting litter or potentially contaminated items.
- Use yellow sharps boxes for disposal of needles or sharps. Dispose of sharps boxes when three-quarters full via a licensed waste carrier.
- Never use teeth to put on or remove gloves.
- Use sterile disposable gloves when administering first aid.
- Remove gloves by pulling them inside out and dispose of them safely.
- Wash hands thoroughly with soap and water before and after administering first aid or handling potentially contaminated materials.

- Use a 1:10 bleach solution to clean blood or body fluid spills, except for urine (use soap and water only).

Procedure for Sharps Injuries, Puncture Wounds, or BBV Exposure

If exposed to blood or bodily fluids through a needlestick injury, puncture wound, or splash to eyes/mouth:

- Encourage the wound to bleed freely — do not suck the wound.
- Wash the area thoroughly with soap and water.
- If available, clean the area with Mediswabs or Hibisol hand wash.
- If eyes or mucous membranes are affected, flush with copious running water.
- Attend the nearest Accident & Emergency department immediately, providing:
  - Date, time, and location of the incident
  - Description of how the exposure occurred
- Report the incident to the Head Teacher or appropriate line manager as soon as possible.
- Record the incident in the school accident/incident log.

The Head Teacher or Senior Leadership Team will ensure risk assessments are completed and controls implemented.

All staff will follow training and controls outlined in the risk assessments and report any exposure incidents immediately.

The Caretaker/Facilities Manager will ensure safe disposal of sharps and contaminated waste and monitor for potential hazards on site.

Pupils will be educated, where appropriate, on safe hygiene practices, including the importance of not touching discarded items and reporting hazards to staff.

Bomb Threats

We are committed to providing a safe working environment and we recognise that there is the potential for any employee to be contacted about a bomb threat.

If an individual is contacted about a bomb threat, we have a procedure in place that staff can follow.

There are three sources of threats:

1. Telephone Calls

This is one of the most popular ways of being contacted about the risk of a bomb explosion. The clear majority of bomb threats are hoaxes and there are many reasons why someone may make a hoax bomb threat these include:

- Revenge.
- Extortion.
- Causes disruption.
- Inconvenience to the victim.
- Fear.

When an individual receives a telephone bomb threat it is important that they remain calm and obtain as much information from the call including:

- Details about the person.
  - Gender
  - Accent
- Background noises.
- Reason for the call.
- Did they use a code word as this will help the police identify if the call is genuine or a hoax?
- Information about the bomb threat.
  - Location.
  - Time.

Once the call is finished staff are to try and leave the line open, if they have another person nearby, they are to ask them to start evacuating the premises as soon as possible and contact the police immediately.

In receipt of a bomb threat the Head Teacher must be informed immediately.

2. Packages

Packages could be left in the building that has been delivered by hand from an unknown source or a package arriving through the post by an unknown source.

If an employee identifies a suspicious package, we will evacuate everyone from the premises and call the police immediately. Staff are instructed to not touch or handle the package and ensure that others do not encounter the package.

3. Vehicle Bombs

It is important that we remain vigilant and follow the same procedure as suspicious packages. As vehicle bombs will cause a larger explosion, evacuating persons from our premises will be of a greater distance.

We must always remain calm and report any suspicious activity to the police or to the Anti-Terrorist Hotline 0800 789 321.

We will be prepared for our staff to be temporarily in a state of shock at the threat, which will be the closest that many people ever come to acts of terrorism. We will take account of this when establishing our procedures and base our preparation on enabling any employee to pass on a threat promptly, in as much detail as possible, to those tasked with deciding what action to take. We will remember to distinguish between calls referring to our own building and those warning of a bomb elsewhere.

Even genuine threats are frequently inaccurate regarding where and when a bomb might explode. Also, staff receiving a bomb threat may not always be those trained and prepared for it. Whilst it is not reasonable to expect them authoritatively to assess a threat's accuracy, truth or origin, listen to their impressions of the caller.

"Always remember: It's probably nothing but… if you see or hear anything that could be terrorist-related trust your instincts and call the Anti-Terrorist Hotline".

0800 789 321

Car Parks

Our school premises include car parking areas that are used by staff, parents, carers, visitors, contractors, and occasionally pupils (e.g. sixth formers where permitted). To safeguard all users, we have conducted a car park risk assessment and implemented the following control measures:

- Sufficient lighting is provided throughout the car park and along pedestrian routes. Lighting is maintained in good working order to ensure visibility during early mornings, evenings, and poor weather.
- Trees are regularly inspected and maintained to manage risks from falling branches and to prevent overgrowth that could obstruct vehicle access or reduce visibility.
- Leaves and other natural debris are swept regularly to prevent slip hazards.
- Car park surfaces are inspected frequently, and repairs are carried out to address potholes, uneven surfaces, and other tripping hazards.
- Shrubs and hedges are trimmed back to maintain clear sight lines for drivers and pedestrians.
- CCTV cameras cover key areas of the car park for security and safeguarding purposes. Signage is displayed to notify users that CCTV is in operation.
- Parking bays are clearly marked, and the correct use of bays, including any disabled parking or staff-only areas, is enforced.
- The car park layout is designed to safely separate vehicles and pedestrians, with:
  - Marked pedestrian walkways.
  - Pedestrian crossings.
  - Barriers or bollards near building exits to protect against vehicle encroachment.
  - Dedicated drop-off and pick-up zones, particularly for safeguarding younger children during school run times.
- Where a public right of way crosses the car park, additional protective measures (e.g. bollards, barriers, signage) are in place to protect users.
- Gates and car park barriers are designed to lock securely in both open and closed positions. They are checked regularly for safe operation.
- Speed restrictions are clearly signposted, and speed bumps are installed to enforce low speeds.
- Height restrictions and warning signs are displayed to prevent taller vehicles from accessing areas with low clearance.
- Vehicle barriers and protective bollards are installed to prevent vehicles from striking buildings or other critical infrastructure.
- Drainage systems are maintained to prevent water accumulation, reducing slip hazards and damage to surfaces.
- Winter arrangements are in place for gritting, salting, or clearing ice and snow. If certain areas cannot be safely cleared, they will be closed off to users.
- Blind spot mirrors are installed where visibility for drivers is limited.
- A one-way traffic system is in place to minimise reversing, and delivery areas are separated from general car park traffic.
- Stop blocks and parking positioning are used to ensure vehicles maintain a safe distance from buildings, reducing the risk of a vehicle fire spreading to school facilities.

During peak times (school start and finish), staff or volunteers may be appointed as car park marshals to supervise pupil drop-off and pick-up, ensuring pedestrian safety.

Staff are reminded of pupil safeguarding protocols around vehicle movements, particularly when pupils are entering or leaving school premises via the car park.

The car park is subject to regular formal inspections, and any defects or safety concerns are recorded and actioned promptly.

These arrangements are in place to ensure the ongoing safety and security of all who use our school facilities.

Civil Claims

We acknowledge that staff, pupils, parents, visitors, and contractors who may be affected by our activities have the right to seek compensation for injury or harm, where they believe this has arisen due to the school's negligence or breach of duty of care. Any such claims will be managed on the school's behalf by our Employers' Liability and Public Liability insurer.

To comply with our legal obligations and to ensure claims are handled correctly, the following procedures must be followed by all school staff:

- If any letter from a solicitor alleging negligence on the part of the school is received by a member of staff, it must be immediately forwarded to the Governing Body or Head Teacher.
- The Governing Body, unless they appoint a specific representative, will forward the solicitor's letter to the school's insurer along with any supporting evidence.
- Our insurer requires that solicitor correspondence is passed to them within 21 days of receipt, as they have 90 days to formally respond under the Pre-Action Protocol for Personal Injury Claims.
- Staff must not respond directly to the claimant or their solicitor under any circumstances, as this may compromise the school's legal position.
- Any further correspondence relating to the claim must be forwarded to the Governing Body or their representative immediately on receipt.

All incidents, accidents, or near misses that occur on school premises or during school-related activities must be:

- Promptly reported onto the Council's online health and safety management system.
- Investigated thoroughly, particularly where there is an injury, safeguarding concern, or the potential for a future claim.
- Reported to the relevant authority under RIDDOR, where necessary, including incidents involving staff, pupils, visitors, or contractors. Such reports will be made to the HSE by the Council's Health & Safety Team.

The school may exercise discretion in the level of investigation for minor incidents, balancing the likelihood of a claim against the cost and proportionality of evidence collection. However, any incident where a claim is foreseeable will be subject to full investigation.

The staff member responsible for the incident investigation, typically the School Office Manager, or designated member of the Senior Leadership Team, must compile an Evidence File for each incident that could give rise to a claim. This file may include, but is not limited to:

- A copy of the accident report.
- Signed and dated statements from:
- The injured person(s)
- Witnesses, including staff, pupils, and visitors where relevant
- The first aider(s) who attended the incident
- The incident investigation report, with accompanying:
- Photographs of the scene
- Diagrams or sketches

- Pre-incident and post-incident risk assessments.
- A copy of any written safety instructions or training records provided to the injured person.
- A record of any personal protective equipment (PPE) issued and used.
- Inspection and maintenance records for any equipment involved in the incident (e.g. playground equipment, sports apparatus, machinery).
- Site inspection records, especially if the incident occurred in high-traffic or outdoor areas.
- Records of disciplinary actions or behaviour reports, if relevant to the incident.
- A copy of any RIDDOR report submitted to the Health & Safety Executive (HSE) or local authority.
- Any correspondence from regulatory or enforcing authorities following the incident.
- No evidence or documentation may be sent to our insurer without the explicit permission of the Governing Body or their appointed representative.

Claims from Staff

Staff may bring a claim whether or not:

- The incident was formally recorded onto the Council's online health and safety management system..
- They took time off work as a result of the injury.

This underlines the importance of ensuring that all incidents, no matter how minor, are accurately recorded and investigated in line with the school's health and safety procedures.

These procedures are integral to ensuring that the school meets its duty of care obligations, protects its legal interests, and maintains compliance with insurance requirements. All staff must remain vigilant in recording and reporting incidents and in forwarding any solicitor correspondence without delay.

Clinical Waste

We are committed to ensuring the health, safety, and welfare of all individuals who may be affected by the clinical waste materials generated through our activities. The management of clinical waste is governed by several pieces of legislation, including the Control of Substances Hazardous to Health (COSHH) Regulations, and our school is fully compliant with these requirements.

We arrange for the regular, safe, and legally compliant disposal of all waste products, with waste disposal arrangements reviewed periodically to ensure continued suitability and safety.

Our clinical waste is classified into five categories, with each determining specific packaging and labelling requirements. A risk assessment is carried out to decide if certain items, such as sanitary towels, tampons, nappies, and similar products (provided they are not contaminated with sharps), pose a significant infection risk. If not, they are not classified as clinical waste but are still managed appropriately to address potential offensiveness.

We provide suitable waste receptacles at strategic locations throughout the school. These containers are:

- Specifically allocated for clinical waste.
- Adequately constructed to prevent leakage or escape of waste.
- Clearly marked for their intended purpose.

All clinical waste must be:

- Double-bagged and securely sealed.
- Labelled with the source of origin (e.g. First Aid Room).
- Collected regularly by an authorised waste contractor.

Should additional disposal facilities be required, staff can request these through the Caretaker/Facilities Manager.

We also support the recycling of appropriate waste materials and provide clearly marked containers for recyclable items.

Liquid waste, aside from normal effluent, must not be disposed of via the sewer system. The school ensures that proper arrangements are in place for the safe collection and disposal of liquid waste.

Staff involved in the handling of clinical waste will be provided with the necessary PPE, such as gloves and aprons. Staff must establish the PPE requirements before commencing any waste handling tasks.

Staff and support staff are expected to:

- Dispose of clinical waste only in the designated containers.
- Observe all segregation requirements for different types of waste.
- Report to the Caretaker/Facilities Manager if appropriate containers are not available or replacements are needed.

- Avoid filling containers beyond three-quarters capacity.
- Report any leakage, overflow, or spillage immediately.
- Clear up any spillage using approved methods and dispose of cleaning materials properly.
- Be aware of special arrangements for authorised waste removers, noting any specific precautions required.
- Wear PPE consistently and correctly when handling waste materials.

The Caretaker/Facilities Manager is responsible for ensuring:

- Adequate resources are available for waste management
- Waste disposal arrangements remain compliant and effective
- Staff are informed of their responsibilities

We will provide suitable information, instruction, and training to all relevant staff to ensure full understanding and adherence to this Health and Safety Management System.

All staff and pupils are encouraged to report any issues or concerns regarding waste disposal so that corrective action can be taken promptly.

By following these procedures, we will maintain a safe environment for pupils, staff, and visitors while ensuring compliance with health, safety, and environmental legislation.

Dangerous Substances and Explosive Atmospheres (DSEAR)

In schools, certain activities and materials can present risks of fire, explosion, or similar incidents, particularly in science labs, design and technology (DT) workshops, caretaking stores, and art departments. The Dangerous Substances and Explosive Atmospheres Regulations 2002 (DSEAR) place a legal duty on the school to protect staff, pupils, contractors, and visitors from such risks by properly managing dangerous substances present on site.

Dangerous substances include materials that, if not adequately controlled, could cause harm to people through fire, explosion, or similar events. These may include solvents, paints, varnishes, flammable gases like LPG, hydrogen, and aerosols, as well as dusts from sanding, woodworking, or food preparation. In educational settings, even small quantities of such materials can pose significant risks if mishandled or stored incorrectly.

We are required to carry out risk assessments to identify dangerous substances present in the school and evaluate the potential for fire and explosion. This involves reviewing where such substances are used, stored, or disposed of—for example:

- Science laboratories, where flammable chemicals and gases may be used for experiments.
- Design and Technology workshops, where sanding can create fine combustible dust.
- Art rooms, where varnishes, solvents, and paints may be present.
- Caretaking and maintenance areas, where fuels, cleaning chemicals, and maintenance sprays might be stored.
- Food technology classrooms, where fine food dusts can be generated.

Where risks are identified, we will implement control measures to eliminate or reduce these risks to an acceptable level. This includes:

- Storing substances in suitable, clearly labelled containers in designated storage areas, often in locked COSHH-compliant cabinets.
- Using ventilation systems or fume extraction where necessary (e.g., in science labs or DT workshops).
- Implementing permit-to-work systems for higher-risk activities such as hot works (welding, cutting).
- Providing clear signage to indicate any areas where explosive atmospheres could potentially occur.
- Ensuring that staff receive training on the handling, storage, and disposal of dangerous substances, as well as emergency procedures in case of spillage, fire, or explosion.

DSEAR applies in school environments when a dangerous substance is present or could become present through chemical reactions or misuse and/or there is a potential hazard to the safety (not just health) of persons who may be affected.

Dangerous substances covered by DSEAR include:

- Oxidising agents
- Extremely flammable, highly flammable, and flammable liquids or gases
- Fine combustible dusts that can form explosive atmospheres when airborne
- Examples within schools may include:
- Organic solvents (e.g. in art and design)
- Flammable gases such as hydrogen or LPG in science labs
- Petrol or fuels stored for maintenance equipment like mowers
- Fine wood dust from DT equipment like sanders
- Aerosols containing flammable propellants

Activities in Schools Where DSEAR May Apply

- Storing and using flammable chemicals in science labs
- Handling or storing solvents and varnishes in art rooms
- Woodworking and sanding in DT workshops
- Storing fuels or oils for maintenance equipment
- Conducting maintenance activities involving hot work (e.g. welding by contractors)
- Use of aerosol sprays for cleaning or maintenance

Before any such activities take place, the school will:

- Assess the risk of fire and explosion posed by dangerous substances.
- Identify the types of dangerous substances present.
- Evaluate the activities involving those substances and how they could cause harm.
- Decide on appropriate control measures to eliminate or reduce the risk.
- Prepare emergency procedures and plans to deal with accidents or incidents involving dangerous substances.

If the assessment finds that the risk is trivial or non-existent, no further action is required. However, where risks exist, we will take all necessary steps to ensure compliance with DSEAR, including ongoing staff training, regular reviews of storage arrangements, and maintenance of safety equipment such as fire extinguishers and extraction systems.

All staff involved in handling, storing, or using dangerous substances will receive adequate information, instruction, and training to ensure their safety and the safety of others.

Dermatitis

Our aim is to prevent or control the risks of dermatitis that staff and, where relevant, pupils may develop during school activities. Dermatitis is a skin condition usually caused by contact with irritants or allergens, which can affect the hands and other parts of the body.

In schools, dermatitis risks can arise from:

- Wet work: Frequent handwashing, such as after toileting support, cleaning, or care tasks, especially when washing hands more than 20 times per day or having wet hands for prolonged periods.
- Chemical agents: Contact with cleaning products, paints, glues, solvents, disinfectants, science lab chemicals, or art materials.
- Biological agents: Exposure to plants, soil, mould, fungi, or bacteria, including during gardening, science activities, or food preparation.
- Physical agents: Low humidity from air conditioning or heated classrooms, which can dry the skin.
- Mechanical agents: Abrasion from rough materials, tools, or surfaces, especially during practical subjects like Design & Technology.

Types of Work-Related Contact Dermatitis:

- Irritant Contact Dermatitis: Caused by chemical or physical irritants such as soaps, detergents, latex gloves, cleaning products, or art supplies.
- Allergic Contact Dermatitis: Triggered by allergens like certain glues, nickel in equipment, or plants. Severe reactions may, in rare cases, lead to anaphylactic shock.
- Photo Contact Dermatitis: A skin reaction triggered by sunlight combined with exposure to substances like certain perfumes, insect repellents, or plant sap.

Symptoms include redness, rash, dry or flaky skin, cracking, bleeding, swelling, or blistering. Symptoms may develop immediately or over time.

To manage and reduce the risks of dermatitis in the school environment, the following measures will be implemented:

- Identify substances and tasks that pose a dermatitis risk (e.g. cleaning agents, science lab activities, arts and crafts).
- Eliminate the use of high-risk substances where possible, replacing them with safer alternatives.
- Introduce control measures to minimise skin contact with harmful substances, such as using tools or equipment instead of direct handling where feasible.
- Provide appropriate PPE, such as gloves suitable for chemical resistance or barrier creams, particularly for cleaning staff, science technicians, and the Caretakers/Building Managers.
- Ensure accessible handwashing facilities with mild soaps and moisturisers to reduce skin irritation.
- Provide proper PPE storage and disposal facilities to prevent cross-contamination.
- Encourage staff to regularly check their skin for early signs of dermatitis and report concerns.

- Implement health surveillance for staff who carry out high-risk tasks (e.g. cleaners, science staff, Caretakers/Building Managers).
- Deliver training for staff on the risks of dermatitis, correct PPE use, and effective skin care.
- Engage and consult with staff regarding skin protection and available products.
- Record and investigate any cases of dermatitis and report under RIDDOR where appropriate. Such reports will be made to the HSE by the Council's Health & Safety Team.

This policy applies to all school staff and extends to support the safe participation of pupils in activities where contact with irritants or allergens may arise.

Disability Compliance

The school has a duty to protect the health, safety, and welfare of all individuals on site, including staff, pupils, and visitors who are disabled or have temporary injuries. We are committed to making reasonable adjustments to the environment, work practices, learning spaces, and access routes where required.

For staff with disabilities or newly acquired health conditions, we will:

- Review existing risk assessments to ensure they reflect the employee's needs.
- Complete an individual risk assessment if required, in consultation with the employee and, where relevant, occupational health.
- Develop a Personal Emergency Evacuation Plan (PEEP) where mobility or other impairments may affect evacuation during emergencies such as fire alarms or lockdowns. PEEPs will be reviewed regularly or if the employee's condition changes.
- Review lone working arrangements to ensure adequate safeguards, which may include implementing a buddy system or ensuring suitable communication methods are available.

For temporary injuries (e.g. broken limbs), we will assess whether adaptations can be made to support continued attendance at work. Where this is not practicable, we will explore offering alternative duties or may advise temporary absence if necessary for safety.

For pupils with disabilities, health conditions, or temporary injuries:

- An individual risk assessment will be completed to ensure their participation in school activities is safe and inclusive.
- A PEEP will be put in place where mobility or health conditions may impact their ability to evacuate safely.
- Adjustments to the classroom, timetables, and school activities will be made to accommodate their needs, ensuring full access to education in line with the Equality Act 2010.
- For pupils with temporary injuries, activity restrictions may be applied (e.g. limiting playground access or PE participation) to prevent further harm.

Visitors to the school who disclose a disability or temporary impairment will:

- Be offered assistance to navigate the site safely.
- Be provided with information on evacuation arrangements, including the provision of a PEEP where required for regular visitors (e.g. volunteers, governors).
- Have access to accessible facilities, with any specific support needs addressed on arrival.

We will continue to monitor and review our provisions to ensure that the school remains accessible and safe for all, consulting with affected individuals to ensure that adjustments remain appropriate.

Display Screen Equipment

The school is committed to taking all reasonable steps to protect the health and safety of staff, pupils (where relevant), and visitors who work with Display Screen Equipment (DSE), such as desktop computers, laptops, tablets, and interactive whiteboards.

We acknowledge that prolonged or poorly managed use of DSE can present health and safety risks, including musculoskeletal problems, eye strain, and fatigue. Although most people can use DSE safely, we recognise that some may experience concerns or discomfort. We will provide information, training, and support to reduce risks and address concerns.

We are committed to carrying out the following to ensure compliance with regulations and for the safety and wellbeing of all DSE users:

- Carry out DSE risk assessments for staff, or provide the tools for self-assessment, taking into account the equipment, furniture, working environment, and individual user needs.
- Take action to remedy any risks identified through assessment, such as providing ergonomic chairs, monitor risers, or other equipment adjustments.
- Ensure that breaks from screen work are integrated into the working day, particularly for administrative staff and teachers using computers for extended periods.
- Review software to ensure it is appropriate and user-friendly for educational and administrative tasks.
- Provide eye and eyesight tests for staff identified as DSE 'users', both at regular intervals and when visual difficulties related to screen work are reported.
- Contribute to the cost of corrective appliances (e.g. glasses) where prescribed specifically for DSE work.
- Ensure all staff and regular DSE users are informed of potential risks and best practices to reduce them.

While pupils are not classified as DSE 'users' under regulations, we will encourage good posture, regular screen breaks, and appropriate screen use for all pupils, particularly during ICT lessons or use of classroom tablets.

An induction will be undertaken for all temporary staff, volunteers, and contractors who may use DSE in school offices or teaching spaces will include basic DSE safety information.

All staff and support staff using smartboards, laptops, or tablets for lesson delivery should ensure these are positioned to prevent poor posture or eye strain.

The Head Teacher is responsible for overseeing DSE compliance, supporting staff with assessments, arranging eyesight tests, and addressing DSE-related health concerns.

Any staff members who are classified as DSE 'users' are entitled to an eyesight test, arranged by themselves with consent from the Senior Leadership Team, at intervals recommended by the optometrist. If staff experience vision difficulties that may be linked to DSE work, a test will be offered.

The school will cover the cost of these tests when arranged with consent. Tests arranged privately without prior approval will not be reimbursed.

Where corrective lenses are needed specifically for DSE work, the school will contribute to the basic cost of lenses and standard frames. Any additional cost for enhanced frames or features will be met by the employee.

All relevant staff and support staff are advised to take short breaks of at least 10 minutes every hour from screen work. Breaks should involve tasks that do not involve screens or mobile phones to help prevent fatigue.
All staff should inform a member of the Senior Leadership Team if their workload prevents them from taking appropriate screen breaks, so that adjustments can be made.

All relevant staff are required to complete a DSE self-assessment to check workstation setup, posture, and screen use habits.

Self-assessments will be reviewed when:

- An employee reports discomfort or health concerns.
- There is a significant change to the workstation (e.g. office move, new equipment).
- At least every two years.
- Where adjustments or further support is needed following assessment, the school will take appropriate action.

We aim to ensure that all staff, pupils, volunteers, contractors, and visitors remain safe and comfortable while using display screen equipment within the school.

Electrical Safety

Electricity poses significant risks that are not always visible, yet can lead to burns, electric shock, fires, and fatalities. In school environments, where staff, pupils, and visitors are present daily, these risks must be carefully managed. The school recognises its legal responsibilities and is committed to taking all necessary precautions to prevent accidents and incidents involving electricity.

Fixed electrical installations, including the building's wiring, sockets, switches, isolation points, and distribution boards, are inspected and maintained to ensure they remain in a safe condition. Any damage to these installations must be reported immediately to the Site Manager or Office Manager. If damage is identified, the affected area or equipment will be isolated or made inaccessible until repairs are completed by a qualified electrical contractor.

All electrical work will be carried out in accordance with the Institution of Engineering and Technology (IET) Wiring Regulations (BS 7671). To maintain safety, the school arranges for formal inspections and testing of fixed installations at least every five years, or sooner if recommended, and maintains records of these checks.

Portable appliances, defined as any electrical device fitted with a plug, are also managed carefully to prevent hazards. This includes computers, printers, interactive whiteboards, extension leads, mobile phone chargers, and kitchen appliances. Personal electrical items brought onto site by staff or authorised pupils are also subject to the same safety expectations.

Common risks associated with portable appliances include damaged cables, faulty plugs, overheating devices, and the dangerous practice of connecting multiple extension leads together, known as 'daisy chaining'.

To manage these risks, the school will:

- Maintain a register of all portable electrical appliances, including approved personal devices.
- Require all staff to conduct a visual check of equipment before use and report any defects immediately.
- Ensure that any defective equipment is taken out of use and repaired or replaced.
- Conduct periodic visual inspections and arrange Portable Appliance Testing (PAT) at appropriate intervals based on the nature of the equipment and where it is used.
- Monitor the use of extension leads and prohibits daisy chaining.

Pupils will be taught about the importance of electrical safety through subjects such as Science, Design & Technology, and ICT. They are not permitted to plug in or unplug devices unless under the supervision of a member of staff. Any personal electrical devices brought in by pupils must have prior authorisation and may be inspected to ensure they are safe for use.

Contractors engaged to work on school premises must provide evidence of their competence in electrical work and confirm that their equipment is tested and safe.

Visitors are not permitted to use personal electrical appliances within the school unless authorised and subject to appropriate checks.

No member of staff is permitted to perform electrical repairs or modifications unless they are specifically authorised, trained, and qualified to do so. This is to ensure that all electrical work is carried out safely and competently.

The school follows the Health and Safety Executive's guidance document HSG107, which outlines appropriate frequencies for inspecting and testing portable appliances based on their type and usage environment. By adhering to these practices, the school ensures the safety of its community and minimises the risk of harm from electrical hazards.

Table 1 Suggested initial maintenance intervals

Type of business		User checks	Formal visual inspection	Combined inspection and test
Equipment hire		N/A	Before issue/after return	Before issue
Battery operated equipment (less than 40 V)		No	No	No
Extra low voltage (less than 50 V ac), telephone equipment, low-voltage desk lights		No	No	No
Construction	110V equipment	Yes, weekly	Yes, monthly	Yes, before first use on site then 3-monthly
	230V equipment	Yes, daily/every shift	Yes, weekly	Yes, before first use on site then monthly
	Fixed RCDs	Yes, daily/every shift	Yes, weekly	Yes, before first use on site, then 3-monthly (portable RCDs – monthly)
	Equipment site offices	Yes, monthly	Yes, 6-monthly	Yes, before first use on site then yearly
Heavy industrial/high risk of equipment damage (not construction)		Yes, daily	Yes, weekly	Yes, 6–12 months
Light industrial		Yes	Yes, before initial use then 6-monthly	Yes, 6–12 months
Office information technology rarely moved, eg desktop computers, photocopiers, fax machines		No	Yes, 2–4 years	No if double insulated, otherwise up to 5 years
Double insulated ⧈ (Class II) equipment moved occasionally (**not** hand-held), eg fans, table lamps		No	2–4 years	No
Hand-held, double insulated ⧈ (Class II) equipment, eg some floor cleaners, some kitchen equipment		Yes	Yes, 6 months – 1 year	No
Earthed (Class I) equipment, eg electric kettles, some floor cleaners		Yes	Yes, 6 months – 1 year	Yes, 1–2 years
Cables, leads and plugs connected to Class I equipment, extension leads and battery charging equipment		Yes	Yes, 6 months – 4 years depending on type of equipment it is connected to	Yes, 1–5 years depending on the equipment it is connected to

Event Safety Management

Our school organises a variety of events each year, from fairs and performances to fundraising and educational activities. We are committed to managing these events safely and effectively. All school-organised events are covered by our public liability insurance, and any accident or incident that occurs during an event must be reported immediately to the Head Teacher. The school is responsible for notifying the insurance provider without delay.

We are dedicated to ensuring the health, safety, and welfare of all attendees, including pupils, parents/carers, staff, volunteers, contractors, and visitors. We recognise that large-scale events can present significant hazards if not carefully planned, so we adopt a structured approach to safety management from the outset. Responsibilities for planning and oversight are delegated to designated staff members, ensuring clear accountability.

When planning events, we carefully assess the suitability of the venue, considering:

- The expected attendance versus the venue's maximum capacity, including seated and standing areas.
- Potential risks of overcrowding and the capacity for safe and swift evacuation in an emergency.
- Accessibility for wheelchair users, disabled persons, and parents/carers with prams, ensuring appropriate welfare and baby changing facilities.
- The need for transport and parking management, including minimising vehicle movements near pedestrian areas and implementing one-way systems where appropriate.
- Separating vehicles from people and ensuring all work vehicles are removed from public areas before the event begins.
- The potential requirement for ticketed entry to control numbers and procedures for handling excess arrivals.
- The impact of site-specific hazards such as flood risk, ice, or uneven ground, and the effect of weather conditions on outdoor events or temporary structures.

We also assess potential crowd behaviours, both physical and psychological, and review any relevant experiences from previous events. A full event risk assessment is prepared to cover risks such as violence and aggression, child safeguarding, catering safety, fire, electrical hazards, noise levels, and crowd management. Clear signage and staff support ensure attendees can exit safely, typically via the same route they entered.

If the event involves a licensable activity such as the sale of alcohol or regulated entertainment (music, singing, dancing), and is on an unlicensed premise for fewer than 168 hours with under 499 attendees, we will obtain a Temporary Event Notice (TEN).

A proportionate emergency plan is developed for each event, detailing:

- How to contact and liaise with emergency services.
- Procedures for raising the alarm and communicating with attendees.
- Plans for the safe evacuation of all persons, including those with disabilities.
- Traffic management to ensure emergency vehicle access.

- First aid provision and the handling of casualties.
- How and when to reopen the venue post-incident.
- Internal communication protocols for staff, volunteers, and contractors.

We test the emergency plan through scenario-based training, ensuring responses are effective and identifying any areas for improvement. The entire event lifecycle is monitored using documented checklists, helping us maintain control and address issues promptly.

To protect attendees, staff, pupils, volunteers, and contractors, we ensure the presence of sufficient, trained personnel, proportionate to the event's size and complexity. Prior to opening, all staff and contractors receive a safety briefing, which includes:

- Location of entrances, exits, first aid points, assembly areas, and welfare facilities.
- Their responsibilities in an emergency.
- The importance of keeping fire exits and escape routes clear.
- Reporting procedures for violence, aggression, suspicious behaviour, and drug misuse.
- Child safeguarding procedures, including lost child protocols.
- Names and roles of key personnel.
- Traffic management arrangements and noise monitoring responsibilities.

If alcohol is available at an event, it will not be served to anyone appearing intoxicated and staff should report any hazards they cannot resolve to the appropriate member of the Senior Leadership Team.

Following each event, we hold a post-event review with staff and contractors to identify any learning points. This review covers the entire process, from planning to conclusion, and includes an analysis of any incidents or near misses to help improve future event management.

Fatigue in the Workplace

Fatigue is more than just feeling tired; in the school environment, it is a state of physical and/or mental exhaustion that can reduce a person's ability to perform safely, effectively, and attentively. For staff, pupils, and contractors, fatigue can compromise judgement, concentration, and physical coordination, which is particularly concerning in educational settings where responsibilities include supervising children, operating equipment, and managing pupil behaviour.

Fatigue can arise from prolonged mental effort, physical activity, sleep deprivation, or disruptions to the body's natural clock. It may result from a combination of work-related and non-work-related factors, and if unmanaged, it can accumulate over time, increasing the risk of errors, accidents, and diminished wellbeing.

To reduce the risk of fatigue within the school, we have implemented **11 key measures** designed to support the health, safety, and welfare of staff, and indirectly, pupils and visitors:

1. **Open Communication:** We encourage all staff to share concerns about fatigue and workload with their line manager, ensuring that the school fosters an open and supportive culture.
2. **Job Design:** Tasks and responsibilities are designed to balance mental and physical demands. Sufficient staffing levels are maintained to ensure no individual is overloaded, particularly during busy periods such as inspections, exams, or event preparations.
3. **Task Rotation and Variation:** Where possible, staff duties are rotated to avoid prolonged repetitive tasks, such as extended periods of screen work, playground duty, or administrative tasks.
4. **Adequate Rest Between Tasks:** We plan work schedules to allow adequate time between demanding tasks, giving staff opportunities to recuperate both physically and mentally before resuming duties.
5. **Working Environment:** The physical working environment is regularly reviewed. This includes ensuring comfortable indoor temperatures, appropriate lighting levels in classrooms and offices, and providing adequate shelter and welfare facilities for those working outdoors, such as site staff or during school events.
6. **Fatigue Awareness:** We provide education and guidance on recognising and managing fatigue, including tips on healthy sleep routines, nutrition, and the importance of self-care.
7. **Scheduled Breaks:** Staff are encouraged and supported to take their entitled rest breaks during the working day, particularly during long meetings, training days, or when performing physically demanding tasks.
8. **Encouraging Annual Leave:** We actively encourage staff to take their full annual leave entitlement and avoid excessive carry-over. Time off is essential for recovery and helps prevent long-term fatigue and burnout.
9. **Access to Amenities:** The school ensures that adequate amenities, such as drinking water stations, rest areas, and clean staff facilities, are available to support wellbeing throughout the day.
10. **Sick Leave Support:** Staff are reminded that they should utilise their sick leave entitlements when unwell. We strive to create a culture where staff do not feel

pressured to attend work when ill, as presenteeism can exacerbate fatigue and risk to health.

11. Monitoring and Supervision: We monitor staff for signs of fatigue through supervision and informal observations. Line managers are encouraged to recognise signs of underperformance or exhaustion and offer support or adjustments where needed.

In addition to these measures, we recognise that fatigue can affect pupils, particularly during exam periods, residential trips, or after participating in extra-curricular activities. Staff are advised to remain vigilant for signs of pupil fatigue, such as decreased concentration, irritability, or physical tiredness, and to adapt classroom activities or provide rest opportunities where appropriate.

We aim to maintain a safe, productive, and supportive school environment for everyone.

Fire Safety

Fire poses a significant risk to the school community, including staff, pupils, contractors, and visitors. We recognise our responsibilities under the Regulatory Reform (Fire Safety) Order 2005 and are fully committed to complying with our duties to ensure that our school premises remain safe from the risk of fire.

We conduct ongoing assessments of fire risks within the school, with a formal fire risk assessment reviewed and documented at least annually. Fire risk assessments are completed for each building and work area within the school, including classrooms, offices, kitchens, sports halls, and specialist rooms such as science labs and design & technology workshops. We ensure that all staff undertake fire safety training, including specific procedures relevant to the areas they work in.

Each location within the school has a documented fire procedure, which is communicated to all staff and displayed prominently in key areas such as classrooms, staffrooms, and communal spaces. Fire drills are conducted termly to ensure staff and pupils are familiar with evacuation procedures, including alternative exits.

Following any assessment, we take action to address risks and implement recommendations to reduce the likelihood of a fire and to minimise harm if a fire does occur. Everyone in the school has a responsibility to prevent fires, and we provide information and training to help staff understand the precautions and procedures required.

We have designated Fire Marshals who are trained to assist in fire safety management, including coordinating evacuations and performing checks during drills or real emergencies.
Our approach to fire safety includes:

- Maintaining good housekeeping to reduce fire risks, ensuring materials such as paper, waste, and chemicals are stored appropriately.
- Providing fire safety training for all staff, including recognising fire hazards and using firefighting equipment if safe to do so.
- Supplying clear fire safety information to contractors, visitors, and volunteers, including what to do in an emergency.
- Installing and maintaining suitable fire detection systems and alarm systems, with alarms that are distinct and audible across the school premises.
- Establishing clear fire evacuation procedures, displayed throughout the school and explained during staff inductions and pupil assemblies.
- Clearly marking escape routes and exits, ensuring they are kept free of obstruction.
- Identifying assembly points that are safe, easily accessible, and large enough to accommodate the entire school population.
- Providing and maintaining appropriate portable firefighting equipment in accessible locations.
- Keeping detailed records of all inspections, maintenance, fire drills, and training in the school's fire safety logbook.
- Considering risks posed by and to neighbouring properties, especially in shared or adjacent facilities.

- Ensuring that Personal Emergency Evacuation Plans (PEEPs) are in place for any staff, pupils, or regular visitors with disabilities or sensory impairments.

We continuously review our fire safety arrangements and encourage staff to report any unsafe conditions or faulty equipment immediately.

Automatic Fire Detection Systems (AFD)

The school is equipped with an automatic fire detection system designed to provide the earliest possible warning of a fire. Our system includes:

- A dedicated electrical supply with battery backup.
- Hard-wired alarms and protected cabling to prevent damage.
- Manual call points (break glass boxes) located strategically around the site.
- Audible alarms that are distinct and supplemented with visual alarms (strobes) where necessary.
- A centrally located fire alarm panel that identifies alarm activation points and building zones.

To enhance fire safety for staff, pupils, and visitors with hearing impairments or other vulnerabilities, additional measures such as vibrating pagers, flashing beacons, or buddy systems are available. If a visitor declares a disability on arrival, provisions are made to ensure their safe evacuation.

Our system complies with the BS 5839 standard, and we work with competent professionals to ensure the correct types of detectors (smoke, heat) are installed based on specific school areas.

The fire alarm system is divided into zones to help pinpoint the location of a fire quickly. Maps indicating these zones are displayed at the fire panel and key locations to aid Fire Marshals and the emergency services.

A suitable schedule of testing and maintenance includes:

Daily Inspection
Checking the fire panel is in normal operation
Ensuring there is a monitored direct line
Weekly Inspection
Activating system from a call point in rotation (testing each unit over 13 weeks)
Recording the activation in the fire log
Visually inspecting the batteries
Quarterly Inspection – Usually by Service Engineer
Signing off any defects, checking the batteries and connections
If applicable testing secondary batteries
Checking alarm functions and control panel
Checking all call points and detector positions are unobstructed and unaffected by structural changes
Annual Inspection – By Qualified Person
Repeating all quarterly tests

Operating each detector
Visually checking the cables and fittings
Three Yearly
Ensuring a service test is undertaken with regards to the regulations for Electrical Installations
Following A Fire
Testing each detector that may have been affected by the fire

Any false alarms are investigated, logged, and reported to reduce recurrence. Causes can include steam, cooking fumes, dust, or accidental damage. If persistent false alarms occur, we consult our alarm provider to adjust the system appropriately.

Following evacuation, the fire service must be informed whether the fire was extinguished or still active. Roll calls are conducted at assembly points to account for all pupils, staff, and visitors.

The school aims to ensure that every person on site—whether staff, pupil, volunteer, visitor, or contractor—is protected from fire risks, and that effective emergency response procedures are always in place.

First Aid

First aid provision in our school ensures that immediate and appropriate assistance is available to anyone on site who becomes injured or unwell, including staff, pupils, contractors, and visitors. First aid at work refers to the initial management of injury or illness, but does not extend to providing medication or treatment beyond first aid unless administered by trained medical professionals.

We recognise our responsibility under the Health and Safety (First-Aid) Regulations 1981 to provide sufficient equipment, facilities, and trained personnel to manage incidents of injury or illness that occur during the school day or on school premises. This also applies during school trips, sports events, and other off-site activities.

Our First Aid Provision Includes:

- A nominated person to oversee first aid arrangements across the school, ensuring compliance, monitoring supplies, and coordinating training.
- Sufficient trained First Aiders, including Paediatric First Aid (PFA) trained staff in Early Years settings as required by the EYFS statutory framework.
- Appointed persons to take charge of first aid arrangements when First Aiders are absent.
- Ensuring that first aid cover is available during all school hours, out-of-hours clubs, sports events, and trips.
- Identification of suitable facilities for administering first aid, including a quiet, clean space or medical room for treatment.
- Provision of clearly marked first aid containers, stocked with appropriate supplies for different areas of the school, including catering areas, science labs, and sports facilities.
- Clear first aid notices displayed throughout the school, detailing how to access first aid help and who the trained First Aiders are.

We conduct a first aid needs assessment tailored to the school's specific circumstances. This considers:

- The hazards and risks present in different areas, such as classrooms, science labs, kitchens, and workshops.
- The size and composition of the workforce and pupil population, including the presence of children with medical needs, disabilities, or SEN.
- Accident trends drawn from our accident reporting systems.
- The layout and size of the premises, including multiple floors, playgrounds, and sports fields, and the time it may take to summon emergency services.
- The need for first aid cover during school trips, residentials, and off-site activities.
- Contingency plans for covering absences of trained first aiders.
- Trainees, apprentices, and work experience students are treated as staff for the purpose of first aid provision.

All first aid kits are clearly marked with a white cross on a green background and contain appropriate, well-maintained supplies. The typical contents of a general school first aid kit include:

- A first aid guidance leaflet.
- At least 20 sterile adhesive dressings, including detectable ones in food preparation areas.
- 2 sterile eye pads.
- 4 individually wrapped triangular bandages.
- 6 safety pins.
- 6 medium sterile unmedicated wound dressings (approx. 12cm x 12cm).
- 2 large sterile unmedicated wound dressings (approx. 18cm x 18cm).
- Disposable gloves.

Kits located in high-risk areas such as science labs, technology workshops, and sports halls may contain additional or specialised items.

Automated External Defibrillators (AEDs)

Our school is equipped with an Automated External Defibrillator (AED), in line with the latest gov.uk guidance for schools and nurseries. An AED provides a potentially life-saving intervention for someone experiencing cardiac arrest, delivering a controlled shock to restore a normal heart rhythm.

Staff are trained in basic AED operation, although the devices provide clear, step-by-step instructions to guide users. The AED is maintained regularly, and its location is clearly marked and communicated to all staff.

We ensure that first aiders' qualifications are kept up to date with refresher training every three years or sooner if needed. First aid arrangements are reviewed annually or following any significant incident to ensure our provision remains effective.

Staff are encouraged to report any concerns about first aid resources, provision, or access to the appointed person immediately. We also ensure that pupils and visitors are supported appropriately in the event of illness or injury while on school premises or during school activities.

We will ensure that the school is equipped to provide prompt and effective care, promoting a safer environment for everyone.

Suggested Numbers of First Aiders (HSE Guidance)

Early Years	At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. Childminders and any assistant who may be in sole charge of the children for any period of time is to hold a full current PFA certificate.

	The PFA training will be renewed every three years and be relevant for workers caring for young children and where relevant, babies. **All newly qualified level 2 and level 3 nursery staff must have either a full paediatric first aid certificate or an emergency paediatric first aid certificate to count in the required staff to child ratios.**

Category of Risk	Number of staff at any location	Suggested number of first aid personnel
Lower Risk	Fewer Than 50	At least 1 appointed person
	50 – 100	At least 1 first aider
	More than 100	1 additional first aider for every 100 employed
Medium Risk	Fewer than 20	At least 1 appointed person
	20 - 100	At least 1 first aider for every 50 employed (or part thereof)
	More than 100	1 additional first aider for every 100 employed
Higher Risk	Fewer than 5	At least 1 appointed person
	5 – 50	At least 1 first aider
	More than 50	1 additional first aider for every 50 employed
	Where there are hazards for which additional first aid skills are necessary	In addition, at least 1 first aider trained in the specific emergency action

First Aid – Mental Health

Mental health first aid is a training programme designed to equip staff with the skills to support pupils, colleagues, or parents/carers who may be developing a mental health problem (including substance misuse issues), experiencing a worsening of an existing condition, or undergoing a mental health crisis.

Similar to physical first aid, mental health first aid does not train people to diagnose or treat conditions. Instead, it helps individuals to provide initial support and signposting until professional help is available, or the situation resolves.

In schools, where pupils, staff, and families may all face varying mental health challenges, developing mental health first aid capacity is crucial. It aligns with the Department for Education's guidance on mental wellbeing and the Ofsted inspection framework, both of which highlight the importance of supporting pupils' wellbeing.

Mental health challenges are common. National statistics suggest that one in six school-aged children experience a mental health problem. Furthermore, staff and support staff themselves are not immune to mental health pressures, often driven by workload, expectations, and the pastoral needs of pupils.

By building a school culture that normalises mental health discussions and support, we can:

- Reduce stigma around mental health.
- Improve pupil attendance and attainment.
- Support staff wellbeing and retention.
- Identify and intervene early when mental health needs emerge.

We are committed to supporting the mental health of both pupils and staff by:

- **Encouraging open conversations** about mental health with pupils, colleagues, and parents/carers.
- **Monitoring pupil and staff wellbeing** proactively through pastoral support systems, wellbeing surveys, and supervision where appropriate.
- **Providing clear signposting** to internal and external support services, such as school counsellors, CAMHS (Child and Adolescent Mental Health Services), and Employee Assistance Programmes for staff.
- **Training key staff** as Mental Health First Aiders to provide an informed first point of contact.
- **Developing reasonable adjustments** for staff or pupils experiencing mental health difficulties.

When a member of staff or pupil presents with mental health needs, we will consider reasonable adjustments. These might include:

For Staff:

- Flexible working arrangements, such as part-time hours or adjusted start times.
- Changes to duties or responsibilities.
- Access to counselling or occupational health services.

- Phased return to work after a period of absence.
- Providing a workplace buddy or mentor.

For Pupils:

- Modified timetables or reduced lesson loads.
- Quiet spaces or wellbeing rooms for breaks.
- Support from school pastoral teams or SENCO (Special Educational Needs Coordinator).
- Access to mental health practitioners where available.
- Alternative assessment arrangements if anxiety or other conditions affect performance.

When supporting a pupil or staff member with a known mental health condition, we will carry out a risk assessment to identify any triggers or situations that may cause distress. This process will help us develop appropriate strategies to reduce risks, such as avoiding overcrowded spaces for a pupil experiencing anxiety. Additionally, we will ensure that any safeguarding concerns are recognised and managed in accordance with the requirements of Keeping Children Safe in Education (KCSIE).

Mental health difficulties can include but are not limited to:

- Depression
- Anxiety and panic attacks
- Self-harm
- Eating disorders
- Obsessive-compulsive disorder (OCD)
- Post-traumatic stress disorder (PTSD)
- Bipolar disorder
- Psychosis
- Personality disorders

Each individual's experience will vary, and support must be tailored to their specific needs.

We do not expect staff to be mental health professionals, but we do expect all to foster a supportive environment.

We will seek professional advice when needed, particularly where a condition may be considered a disability under the Equality Act 2010, ensuring appropriate adjustments are made.

We are committed to regularly reviewing and enhancing the mental health support available to both staff and pupils. As part of this commitment, we will designate trained Mental Health First Aiders within our staff team to provide immediate support when needed.

We will also promote mental health awareness through staff continuing professional development (CPD) and pupil education, including within the PSHE curriculum.

Clear referral pathways to external support services will be established to ensure timely and appropriate assistance. In addition, we will regularly review our policies to ensure they reflect current best practices in mental health and comply with all relevant legislative requirements.

We aim to ensure that both staff and pupils thrive in a safe, supportive, and understanding environment.

Food Hygiene

In schools, we have a legal duty under food safety legislation to ensure that all food served to pupils, staff, and visitors is always safe to eat. To meet this obligation, we have implemented a Food Safety Management System that supports the consistent delivery of high food safety standards in compliance with current legislation and best practice guidance.

All staff involved in the handling, preparation, or serving of food are required to understand their responsibilities and follow our established procedures. These measures are designed to ensure our statutory duties are met. Food safety training is mandatory for all relevant staff, appropriate to their role, and refresher training will be provided when food hygiene certificates expire to maintain competence.

Maintaining high personal hygiene standards is essential in a school environment, particularly as children can be more vulnerable to foodborne illnesses. All food-handling staff must:

- Report any illness immediately.
- Keep hands and fingernails clean and avoid wearing nail polish.
- Remove jewellery, including watches, when preparing food.
- Wear protective clothing and headgear.
- Tie back long hair.
- Cover any cuts or broken skin with blue plasters.

We are committed to preventing food contamination and demonstrating due diligence. Staff must ensure that:

- No debris such as machine parts, insects from fly zappers, or flakes from surfaces, ceilings, or walls enters food.
- Food is stored in suitable, sealed containers.
- Cold storage maintains appropriate temperatures.
- Cleaning chemicals and detergents are stored separately from food.

Purchasing staff must only source food from reputable suppliers. Deliveries should be arranged at convenient times and all goods must be inspected upon receipt for:

- Damaged or broken packaging.
- Signs of spoilage.
- Best before or use by dates.
- Additional precautions for chilled goods include:
- Ensuring correct storage temperatures during transit.
- Obtaining and retaining temperature confirmation receipts from delivery drivers.
- Immediate storage of chilled or frozen items in appropriate refrigeration units.
- Dry goods must be stored off the floor in sealed containers to prevent contamination.

Food storage facilities must be well-maintained to avoid spoilage and waste. We operate a strict stock rotation system that all staff must follow. Regular checks ensure that food is used within its safe consumption period and that expired items are disposed of promptly.

Chilled food must remain at appropriate temperatures until needed. We routinely record temperature checks to confirm that fridges remain at 5°C or below, and freezers at -18°C or below.

All food must be prepared following established best practices, procedures, and controls. Preparation must be carried out by competent staff or under the direct supervision of someone competent. We apply the HACCP (Hazard Analysis and Critical Control Points) principles to all food preparation and service processes.

We pay special attention to the 'danger zone' temperature range between 5°C and 63°C, where bacteria can multiply quickly. Our practices are designed to minimise the time food spends within this range.

Knives, machinery, and other kitchen equipment can pose risks such as cuts, lacerations, and burns. To mitigate these risks:

- Staff will be trained on the correct and safe use of all kitchen equipment.
- No employee is permitted to use machinery or specialist equipment until they have been trained, and this training is formally recorded.

We have a responsibility to protect individuals with allergies. We maintain clear, written information on the 14 allergens identified by the EU Food Information for Consumers Regulations. To prevent allergic reactions and cross-contamination:

- Staff must strictly follow allergen management procedures as outlined in our HACCP documentation.
- Staff must seek guidance if they are unclear about any procedure, particularly when dealing with allergens, as anaphylaxis can be life-threatening.

Cleanliness is a core part of our food safety strategy. We have comprehensive cleaning schedules detailing:

- Items and areas to be cleaned.
- Methods, equipment, and approved cleaning products to use.
- Cleaning frequency.
- Necessary safety precautions.
- To maintain hygiene and prevent pests:
- Premises will be kept in good repair to block pest entry.
- Food stock will be rotated regularly.
- Any spoiled or expired food will be disposed of safely.
- Spills or food debris must be cleaned up immediately to prevent pest attraction.

We will ensure that food served within our school setting is safe, hygienic, and prepared to the highest standard, safeguarding the health of pupils, staff, and visitors.

Furniture – Nursery Environment

We have carried out a risk assessment and identified that all free-standing furniture above a height of 700mm will be securely affixed to a suitable internal or external wall. This includes all free-standing units, for example bookcases, cabinets, cupboards. All chests of drawers with more than two sets of drawer openings will be fixed regardless of height.

We will ensure that our staff and children are in a safe environment, this will therefore require us to ensure that we are obtaining our furniture from a reputable provider and ensure that the material meets European or other recognised safety standards prior to obtaining them. Additionally, we will ensure the suitability of the materials upon arrival prior to it being placed in situ.

Furniture will always be fixed according to the manufacturer's instruction. If the supplier or manufacturer does not supply these then the fixing methods described below are to be followed:

Care will be taken to ensure that cable and pipe strikes are avoided. A cable avoidance tool (CAT) will be used.

There is no one method for fixing. Each item is unique and the method used will depend on:

- The weight and depth of the furniture and how it is loaded. Ideally, most of the weight will be at the bottom and the upper shelves/storage areas will be filled with lighter items (if this is necessary). This will make the unit more stable - no unit is ever to be filled from the top with nothing at the bottom.
- The type of wall the unit is being fixed to and how straight the wall is and how level the floor is.
- How the unit is made, ie whether it has a secure, solid, back or whether it is constructed of a thinner materials such as ply or hardboard.

It is our responsibility to ensure the correct fixing method is used.

Fixing unit with solid back can be secured with the appropriate fixings as follows:

- Directly through the back of the unit as close to the top of the unit as possible.
- With angle brackets secured at the side as close to the top as possible and/or on the top.
- With small lengths of chain secured at the side and/or on the top.
- By connecting units together with suitable metal plates and screws prior to fixing as per (1) or (2) above.

Unit types will be secured with the appropriate fixings as follows:

- By first fixing a batten to the wall at the back of the unit (where possible) and securing the unit to the batten through the back or at the top of the unit using angle brackets, plates or straps.

- With angle brackets secured at the side and/or on the top.
- By connecting units together with suitable metal plates and screws prior to fixing as per (1) or (2) above.

Where the wall is constructed of brick, block, stone or concrete, the appropriate size screws/plugs/washers/bolts will be used.

Where the wall is constructed of timber studding and plasterboard or metal studding and plasterboard, if timber studding can be found, then the appropriate size screws/plugs/washers/bolts will be used. Where timber studding cannot be found, then suitable hollow wall fixings through the plasterboard will be used.

Where the unit cannot be secured flush to the wall because of skirting at the bottom, then a timber batten will be fixed to the wall first with the appropriate fixings as per above so that the unit can be secured to the wall through the batten.

Appropriate adhesive will be used in association with other fixings. A spirit level will be used to ensure that the unit is level after fixing and sits flush to the floor.

Any loose furniture items noted will be investigated as a 'near miss' event and action will be taken to prevent a re-occurrence. Staff are also to ensure that they are not tempting children to climb onto items of furniture to access toys for example.

Gas

In schools, we recognise our legal responsibilities under the Gas Safety (Installation and Use) Regulations 1998 and the Provision and Use of Work Equipment Regulations 1998 (PUWER). We are committed to fulfilling these statutory duties to protect the health, safety, and welfare of staff, pupils, contractors, and visitors whenever gas appliances or systems are present on site. Faulty gas appliances, pipework, or fittings can pose serious risks, including fire, explosion, or exposure to dangerous fumes such as carbon monoxide, which can be fatal if undetected.

To ensure compliance with these regulations and maintain a safe environment within the school, we have established the following procedures:

- All gas installations, modifications, repairs, and servicing will only be carried out by a Gas Safe Registered engineer. This applies to all pipework, fittings, and appliances used in the school, including those in kitchens, science laboratories, and boiler rooms.
- Periodic visual inspections of gas pipework, appliances, and fittings will be conducted by the site team to identify any signs of damage, wear, or corrosion. Any concerns will be reported and addressed promptly.
- Annual gas safety inspections will be arranged for all gas appliances, systems, and pipework. A Gas Safe Registered engineer will complete these checks, and inspections will take place at least every 12 months, or more frequently if required by manufacturer recommendations or specific risk assessments.
- Clear procedures for reporting gas leaks or concerns are in place. Staff are instructed to:
- Report any smell of gas or signs of a gas leak immediately to the site manager or designated responsible person.
- Evacuate the area if necessary and avoid operating electrical switches or appliances that could trigger ignition.
- Ensure the gas supply is isolated if safe to do so, pending professional inspection.

We will ensure that all gas appliances are adequately ventilated to prevent the accumulation of fumes or gases, and ventilation pathways will be checked regularly to remain clear and functional.

Before any gas-related work begins, the school will verify that the appointed Gas Safe engineer holds valid registration credentials appropriate for the type of work being undertaken, including commercial qualifications where applicable.

All documentation and safety certificates issued following gas work, servicing, or inspections will be obtained, logged, and retained for a minimum of two years, ensuring we maintain a full record of compliance and maintenance.

Additionally, where gas is used in science laboratories, appropriate risk assessments will be in place, and staff will be trained on the safe use of gas burners and emergency shutdown procedures. Boiler rooms will remain secured with access restricted to authorised personnel only.

ACTION IN THE EVENT OF AN EMERGENCY

If anyone thinks they smell gas:

- Do not panic.
- Do not turn electric appliances or switches on or off.
- Do not smoke.
- Do not use naked flames.
- Do turn off the gas supply to the meter.
- Do open doors and windows to get rid of the gas.

CALL THE GAS EMERGENCY NUMBER 0800 111 999

IF IN DOUBT, EVACUATE

Glazing

We will ensure that all glazing in doors, windows, partitions, and any other building element within school premises is assessed, managed, and maintained in a safe condition to prevent injury, particularly to pupils who may be more vulnerable. This is vital in reducing the risk of injury caused by accidental impact with glass.

The Caretaker/Facilities Manager is responsible for maintaining a glazing register, ensuring that routine inspections and any necessary repairs are carried out, and coordinating with competent contractors.

The Head Teacher and all staff, including support staff, are responsible for reporting any damage to glazing on the premises and also for helping to promote awareness among pupils regarding glazing-related risks as part of maintaining a safe school environment.

Appointed contractors engaged in glazing works will install, repair, or replace glazing in full accordance with British Standard BS 6262 and other relevant safety regulations.

Risks associated with glazing typically arise from:

- Glass situated below 800mm from the floor in windows.
- Glass below 1500mm in doors and side panels, where the risk of impact is greater.

Additional risk factors include:

- High-traffic areas.
- Environments with vulnerable users such as nurseries and sports halls.
- Large unmarked glazed areas that could lead to accidental collisions.
- Glazing along fire escape routes also poses specific risks be fire-rated to comply with legal standards.

To manage these risks, all glazing within the premises will be assessed for compliance with BS 6262-4 and recorded in a glazing risk register. Safety glazing materials, such as toughened or laminated glass, will be used in locations where impact risks are present. Full-height glazed panels and doors will feature permanent visibility markings to reduce the risk of accidental contact.

Regular inspections will be conducted to identify any damage, deterioration, or loose beading, with prompt reporting and remedial action where necessary. All new glazing installations carried out during construction or refurbishment will comply with the latest regulatory requirements and be properly documented.

All staff will be made aware of risk-prone areas and how to report damage. We will ensure that contractors working with glazing are trained and competent in the installation of safety glazing. Pupils will also receive age-appropriate education about the risks associated with glass and the importance of caution around glazed areas.

Appropriate documentation will be maintained to support this arrangement, including the glazing register or schedule, risk assessments for high-risk locations, inspection and

maintenance records, contractor competency checks, and evidence of compliance for any new installations such as safety glass certification.

This glazing safety arrangement will be reviewed annually, following any glazing-related incidents, in response to changes in relevant legislation, or when there are significant changes to the building layout. Regular reviews will help ensure that glazing remains safe and compliant across the school premises.

Hazardous Substances

In schools, hazardous substances may be encountered in various forms, including liquids, dusts, fumes, gases, powders, solids, as well as biological agents such as bacteria, viruses, or bodily fluids. Exposure to these substances can lead to injury or ill health through absorption via the skin or eyes, inhalation, ingestion, or puncture of the skin. Common examples include cleaning chemicals, science laboratory materials, art supplies, maintenance products, and biological hazards encountered in first aid or care of unwell children.

Under the Control of Substances Hazardous to Health (COSHH) Regulations 2002, we have a legal duty to assess and control the risk of exposure to any hazardous substances that are used, stored, or created within the school environment. This duty applies to all staff, pupils, contractors, and visitors who may be affected.

To meet our obligations, we will adopt the following measures:

- Maintain a hazardous substances inventory to track all chemicals and potentially hazardous materials on site, including cleaning agents, laboratory chemicals, paints, and maintenance products.
- Assess the health risks of each substance by considering the type of substance, its use, and how exposure could occur.
- Determine and implement appropriate control measures, such as engineering controls, safe handling procedures, and the use of personal protective equipment (PPE) where necessary.
- Record all COSHH assessments and ensure they are readily available to staff.
- Provide information, instruction, and training to all staff who use or may come into contact with hazardous substances, ensuring they understand the risks and the control measures in place.
- Review assessments periodically, particularly when there are changes to substances, procedures, or following any incident.

When conducting risk assessments, we will consider:

- The number and types of people exposed, including vulnerable groups such as pregnant staff and young persons.
- The health risks posed by the substance.
- How to eliminate or prevent exposure entirely.
- How to reduce the duration or frequency of exposure where it cannot be eliminated.
- The need for additional controls, such as enhanced ventilation, supervision, or use of PPE.

For manufactured substances, Material Safety Data Sheets (MSDS) will be obtained and filed with the hazardous substances inventory. These sheets will inform our risk assessments and guide safe handling and storage practices. For naturally occurring hazards such as bodily fluids or biological agents, more detailed assessments or environmental monitoring may be required. Some substances may pose minimal risk in isolation but can become hazardous when combined with others (e.g. mixing cleaning chemicals). Staff must always read and follow the safety information on product labels and MSDS before use.

We will ensure that staff conducting COSHH assessments are appropriately trained and competent. Where necessary, external expertise may be sought for:

- Air sampling or personal monitoring to assess exposure levels.
- Health surveillance where there is a risk of occupational disease (e.g. dermatitis or asthma).
- Engineering controls, such as improving ventilation in science labs or kitchens.

All control measures will follow the standard hierarchy of control, prioritising elimination and substitution before relying on PPE. PPE will only be specified where other controls are insufficient, and any requirements for PPE will be detailed in the assessment, including the standards it must meet.

When engaging contractors, such as cleaners using their own chemicals, we will require them to undertake their own COSHH assessments and ensure that any substances brought on site are stored securely and in accordance with school policies. Contractors must not leave hazardous substances on the premises without appropriate labelling and storage.

Storage of hazardous substances will be:

- In designated, secure, and ventilated areas.
- Away from food preparation or storage areas.
- Maintained at appropriate temperatures and conditions to prevent degradation or spillage.
- Access-controlled to prevent unauthorised use.

Staff using hazardous substances must be familiar with the hazard symbols and labels used under the CLP Regulation (Classification, Labelling and Packaging), which replaced the old orange square symbols with red diamond pictograms. Symptoms of exposure, such as skin irritation or respiratory issues, must be reported immediately and investigated. Any diagnosis of occupational disease may need to be reported under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). Any such reports should be made to the HSE by the Council's Health & Safety Team.

Substances must never be decanted into unlabelled containers, and all containers should be properly sealed when not in use to prevent accidental exposure or spillage.

For more guidance, staff can refer to the HSE website and the publication ‘COSHH Essentials’ (INDG136), which provides clear advice on managing hazardous substances safely in the workplace, including schools.

COSHH

Guide to Hazard Symbols

Since 2009, new international symbols have been gradually replacing the European symbols. Some of them are similar to the European symbols, but there is no single word describing the hazard. Read the hazard statement on the packaging and the afety data sheet from the supplier.

SYMBOL	MEANING
	**Toxic/Danger** Can cause death or chronic damage to health if swallowed, breathed in or absorbed by skin Do not swallow the material, allow it to come into contact with skin or breathe it.
	**Warning** May cause irritation (redness, rash) or less serious toxicity. May damage the ozone layer. Keep away from skin and eyes Avoid release to the environment
	**Sensitiser/Carcinogen/Mutagen** May cause serious and prolonged health effects on short or long term exposure. Do not swallow the material, allow it to come into contact with skin or breathe it
	**Aquatic Toxicity** Toxic to aquatic organisms and may cause long lasting effects in the environment. Avoid release to the environment
	**Corrosive** Corrosive material which may cause skin burns and permanent eye damage. May corrode metals. Avoid contact with skin and eyes Do not breathe vapours or sprays Wear protective clothing Keep away from metals
	**Flammable** Flammable if exposed to ignition sources, sparks, heat. Some substances with this symbol may give off flammable gases in contact with water. Avoid ignition sources(sparks, flames, heat) Keep your distance Wear protective clothing
	**Oxidiser** Can burn even without air, or can intensify fire in combustible materials. Avoid ignition sources (sparks, flames, heat) Keep your distance Wear protective clothing
	**Explosive** May explode if exposed to fire, heat, shock, friction. Avoid ignition sources (sparks, flames, heat) Keep your distance Wear protective clothing
	**Compressed or liquefied gas** Contains gas under pressure. Gas released may be very cold. Gas container may explode if heated. Do not heat containers Avoid contact with skin and eyes

Hazardous Waste

We acknowledge our legal and ethical responsibility to manage and safely dispose of hazardous waste, in accordance with environmental and health and safety legislation. This includes the Hazardous Waste Regulations 2005, the Environmental Protection Act 1990, and the Waste (England and Wales) Regulations 2011. Our duty of care requires us to ensure that hazardous waste produced on site does not negatively impact human health, the safety of our school community, or the environment.

Hazardous waste can arise from various activities and areas, including science laboratories, cleaning operations, site maintenance, art and design workshops, and first aid provision (e.g. contaminated dressings or sharps). Such waste may include chemicals, oils, solvents, aerosols, batteries, fluorescent tubes, biological waste, or contaminated materials.

To meet our legal obligations and ensure safety, we will:

- Use registered waste carriers for the collection and disposal of all hazardous waste, ensuring that all providers are licensed and compliant with the Environment Agency requirements.
- Risk assess the handling, storage, and disposal of hazardous waste to protect staff, pupils, contractors, and visitors.
- Classify all waste correctly, using the appropriate European Waste Catalogue (EWC) codes, to ensure it is treated and disposed of appropriately.
- Continuously monitor and review our waste management practices to maintain compliance and ensure ongoing protection of health and safety.
- Appoint competent and trained individuals to carry out waste risk assessments, ensuring they have the knowledge and expertise required.
- Review risk assessments regularly, especially if new types of waste are produced or when procedures change.
- Develop and implement safe systems of work and control measures for handling, storing, and disposing of hazardous waste.
- Organise staff meetings and briefings to discuss responsibilities, risks, and best practices around hazardous waste management.
- Provide staff training, ensuring that all relevant staff are trained, records of training are maintained, and refresher training is delivered as needed.
- Use the safest disposal methods available to reduce environmental harm.
- Ensure that a consignment note (obtained via the Environment Agency) is completed before hazardous waste is removed from site, providing a legal record of the waste transfer.
- Provide appropriate personal protective equipment (PPE) to staff handling hazardous waste to protect against skin contact, inhalation, ingestion, or injury from sharp or heavy items.

To effectively manage hazardous waste within the school, we will:

- Identify all forms of hazardous waste produced, including chemical substances, biological agents, sharps, flammables, and heavy or contaminated materials.
- Assess the specific hazards presented by each type of waste.

- Determine appropriate storage solutions, ensuring hazardous waste is stored securely, clearly labelled, segregated from non-hazardous waste, and in conditions that prevent leaks or reactions (e.g. temperature-controlled areas where needed).
- Implement clear movement and storage procedures to prevent contamination or accidental exposure.
- Restrict access to hazardous waste storage areas to authorised personnel only, reducing the risk of accidental exposure to pupils or unauthorised staff.

We will carry out COSHH risk assessments on hazardous waste to identify risks to health and safety.

Material Safety Data Sheets (MSDS) will be obtained and used to inform risk assessments, storage requirements, and emergency response plans, including first aid measures.

Where applicable, we will introduce health surveillance or environmental monitoring if the risk assessment identifies potential exposure risks.

We will engage staff in the risk assessment process, allowing them to provide feedback and contribute to the development of procedures and safe systems of work.

Records of hazardous waste management, risk assessments, consignment notes, and training will be maintained in line with statutory retention periods.

These measures ensure that all hazardous waste is managed responsibly, minimising risks to health, safety, and the environment, and fulfilling our duty of care to the entire school community.

Health Surveillance

We recognise that some of our activities and working practices have the potential to cause work-related ill health. We are committed to protecting the health, safety, and welfare of our staff by taking all reasonable steps to monitor their health and wellbeing. Our aim is to detect early signs of any work-related illness so that appropriate interventions can be put in place to prevent conditions from developing or worsening.

To support this, all staff will be asked to complete a pre-employment medical questionnaire when they join the school. This helps us identify any pre-existing conditions and ensure that suitable adjustments or support are considered from the outset. For roles where health risks are more pronounced, we will implement ongoing health surveillance.

Potential Work-Related Conditions in Schools

- Hand-Arm Vibration Syndrome (HAVS): Risk is present for Caretakers/Building Managers using powered hand tools such as drills, strimmers, or grounds maintenance equipment.
- Contact or Allergic Dermatitis: This may arise from exposure to cleaning chemicals, art materials, science lab substances, or frequent handwashing without proper skin protection.
- Work-Related Upper Limb Disorders (WRULD): Commonly associated with prolonged use of computers, tablets, or laptops, affecting administrative staff, teachers, and office support.
- Respiratory Conditions: Exposure to dust from construction or maintenance works, or fumes from cleaning agents, can pose risks.
- Stress and Mental Health Conditions: A key consideration in the education sector, where workload, pupil behaviour, and environmental factors can contribute to stress-related illness.

We will provide staff with sufficient information, instruction, and training to ensure they understand the potential health risks associated with their work and the control measures in place to minimise those risks. This information will also be extended to temporary staff, contractors, and volunteers who may be affected by specific tasks or environments within the school.

To further support staff health, we will engage a competent occupational health service provider to advise on health surveillance needs and to carry out regular health checks where appropriate. This service will also provide guidance on recognising symptoms of work-related conditions so that they can be addressed promptly. If any signs of work-related illness are identified, we will work with the occupational health provider to implement suitable control measures, such as adjusting work tasks or improving working conditions.

We will maintain a proactive role throughout the health surveillance process by regularly reviewing the effectiveness of existing controls, updating risk assessments as necessary, and ensuring staff have access to the support they need. Confidential health records will be securely maintained in compliance with data protection requirements.

Additionally, we are committed to supporting mental health and wellbeing in the workplace, recognising that psychological health is just as important as physical health. We will continue to promote mental health awareness and provide access to relevant support services.

Infections and Infestations

We aim to protect the health and wellbeing of all children by maintaining high hygiene standards and minimising the risk of infection and infestation within the school community. Prompt and effective management of suspected or confirmed cases is essential to reduce transmission.

The Head Teacher and Senior Leadership Team will ensure appropriate infection control measures are implemented and reviewed regularly. They will lead the response to confirmed or suspected cases of infectious diseases and infestations, and coordinate communicate with parents/carers and relevant authorities.

The School Nurse / Welfare Officer will provide first-line advice on infectious conditions, maintain health records and monitor patterns of illness or infestation. Additionally, they will liaise with local health protection teams (HPT) if required.

All Staff and Support Staff will follow hygiene protocols and report any suspected cases promptly. They will promote awareness of infection control procedures among pupils.

The Caretaker/Facilities Manager and Cleaning Staff will implement enhanced cleaning protocols during outbreaks or infestations, and ensure availability of hygiene supplies, including soap, hand sanitiser, and PPE as required.

Common Conditions Covered:

- Respiratory infections (e.g. COVID-19, flu, RSV)
- Gastrointestinal infections (e.g. norovirus, rotavirus)
- Skin infestations (e.g. head lice, scabies)
- Childhood infections (e.g. chickenpox, measles, impetigo, scarlet fever)
- Parasitic infections (e.g. threadworm)

Note: Head lice are not a notifiable condition and affected pupils are not required to be excluded.

Control Measures

We will implement control measures throughout the school to minimise the risk of transmission of communicable diseases and infestations.

General Hygiene:

- Promote regular handwashing with soap and water.
- Provide hand sanitiser at key locations.
- Educate pupils on respiratory hygiene and cough/sneeze etiquette (“Catch it, Bin it, Kill it”).

Environmental Controls:

- Daily cleaning of frequently touched surfaces (e.g. door handles, light switches).
- Enhanced cleaning during outbreaks or periods of increased illness.
- Safe handling and disposal of bodily fluids and contaminated materials.
- Maintain adequate ventilation in classrooms and communal areas through natural or mechanical means, in line with DfE guidance.

Exclusion Protocols:

- Follow UKHSA or DfE guidelines on exclusion periods for specific conditions.
- Maintain a register of absences due to illness or infection.
- Inform parents/carers of outbreaks, where appropriate, via letter or email, based on public health advice.

PPE Use:

- Gloves and aprons used when dealing with bodily fluids or suspected infection cases.
- Face coverings as advised during respiratory illness outbreaks.

We will notify the UK Health Security Agency (UKHSA) in cases of notifiable disease (e.g. measles, scarlet fever), or where an outbreak affects a significant proportion of pupils/staff. Communication with parents/carers will be handled promptly and sensitively, maintaining confidentiality at all times.

We will maintain records of illness and infestation incidents, the control measures implemented, return-to-school dates in line with exclusion guidance and all relevant correspondence with parents/carers and public health authorities.

Staff will receive annual training in infection prevention and control (IPC) and all new staff will be briefed on infection control as part of their induction.

The infection control policy will be reviewed at least annually or following any significant outbreak. Trends in pupil and staff absence will be monitored to support early identification of emerging issues.

Ladders

We will ensure that only school staff who have received appropriate training and instruction in the safe use of ladders and step ladders are permitted to use them. All ladders and steps used on school premises, whether owned by the school or brought in by contractors, will be subject to regular inspections.

A formal inspection of all ladders and steps will be conducted at least annually. Any equipment found to be unsafe or not fit for purpose will either be repaired and re-tested or safely disposed of. Informal visual checks should also be made before each use.

The colour coding is as follows: -

- Blue - Industrial
- Green - Commercial
- Red - Domestic

All staff who may need to use steps or ladders in the course of their work will receive relevant training and supervision. Records of all training, supervision, and inspections will be maintained by the school.

Training will include:

- Selection of the correct type and height of ladder or steps appropriate for the task.
- Positioning ladders or steps on a stable, level, and non-slip surface. For ladders, ensuring the top rests against a solid and stable support.
- Checking that rungs and steps are clean, dry, and free from damage, wear, or contamination that could cause slipping.
- The importance of wearing appropriate footwear with a good grip.
- When and how to request assistance from another person to steady the ladder or steps (footing).
- Safe storage and handling procedures to prevent falls, obstructions, or damage—ladders and steps must not block fire exits, corridors, or classrooms.

Prior to use, staff must notify a member of the Senior Leadership Team if they:

- Have any concerns or feel uneasy about using ladders or steps.
- Have any medical conditions (e.g. balance issues, vertigo, musculoskeletal conditions) that could affect their safety when using such equipment.
- Have previously been involved in incidents or accidents when using steps or ladders.
- Have concerns about the condition or safety of the equipment to be used.

Pupils must never be permitted to use ladders or step ladders under any circumstances. Where work at height is required, it should be planned, risk assessed, and carried out by trained staff or appropriately qualified contractors.

Latex Sensitisation

Many medical and hygiene gloves used in schools are made from natural latex rubber. Latex is a durable and flexible material that offers a high level of protection against bacteria and viruses. However, latex allergy and sensitisation have been identified as health risks, as exposure can cause skin irritation, respiratory reactions, and in severe cases, anaphylaxis.

As a school, we recognise that latex is a substance hazardous to health and is therefore regulated under the Control of Substances Hazardous to Health Regulations 2002 (COSHH). We are committed to preventing or controlling the risk of latex sensitisation for all staff and pupils who may be exposed.

Our measures include:

- Developing and implementing a policy covering:
    - The health risks associated with latex exposure.
    - When the use of latex gloves is necessary and when it is not appropriate.
    - Availability and use of latex-free alternatives, especially in classrooms, first aid kits, and catering areas.
    - Arrangements for health surveillance where necessary, especially for staff who frequently use gloves.
    - Guidance on recognising early symptoms of latex sensitivity or allergy.
    - Clear procedures for reporting symptoms and accessing medical advice.
- Limiting exposure by:
    - Avoiding unnecessary use of gloves, such as when cleaning dry surfaces or performing tasks with no infection risk.
    - Using alternative glove materials (e.g. nitrile or vinyl) for cleaning, first aid, or food preparation, particularly where there is no requirement for latex.
    - Specifying latex-free or low-protein latex gloves in purchasing policies for all school departments (including science, technology, and PE if relevant).
- Hygiene protocols:
    - Ensuring staff wash hands thoroughly after removing gloves to prevent skin irritation and cross-contamination.
    - Prohibiting the use of barrier creams under latex gloves, as these may increase skin absorption of allergens.
- Protecting known allergy sufferers:
    - Staff or pupils identified as latex-sensitised will be protected from exposure, including the provision of latex-free gloves or equipment as necessary.
    - The use of other latex-containing products (e.g. some sports equipment, balloons) will be reviewed to manage risks to sensitised individuals.
- Ensuring staff are briefed on the policy.

If any member of staff develops symptoms potentially linked to latex exposure (such as skin rash, respiratory issues, or itching), they will be advised to seek medical advice via their GP. The school will record and monitor any reported reactions to review risk assessments and controls. Pupils should not handle latex gloves or products unless strictly necessary for educational purposes, and even then, latex-free alternatives should be the default choice.

Legionella Management

We are responsible for ensuring that effective controls are in place to prevent the growth of legionella bacteria in our school water systems. This is managed in accordance with the Health and Safety Executive's Approved Code of Practice (L8) – Legionnaires' Disease: The Control of Legionella Bacteria in Water Systems, the accompanying HSG274 Technical Guidance, and the Health Technical Memorandum 04-01 (HTM 04-01): The Control of Legionella, Hygiene, "Safe" Hot Water, Cold Water and Drinking Water Systems.

To manage the risk effectively within our school, we commission a competent, specialist contractor to carry out a comprehensive legionella risk assessment. This assessment identifies potential hazards within the water system, such as dead legs, low-use outlets in areas like disused classrooms or changing rooms, and the condition of hot and cold water storage. Following the assessment, a written scheme of control is prepared. This sets out the necessary actions to eliminate or manage identified risks, which may include routine flushing of infrequently used outlets, temperature monitoring, cleaning of tanks, and system maintenance.

The Caretaker/Facilities Manager will have the authority and responsibility to oversee the day-to-day implementation of the control measures outlined in the risk assessment and to ensure compliance with the HSE's guidance. The Caretaker/Facilities Manager will also undertake appropriate legionella awareness training to ensure they understand the requirements and potential health risks.

All monitoring activities, including temperature checks, flushing records, system maintenance, and any remedial actions, are thoroughly recorded and stored on the premises. These records also contain details of the most recent risk assessment and the credentials of the competent contractor who carried it out. The Caretaker/Facilities Manager will regularly review these records to verify that control measures are consistently applied and remain effective.

Any alterations, maintenance, or repairs to the school's plumbing systems are only carried out by qualified plumbers who comply with the Water Supply (Water Fittings) Regulations 1999 and relevant water byelaws. This ensures that the integrity of the water system is maintained, and any changes do not introduce new risks.

We also place particular emphasis on managing risks during periods of low occupancy, such as school holidays. Systems are flushed and monitored during these times to prevent stagnation of water which could encourage bacterial growth. This will help ensure that all staff, students, volunteers, and visitors are safeguarded against the risk of legionella exposure.

Lift Safety

Lifts installed within school premises must be properly maintained and regularly inspected by a competent person. Failure to maintain lifts can lead to serious injury or death, particularly where pupils, staff, or visitors are involved — including those with mobility needs who rely on lift access.

To ensure lift safety for all users within the school environment, we will:

- Arrange for all lifts to undergo thorough examination by a competent person at intervals specified under the Lifting Operations and Lifting Equipment Regulations (LOLER) 1998 — typically every 6 months for passenger lifts.
- Obtain, review, and securely retain the inspection reports and certificates confirming the safety status of each lift, ensuring they are available for audit or inspection by authorities such as the HSE or OFSTED.
- Ensure that all lifts will be maintained according to the manufacturer's or installer's maintenance schedule. We will keep an up-to-date maintenance log on site.
- Provide all staff with instruction on the safe use of lifts, including the controls, emergency alarms, and shutdown procedures.
- Select designated staff who will be trained in procedures to follow during a lift breakdown, including emergency evacuation and safe release of trapped persons. Emergency contact details for the lift maintenance provider will be clearly displayed near the lift.
- Ensure that the Caretaker/Facilities Manager is trained to carry out routine visual safety checks, such as checking for obstructions, ensuring alarm systems are functional, and confirming that doors close securely.
- Ensure that all moving parts of the lift machinery will remain fully guarded to prevent accidental contact, in line with PUWER (Provision and Use of Work Equipment Regulations) requirements.
- Ensure that access to the lift plant room or motor room will be strictly controlled. Only authorised and trained personnel or contractors will be permitted entry.

Pupils will not be permitted to operate the lift unsupervised unless specifically authorised (e.g. pupils with mobility aids). Clear signage will be displayed to reinforce this and emergency and safety instructions, including procedures in the event of lift failure, will be prominently displayed and communicated to relevant staff.

Lifting Equipment

Lifting equipment refers to any device used to lift or lower loads, including attachments used to anchor, fix, or support the equipment. Examples in schools may include mobile hoists used for students with mobility needs, portable lifting aids for setting up hall equipment, and caretaking tools for handling heavy items. Such equipment presents risks including crushing injuries, equipment collapse, entrapment of body parts, and falling objects.

We acknowledge our duties under the Lifting Operations and Lifting Equipment Regulations (LOLER) to ensure all lifting equipment is safe and that lifting operations are properly planned, supervised, and conducted to prevent harm to staff, students, visitors, and contractors.

- To ensure compliance and safety, the following arrangements will be implemented:
- The selection of any new lifting equipment will be authorised by the Head Teacher/Governing Body, based on the operational needs of the school.
- Before purchasing lifting equipment, the intended use will be clearly identified, and a specification developed to ensure suitability for the school environment.
- Where fixed lifting equipment (such as ceiling track hoists) is installed, advice from a qualified Structural Engineer will be sought to ensure the strength and stability of the installation site.
- All new lifting equipment will be supplied with the necessary Declaration of Conformity, ensuring compliance with safety standards.
- If second-hand lifting equipment is acquired, it will undergo a thorough examination by a competent person before being used on site.
- A risk assessment will be carried out for all lifting operations, particularly where staff are required to use hoists, portable lifters, or similar equipment.
- All lifting equipment will be clearly marked with its Safe Working Load (SWL) to prevent overloading.
- In line with regulatory requirements:
    - Lifting equipment will be inspected annually by a competent person.
    - Lifting accessories, such as slings or hoist straps, will be inspected every six months.
    - The Caretaker/Facilities Manager will maintain records of all inspections and maintenance activities.
- Maintenance records for each piece of lifting equipment will be kept up to date and retained in accordance with statutory requirements.
- All staff must report any defective lifting equipment to the Caretaker/Facilities Manager immediately.
- Staff who are required to operate lifting equipment will receive appropriate training and instruction to ensure safe use.
- No pupils will be permitted to operate lifting equipment. If operating such equipment forms part of a pupil's structured training or vocational learning, this will only be undertaken under direct supervision by a competent adult.

Local Exhaust Ventilation

Local Exhaust Ventilation (LEV) systems play a critical role in protecting staff, pupils, and visitors from exposure to hazardous substances. These systems are typically used in science laboratories, Design & Technology workshops, art rooms, the school kitchen, and food technology areas. The school is committed to ensuring that all LEV systems are properly maintained, regularly inspected, and fully compliant with the Control of Substances Hazardous to Health (COSHH) Regulations 2002.

All LEV systems must be designed and installed by competent professionals to ensure they are suitable for the intended use and meet relevant safety standards, such as BS EN 14175 for fume cupboards. Installation must allow for effective operation and easy access for maintenance and inspection purposes.

LEV systems will be subject to thorough examination and testing by a competent person at least every 14 months, or more frequently if recommended. A written report will be produced following each examination, and these records will be retained for a minimum of five years. Any faults or defects identified must be addressed immediately to prevent health risks.

We will ensure that all LEV systems are maintained in accordance with the manufacturer's or installer's guidance. This includes routine servicing, such as filter replacement, fan inspections, and performance checks. A maintenance log will be kept for each system, and the premises team will maintain a central register of all LEV installations within the school.

Any staff who are required to operate LEV systems will receive appropriate training. This training will cover:

- Correct operation of the LEV system
- How to perform pre-use checks
- Identifying signs of malfunction
- Fault reporting procedures

The Senior Leadership Team are responsible for ensuring that both staff and pupils use the LEV systems correctly and safely during practical activities. Pupils will be instructed on the purpose and importance of LEV systems as part of their education in relevant subjects. All practical sessions involving hazardous substances will be supervised by trained staff.

Clear signage and operating instructions will be displayed near all LEV equipment, ensuring that users are reminded of correct usage and any safety precautions. The emergency procedures for dealing with LEV system failures will also be communicated to relevant staff.
The school will review these LEV arrangements annually or sooner if an incident occurs. Regular health and safety inspections will include checks on the condition and performance of LEV systems to ensure continued compliance and safety.

Lock Down Procedure

This lockdown procedure demonstrates our ability to quickly restrict access and egress to our building (or part of) through physical measures in response to a threat, either external or internal.

The aim of lockdown is to prevent people moving into danger areas and preventing or frustrating the attackers accessing our building (or part of). It is recognised that due to the nature of our business (and industry) that we may not be able to physically achieve lockdown.

The following are some examples of what would constitute a 'lock-down' of part of the premises or the entire building:

- Weapons being brandished.
- Dangerous dogs or animals.
- Bomb threats.
- Kidnapping.
- Structural safety issues, including weather related incidents and air pollution incidents.
- Other emergency situations.

We have a restricted area upon entry to the building, meaning that persons only permitted entry by a member of staff only would gain access to the individual rooms where children and staff reside.

In the extreme situation of there being a power cut these systems would permit entry however a senior member of staff would manually restrict access in this instance. We will obtain two manual locks to act as an override for such an occasion.

There are panic alarms on the premises and staff are informed of the locations of these panic buttons upon commencement of work at The school. Senior members of staff would make a decision based upon any given situation whether to manually lock the front door if children and staff are safe within the building.

There are whistles in every room where children and staff reside which can be used for any emergency situation. Additionally, there is a portable phone which can be taken out of the premises by a senior member of staff should a situation dictate. This phone is kept charged at all times and the phone numbers of parents and carers are stored in this phone.

Passwords for the safety of children are taken from parents/carers once a child starts placement, these are strictly adhered to should a person unknown arrive to collect a child. A child would never be passed to a person unknown without the absolute instruction and approval of the parent/carer. A person unknown arriving is to remain in the foyer where access is restricted.

Should any situation dictate then the senior person in charge would make a decision to call or message parents with any given message as each individual circumstance presents itself.

Our emergency assembly point is out on the playgrounds and children and staff would congregate to this location should an emergency inside the nursery present itself.

Partial Lockdown

It is important to note that senior members of staff would fully inform staff whether there is a partial or a full lockdown of the building. In a partial lockdown the outside doors would be locked and children and staff restricted egress from the building. Windows would also be locked on such an occasion.

Full lockdown

In the event of a full lockdown:

- All children/staff stay in their room or move to the nearest room.
- Office staff are to remain in their office.
- External doors locked.
- Doors locked (where a member of staff with key is present).
- Windows locked, blinds drawn, internal door windows covered (so an intruder cannot see in).
- Children/staff sit quietly out of sight and where possible in a location that would protect them from gunfire (bullets go through glass, brick, wood and metal).
- Consider locations behind substantial brickwork or heavy reinforced walls).
- Lights, smartboards and computer monitors turned off.
- Mobile phones turned off (or at the least turned onto silent so they cannot give away your position).
- A register taken of all pupils/staff in each room/office.
- Communicate a register of children/staff to a pre-agreed central area.
- Staff are to await further instructions.

For each of the above described events and/or any other emergency then the procedure would generally follow the same principles:

1. The staff member learning of an emergency situation should contact the senior member of staff at the time who would then either call through to each individual room to advise either to remain in the room and restrict access/egress of any person or to instruct to evacuate and assemble on the playgrounds or in a safe room/area within the building.
2. The back corner of the building, both upstairs and down would generally be considered a safe place to assemble, dependent upon the individual circumstance at the time.
3. The fire alarm would generally be used if the senior member of staff determined that full evacuation should take place so as not to cause panic and to save time on calling through to each individual room however this would only take place if full evacuation would commence so as to prevent incorrect responses to a given situation.
4. The senior member of staff would make a decision whether to call 999 and if so, then instructions would be taken from the emergency services, and the procedure would be fluid to allow for this instruction.

5. Roll calls will be taken at the assembly point and a decision made by the senior member of staff whether it is safe to return to the building or whether parents/carers are to be informed to come and collect them from the assembly point.
6. If the nature of the emergency dictates, then a safe alternative public building near-by would be sought and assembly would take place there.
7. The list of children present will be taken by each staff member for their respective rooms to ensure that they have been accounted for.
8. A grab bag is available which is held by the senior member of staff and this will hold; the contact details of parent/carers, a flashlight, high-visibility jackets, contact details of the local police station and fire station and a first aid kit. Master keys would also be taken out with the senior member of staff.
9. Under no circumstance is a member of staff to approach a person displaying violence and/or brandishing a weapon.
10. Upon the event of a chemical, air pollution or other similar incident then seals will be made to window and door frames.

In the event of a weapons attack then staff are to follow the principles observed by the government:

1. RUN
2. HIDE
3. TELL

RUN: to a place of safety
HIDE: It is better to hide than to confront
TELL: the police by calling 999

We will conduct 'table-top' training exercises on this procedure and practice each of the potential outcomes: partial lockdown, full lockdown and full evacuation.

Management of Trees

Effective management of trees on school premises is essential to ensure safety of pupils, staff, volunteers, visitors, and the public from the risk of injury or damage caused by falling branches or structural tree failure, while also supporting a positive, green and healthy environment.

The Head Teacher and Senior Leadership Team are responsible for ensuring that a tree management system is in place, is adequately resourced, and is reviewed at least annually or following any significant incident. They will ensure that appropriate professional advice is sought and acted upon.

The Caretaker/Facilities Manager will arrange for tree inspections to be carried out by a qualified arborist, implement any actions or remedial work recommended in inspection reports, and maintain accurate records of tree inspections, maintenance, and interventions. They will act as the point of contact for tree-related concerns raised by staff or visitors.

A qualified arborist will be appointed to conduct formal inspections and risk assessments of all trees on site. The arborist will also carry out any required works (e.g., pruning, removal) to mitigate identified risks and ensure tree safety. The arborist will provide expert advice on tree health, structural stability, and ongoing management.

All staff, including support staff, are responsible for reporting any concerns about tree safety to the designated contact (e.g. the Caretaker/Facilities Manager). Staff will also promote awareness of tree safety among pupils as part of maintaining a safe school environment.

Tree Risk Management Strategy

Tree Inventory:

- Maintain an up-to-date register of all trees on the school site.
- Record species, location, age (where possible), and any history of defects or work.

Zoning:

- Divide the school site into tree risk zones based on frequency and type of use by people:
  - High-risk zones - Areas with regular or concentrated use by pupils, staff, or the public, where tree failure could pose a significant safety risk (e.g., near playgrounds, footpaths, car parks, entrances).
  - Low-risk zones - Areas with infrequent or restricted access, where the risk to people from tree failure is minimal (e.g., fields with limited access, boundary hedgerows, wooded areas not routinely accessed).
- Zoning should be reviewed annually and updated if the use of an area changes (e.g. a new play area or outdoor classroom is introduced).

Inspection Regime:

Type	By Whom	Frequency
Informal Visual Checks	Site staff	Monthly (or after strong winds/severe weather)
Formal Tree Inspection	Qualified arborist	Every 12–24 months (or more frequently in high-risk zones)
After Severe Weather	Site staff or arborist	As required following storms or high winds

Record Keeping:

- Log all inspections, findings, and remedial works.
- Keep records for at least 3–6 years.

Any trees identified as having structural defects will be either pruned or removed as necessary by a qualified arborist based on risk assessment. Where a risk to health and safety is identified, suitable fencing or warning signage will be installed to restrict access, and works will be scheduled during holidays or outside of normal operating hours where practicable.

If a tree is damaged or suspected to be unsafe (e.g., leaning, cracked, or hanging branches), the area will be isolated immediately. The Caretaker/Facilities Manager will be notified without delay to arrange for an urgent professional assessment. If the affected area is publicly accessible, parents and carers will be informed accordingly.

All staff will receive basic awareness training on identifying tree hazards (e.g., dead branches, fungal growth, leaning). We will actively encourage both staff and pupils to report any concerns related to tree safety promptly to help support proactive management. Inductions will be provided for new site staff and will include a briefing on the school's tree risk management procedures.

This tree management plan will be reviewed annually and reassessed after any significant incident or adverse weather event, to ensure lessons are learned and controls are strengthened where appropriate.

Manual Handling

Manual handling is a common cause of injury-related absence in all workplaces, including schools. National statistics indicate that more than one-third of lost time injuries are linked to manual handling, often leading to long-term health effects. Our school is committed to reducing the risk of such injuries by providing clear guidance, suitable training, and appropriate equipment for safe lifting and handling.

We aim to eliminate manual handling tasks wherever reasonably practicable, especially for routine activities carried out by staff such as the Caretaker/Facilities Manager, kitchen staff, teaching staff and support staff (including moving classroom resources), and technicians in science, art, and design & technology.

Where manual handling cannot be avoided, we will:

- Design tasks and workplaces ergonomically to reduce handling risks.
- Provide mechanical aids where appropriate, such as trolleys, sack trucks, or lifting aids.
- Conduct assessments of manual handling tasks by competent persons to identify and minimise risks.

Manual handling assessments within the school will consider several key factors to minimise risks to staff and students. Staff and students are advised to avoid bending or stooping when lifting. Loads should ideally be handled between knee and shoulder height to reduce strain on the back and joints.

Access equipment, such as step ladders, will be provided for retrieving items stored at height, commonly in classrooms and storerooms. This helps prevent injuries associated with stretching or overreaching.

Where possible, pushing is encouraged over pulling, as it is generally safer and requires less exertion. This approach is particularly relevant when moving lunch trolleys, mobile storage units, or sports equipment.

Efforts should be made to minimise the distance items need to be carried. For example, when moving tables for assemblies or transporting equipment for PE lessons, tasks should be organised to reduce manual effort and involve assistance where necessary.

Individuals should avoid twisting their body while handling loads and keep items close to the body to maintain control. If the load obscures vision, assistance must be sought to ensure safe handling.

Loads should be stable and have secure handholds. Where there is a risk of encountering sharp edges—such as in design technology workshops or during caretaking tasks—gloves will be provided for protection.

We will assess the manual handling capabilities of staff and students by considering:

- Age, fitness, and physical condition.

- Adjustments for pregnant staff, those with pre-existing health conditions, or temporary injuries.
- Reasonable adjustments required under the Equality Act for staff with disabilities affecting their ability to carry out manual handling tasks.

All staff who are required to undertake manual handling tasks will receive appropriate training. This training will:

- Be relevant to the specific tasks within the school environment, such as moving interactive whiteboards, PE equipment, or kitchen supplies.
- Include guidance on correct lifting techniques and the use of mechanical aids.
- Be refreshed periodically, especially for site staff or others who regularly engage in manual handling.

We will maintain safe workplace conditions by ensuring:

- Routes used for manual handling, including corridors, classrooms, and outdoor paths, remain clear of obstructions.
- Floors are well-maintained to prevent slips, trips, and falls.
- Adequate lighting is available, particularly in storage areas or during outdoor activities.

Weather conditions are considered when manual handling tasks are performed outside, such as setting up for sports days or outdoor classrooms.

Where necessary, PPE such as gloves will be provided, especially for tasks involving science laboratories, kitchens, or maintenance work where handling materials poses a risk.

The Senior Leadership Team will ensure manual handling assessments are conducted and reviewed regularly and that safe systems of work are established and followed. Additionally, they will provide necessary resources for equipment and staff training, and investigate any incidents related to manual handling.

Staff are required to report any health conditions that could affect manual handling abilities. They will follow all provided training and guidance and use supplied equipment and aids when performing manual handling tasks. All staff and support staff are expected to report any hazards or concerns to the Senior Leadership Team.

To ensure good practice, we will:

- Store heavy items, such as boxes of books or reams of paper, between hip and shoulder height.
- Always lift using the legs rather than the back, keeping the back straight.
- Take regular breaks during repetitive handling tasks, such as setting up events or rearranging classrooms.
- Wear PPE where it is required and report any PPE that is ill-fitting or damaged.

Manual handling safety will be regularly monitored, and our approach reviewed annually or following any reported incidents. Any injuries or near misses related to manual handling must be reported immediately to the Senior Leadership Team to ensure appropriate action and prevent recurrence.

Medical Administration

We have a duty of care to ensure that any medication stored or administered on school premises is managed safely and does not compromise the health, safety, or wellbeing of pupils, staff, or visitors.

To fulfil this responsibility, we:

- Ensure that the administration of medication is controlled in line with current legislation, Department for Education (DfE) guidance on *Supporting Pupils with Medical Conditions at School*, and our school's own policies.
- Develop, implement, and regularly review procedures for the safe storage, administration, and disposal of medication.
- Obtain written consent from parents or carers before administering any medication to a pupil, including details of dosage, timing, and any potential side effects.
- Ensure that only trained and authorised staff administer medication to pupils. Staff must complete relevant training, particularly where specialist knowledge is required (e.g. for managing asthma, diabetes, or severe allergies).
- Complete risk assessments where necessary for the storage, handling, and administration of specific medications or for pupils with complex medical needs.
- Maintain up-to-date records of staff training related to medication handling and ensure refresher training is provided when needed.
- Store medication in accordance with the prescribing GP's or manufacturer's instructions, ensuring that items requiring refrigeration are stored securely in a designated fridge.
- Keep all medication in a lockable, clearly labelled cupboard or container, located in a secure but accessible area for authorised staff.
- Never leave medication unattended and ensure it is not accessible to pupils or unauthorised individuals at any time.
- Maintain detailed records of all medication received by the school, administered to pupils, returned to parents, or disposed of (e.g. expired medicines returned to a pharmacy).
- Implement individual healthcare or medication plans for pupils with medical needs, specifying dosage, administration requirements, emergency procedures, and any self-administration arrangements where appropriate.
- Ensure staff understand and follow correct procedures for dealing with medication errors, spills, or contamination.
- Have clear procedures for the disposal of medication, including arrangements for the safe return of medication no longer required.
- Ensure that emergency medication (e.g. inhalers, EpiPens) is easily accessible to authorised staff and that emergency protocols are in place.
- Communicate with parents/carers about any incidents involving medication, changes in health needs, or expiry of medicines.

By following these practices, we support the wellbeing and inclusion of pupils with medical conditions while maintaining a safe environment for everyone in the school community.

Minibus

We recognise that the use of transport for school activities — including educational visits, sports fixtures, and enrichment activities — presents specific risks to drivers, passengers (pupils, staff, volunteers), and other road users. It is therefore essential to implement appropriate safety controls to protect everyone involved.

We will:

- Only use transport provided by competent and vetted contractors for school trips and activities involving hired coaches, buses, or taxis.
- Conduct regular checks on all contracted transport providers to ensure continued compliance with safety standards, safeguarding requirements, and appropriate insurance.
- Maintain the school-owned minibus in a safe, roadworthy condition, with servicing and inspections conducted in line with legal and manufacturer requirements.
- Ensure the school minibus and its drivers are fully insured, covering both vehicle and passenger liabilities.
- Provide training for all minibus drivers, including MIDAS (Minibus Driver Awareness Scheme) training or equivalent, focusing on driver safety, emergency procedures, and managing pupil behaviour during transport.

School staff and volunteers may be permitted to drive the school minibus in the UK if:

- They are aged 21 or over.
- They have held a full UK driving licence for at least 2 years.
- They meet Group 2 medical standards — particularly important for staff aged 70 or over; confirmation from a GP is advised if unsure.
- They are driving on a voluntary basis (i.e., they are not being paid specifically for driving duties).
- The minibus is used for educational or social purposes by the school, a non-commercial organisation.
- The maximum authorised mass (MAM) of the minibus does not exceed 3.5 tonnes, or 4.25 tonnes if fitted with disability access equipment such as wheelchair lifts or ramps.
- Towing a trailer is not permitted without the appropriate licence entitlement.

We also maintain clear protocols for supervising pupils during transport, including:

- A risk assessment completed in advance for all trips involving transport.
- Ensuring appropriate adult-to-pupil supervision ratios, particularly for younger pupils or those with additional needs.
- Provision of safeguarding training for staff and volunteers supervising pupils on transport.
- Clear procedures for emergency situations, including accidents or breakdowns.

Near Miss

We have a clear procedure in place for reporting **near miss incidents** within the school environment, including classrooms, playgrounds, corridors, school transport, and during off-site activities such as educational visits.

The purpose of reporting near misses is to help us identify potential hazards early and implement additional control measures, reducing the risk of accidents or injuries occurring in the future. Early reporting helps us improve the safety of pupils, staff, contractors, and visitors.

A near miss is an unplanned event that did not result in injury, illness, damage, or loss, but could have done under slightly different circumstances. For example, a pupil nearly tripping over a damaged floor tile.

An accident is an unplanned, uncontrolled event that results in injury, illness, damage to property, or another form of loss.

Often, the difference between a near miss and an actual accident is minimal — such as a slight change in timing, location, or the people involved.

All staff, volunteers, contractors, and where appropriate, pupils, are encouraged to report any near miss as soon as possible after the incident occurs.

The Near Miss Reporting Form should be completed, capturing as much detail as possible, including:

- Date, time, and location of the incident.
- Individuals involved or affected.
- A description of what happened and what could have happened.
- Environmental factors (e.g., weather, lighting, floor conditions)
- Any immediate actions taken.

Completed forms should be submitted to the School Office Manager for review. All near miss reports will be investigated to identify causes and implement corrective actions or control measures where appropriate. Where trends are identified (e.g., repeated incidents in the same location), further risk assessments and preventative measures will be put in place.

Records of near misses, investigations, and outcomes will be retained for at least three years in accordance with good health and safety practice and potential legal considerations.

We encourage a proactive safety culture, where reporting near misses is seen as a positive action rather than a burden. To support this staff are reminded of the importance of reporting during staff meetings. Pupils are encouraged to speak to a member of staff if they notice something unsafe, with age-appropriate safety education included in lessons or assemblies.

The Caretaker/Facilities Manager conducts regular premises inspections, but near miss reports help us address risks that inspections may not capture.

Noise

Managing noise levels is important to protect the hearing and wellbeing of staff, pupils, and visitors. While most school environments are not typically high-risk for noise exposure, certain activities, areas, and equipment can pose a hazard if not properly controlled. These may include music lessons, band practice, design and technology workshops, maintenance activities (such as grass cutting or machinery use), and school events like discos or performances with amplified sound.

Exposure to loud noise can cause both temporary and permanent hearing loss. Temporary deafness may occur after leaving a noisy environment, but with prolonged or repeated exposure, permanent hearing damage can develop without immediate signs. In addition to hearing loss, people may experience tinnitus — a persistent ringing, buzzing, or hissing sound in the ears — which can affect concentration, mental health, and sleep.

The Control of Noise at Work Regulations 2005 set out specific exposure limits:

- Lower exposure action values:
  - Daily/weekly exposure of 80 dB (A-weighted)
  - Peak sound pressure of 135 dB
- Upper exposure action values:
  - Daily/weekly exposure of 85 dB (A-weighted)
  - Peak sound pressure of 137 dB
- Exposure limit values (must not be exceeded even with hearing protection):
  - 87 dB for daily/weekly exposure
  - 140 dB peak sound pressure

We are committed to maintaining a safe learning environment by:

- Identifying noise risks in school activities, including music, drama productions, workshops (woodwork, metalwork), PE activities (like sports halls with loud whistles or shouting), and site maintenance work.
- Conducting noise assessments by a competent person where noise may approach or exceed the action levels.
- Taking steps to reduce noise exposure, such as using quieter equipment, modifying teaching practices, scheduling breaks from noisy activities, and soundproofing where practical (e.g., in music practice rooms).
- Providing hearing protection (e.g., ear defenders or earplugs) where noise reduction alone is insufficient, particularly for staff operating noisy machinery or supervising loud activities.
- Ensuring staff and pupils are informed and trained on noise risks, how to minimise exposure, and the correct use of hearing protection.
- Implementing health surveillance (such as hearing checks) for any staff regularly exposed to high noise levels, especially maintenance staff or music teachers.
- Ensuring compliance with noise exposure limits, taking into account any reduction provided by hearing protection.
- We will also:
- Display signage where hearing protection is required.

- Monitor and review our noise control measures annually, or sooner if new activities are introduced or following an incident.
- Provide additional guidance for contractors working on site with noisy equipment, ensuring they follow noise control measures.

Any noise assessments will be conducted using sound level meters compliant with the IEC 61672 standard, which includes the A-weighted filter necessary to accurately assess hearing damage risk.

In addition to protecting staff, we will promote awareness of hearing protection among pupils, especially in areas like music, design and technology, and sports, where noise levels can occasionally be high. This includes:

- Educating pupils about safe listening practices (e.g., safe volume levels for headphones).
- Encouraging breaks during loud activities to protect hearing.
- Monitoring pupil exposure during school events involving amplified sound.

By taking these steps, we aim to protect the hearing and wellbeing of everyone in the school community and comply fully with health and safety regulations.

Non-Hazardous Waste

As a school, we have a duty of care to ensure that all waste we produce is safely handled, stored, and disposed of in accordance with waste management legislation, including the Environmental Protection Act 1990.

We commit to the following:

- Non-hazardous waste generated by the school (e.g. general waste, recyclable materials, green waste) will be collected and removed by a licensed waste carrier.
- To ensure compliance, we will obtain an annual waste carrier certificate and waste transfer notes from our waste contractor. These documents confirm that our waste is being removed legally and can be shown to enforcement officers from the Local Authority or Environment Agency upon request. Records will be kept for a minimum of two years.
- School waste must not be placed in domestic bins, public litter bins, or taken to household waste recycling centres, unless the school holds a valid waste carrier's licence and has paid any applicable charges. In such cases, a waste transfer note will be obtained as proof of lawful disposal.

Waste bins will be monitored regularly to ensure they are not overfilled, and waste is stored securely to prevent spillage, pest attraction, or hazards to pupils and staff.

All staff will receive training and guidance on the correct segregation and disposal of waste, including recycling and food waste where applicable.

Pupils will be encouraged to engage in recycling and environmental awareness initiatives, supporting the school's efforts to reduce waste.

Under no circumstances should staff or pupils climb into bins or skips to compact waste, as this poses a serious health and safety risk.

If a bin or skip is observed to be full or overflowing, this should be reported immediately to the Caretaker/Facilities Manager so that additional waste collections can be arranged.

We are committed to managing waste responsibly to protect the environment, ensure legal compliance, and maintain a safe and clean school environment for everyone.

Office Safety

The office and administrative areas within a school setting present fewer hazards than external areas such as playgrounds, workshops, or science labs. However, risks still exist and must be managed to ensure the safety and wellbeing of all staff, visitors, and pupils who may enter these spaces. Although offices are generally considered lower risk, a formal risk assessment has been completed for all office areas, and the findings will be communicated to relevant staff.

The office risk assessment addresses the following key issues:

- **Manual Handling:** Safe handling of stationery, books, exam papers, deliveries, and moving furniture.
- **Display Screen Equipment (DSE):** Ensuring that office staff working at computers have appropriate workstation setups to prevent strain injuries.
- **Fire and Electrical Safety:** Safe use of electrical equipment including printers, shredders, and IT devices, with routine checks in place.
- **Chemicals:** Safe storage and use of cleaning materials or printer toner stored in office areas.
- **Temperature, Lighting, and Ventilation:** Maintaining comfortable working conditions suitable for sustained periods of office work.
- **Welfare Facilities:** Access to adequate welfare facilities such as toilets, handwashing, drinking water, and rest areas.
- **Workplace Stress:** Awareness of workload pressures, deadlines, and interpersonal dynamics that can affect mental wellbeing.
- **Trips, Slips, and Falls:** Good housekeeping standards to prevent hazards from trailing cables, uneven flooring, and cluttered walkways.
- **Security and Safeguarding:** Ensuring that access to office spaces, particularly those handling sensitive pupil data, is controlled and secure.

All staff working in office areas are responsible for keeping walkways clear of obstructions and ensuring that any hazards, such as loose carpets or electrical cables, are promptly reported and addressed.

Office spaces have been arranged to promote comfortable and efficient working environments, with adjustable chairs and suitable desk arrangements. Any staff member who has concerns about the office environment, whether relating to equipment, safety, or working conditions, should report these to the School Office Manager.

Personal Protective Equipment

Personal Protective Equipment (PPE) includes items such as protective clothing, footwear, safety glasses, gloves, hearing protection, and other equipment designed to reduce the risk of injury or harm during school activities. In accordance with best practice, the school recognises that PPE should only be used when risks cannot be adequately controlled through other measures.

The requirement for PPE is identified through risk assessments for specific school activities, such as science experiments, design and technology lessons, PE, site maintenance, and certain off-site visits. Any PPE provided by the school will comply with relevant British or European safety standards (BS/EN).

Before being issued, PPE will be checked to ensure it fits properly and is compatible with any other equipment being used. The school will provide PPE free of charge to staff, pupils, or volunteers where required. Staff (and pupils where appropriate) may be asked to sign to confirm receipt of PPE.

All recipients of PPE have a duty to:

- Wear PPE as instructed when required.
- Take reasonable care to look after the equipment.
- Report any damage, loss, or defects immediately so that replacements can be arranged.

PPE must be worn:

- When a risk assessment or safe system of work specifies its use.
- Where signage within the school indicates PPE is mandatory (e.g., in science labs, workshops).
- When an individual reasonably judges that a hazard is present, and PPE would provide necessary protection.

The school is responsible for ensuring that staff, pupils, and volunteers understand how to use PPE correctly and that it is worn whenever required for safety.

Personal Safety

We are committed to protecting the personal safety of staff, pupils, contractors, and visitors by minimising the risk of violence, aggression, and harm, including the risks associated with lone working.

This arrangement applies to all staff, volunteers, contractors, and visitors within the school premises, including off-site activities where staff may work alone or encounter potential violence or aggression.

The Head Teacher and Senior Leadership Team are responsible for ensuring that suitable risk assessments are in place to address personal safety risks, including violence, aggression, and lone working. They must implement appropriate control measures to reduce these risks and ensure that staff receive relevant training. Additionally, they are responsible for reviewing any incidents of violence or aggression and taking appropriate action in response. The Head Teacher and Senior Leadership Team must also ensure that lone working is only authorised when it is necessary and can be carried out safely.

The Senior Leadership Team are required to assess the risks of violence or aggression associated with specific roles or activities within the school, such as working on reception, conducting parent meetings, or supervising playgrounds. They must identify and implement safe systems of work for staff who may work alone and ensure that staff are trained in personal safety practices, de-escalation techniques, and emergency procedures.

All staff are expected to follow personal safety procedures and participate in any relevant training provided by the school. They are responsible for reporting any incidents of violence, aggression, or concerns about their personal safety. Staff should avoid lone working whenever possible, but where lone working is necessary, they must ensure that all control measures are followed to minimise risks.

Violence and Aggression

Violence and aggression can include physical assault, threats, verbal abuse, intimidating behaviour, or harassment.
We will ensure:

- Reception areas designed to minimise risk (e.g., controlled access, physical barriers).
- Staff to avoid confrontation and use de-escalation techniques where appropriate.
- Availability of panic alarms, telephones, or communication devices in higher-risk areas.
- Procedure for handling challenging behaviour from parents, visitors, or pupils.
- Staff to be briefed on known risks related to individual pupils or visitors.
- Incident reporting system for all incidents of violence, threats, or abuse.
- Support and follow-up for staff involved in incidents, including referrals to occupational health where needed.

Lone Working

Lone working refers to tasks carried out by staff in isolation without direct supervision or the presence of colleagues, either on-site or off-site.

Lone working may occur in the following circumstances:

- Working late after school hours.
- Site team conducting checks or maintenance alone.
- Staff attending home visits.
- Teaching staff preparing classrooms during holidays.
- Avoid lone working where possible, especially in higher-risk situations.

We will ensure:

- Lone working risk assessments to be completed and reviewed.
- Staff to notify a designated colleague or manager when working alone and agree on check-in procedures.
- Access to mobile phones or communication devices.
- Staff advised not to confront intruders or trespassers; instead, contact emergency services.
- Secure premises when working alone, ensuring doors are locked and alarms are set.

All incidents of violence, aggression, threatening behaviour, or concerns relating to lone working must be reported immediately using the school's incident reporting system. Incidents will be investigated, and lessons learned will be used to improve safety measures.

All staff will receive induction training that covers personal safety, including procedures for managing violence, aggression, and lone working. This training ensures that everyone understands the risks and the measures in place to keep themselves and others safe while at work. Where relevant, staff will also receive refresher training on de-escalation techniques and conflict management to help them respond effectively to challenging situations. In addition, specific training will be provided for staff who are more likely to encounter higher-risk situations, such as members of the site team, pastoral staff, or those involved in pupil behaviour management.

The Head Teacher and Senior Leadership Team are responsible for monitoring all reported incidents related to personal safety, violence, aggression, and lone working. They will review incident trends to identify any emerging risks or patterns that require action. The personal safety risk assessment will be reviewed at least annually, or sooner if a significant incident occurs or if there is a change in working practices that may affect safety. The leadership team will also consult with staff to ensure that personal safety procedures remain effective, practical, and proportionate to the risks faced within the school environment.

This arrangement should be read in conjunction with:

- The school's Safeguarding and Child Protection Policy
- The Behaviour Management Policy
- The Health and Safety Policy
- The Lone Working Risk Assessment

PE & Play Equipment

We will manage the safety of Physical Education (PE) and play equipment to ensure the health, safety, and wellbeing of pupils, staff, and visitors. It applies to all sports, PE apparatus, gym equipment, playground structures, and play areas used during lessons, playtimes, and extracurricular activities.

The Head Teacher and Senior Leadership Team are responsible for ensuring that risk assessments are completed for all PE and play equipment, covering both fixed and portable apparatus. They must allocate sufficient resources to enable the regular inspection, maintenance, and replacement of equipment as required. It is also their duty to ensure that all staff involved in supervising PE lessons and playground activities are appropriately trained to manage equipment safely and effectively. Additionally, the leadership team must arrange for an annual independent inspection of fixed outdoor play equipment by a competent specialist. Accident reports related to PE and play equipment must be reviewed by the leadership team, and any necessary corrective actions must be implemented promptly.

The PE Subject Leader and Caretaker/Facilities Manager play a key role in the ongoing monitoring of equipment. They are responsible for conducting regular visual inspections of PE and play equipment to check for obvious signs of damage, wear, or faults. All routine checks must be properly documented, and any concerns or defects should be reported immediately for repair or replacement. The Caretaker/Facilities Manager must also ensure that all portable PE equipment is stored safely and securely when not in use to prevent damage or unauthorised access. Maintaining accurate records of all maintenance, inspections, and repairs is also an essential part of their responsibilities.

Staff supervising pupils, including teachers, support staff, and lunchtime supervisors, must complete pre-use visual checks of PE and play equipment before allowing pupils to use it. They are responsible for ensuring that pupils are instructed on how to use equipment safely and appropriately. Any faults or damage identified during use must be reported immediately to the Caretaker/Facilities Manager or Senior Leadership Team. Additionally, staff must supervise pupils closely while equipment is in use to prevent misuse, unsafe behaviour, and potential accidents.

Risk assessments will be carried out for all types of PE and play equipment and updated annually or when new equipment is introduced. These assessments will consider potential hazards, supervision requirements, appropriate use, and age suitability. Controls will include guidance on safe use, limits on the number of users, and necessary staff-to-pupil ratios for supervision.

Inspections and Maintenance:

- Daily Visual Checks: Staff will visually inspect play areas and PE equipment for obvious hazards (e.g. broken parts, loose fixtures, surface damage) before use.
- Termly Inspections: The Site Manager will conduct termly checks of all play and PE equipment to identify wear and tear or damage requiring repair.
- Annual Inspections: Fixed play equipment (e.g. climbing frames, swings) will undergo a formal annual inspection by a certified and competent playground inspector.

Maintenance and repairs will be arranged promptly for any defects identified during inspections or reported by staff. Equipment found to be unsafe will be taken out of use immediately until repairs are completed.

PE equipment will be stored in a designated, secure area to prevent unauthorised access or damage. Staff will ensure that pupils are taught to handle and set up equipment safely under supervision. Outdoor play equipment must not be used in unsafe weather conditions (e.g. ice, heavy rain) that could increase the risk of slips or falls.

Staff involved in delivering PE lessons or supervising playground activities will receive appropriate training on equipment use, supervision strategies, and recognising signs of equipment wear or damage.

Refresher training will be provided periodically or when new equipment is introduced.

Any accidents, incidents, or near misses involving PE or play equipment must be reported in line with the school's incident reporting procedures. This enables trends to be monitored and informs any necessary changes to equipment use, supervision, or maintenance practices.

The Head Teacher and Senior Leadership Team will monitor the effectiveness of this arrangement through incident reports, inspection records, and staff feedback. The arrangement, along with related risk assessments, will be reviewed annually or sooner if significant changes occur, new equipment is introduced, or following a serious incident.

Pressure Systems

Pressure systems (such as compressed air tanks or steam equipment) can cause serious injury or damage if they fail unexpectedly and release stored energy. To prevent this, it is essential that such systems are properly installed, maintained, tested, and used safely.

We will:

- Ensure any pressure system (e.g. autoclaves, steam cleaners, compressed air tanks) is installed by a competent person.
- Install pressure systems in locations where, if there is a failure, the risk of injury or damage is minimised.
- Confirm the safe operating limits of any pressure system before it is used, and make sure these limits are clearly marked.
- Arrange for a qualified person to prepare a written scheme of examination where required by law (e.g. systems containing steam or fluids above 0.5 bar pressure).
- Make sure pressure systems are examined and tested by a competent person according to this written scheme.
- For systems not requiring a written scheme, follow the manufacturer's maintenance guidance.
- Promptly carry out any repairs identified in examination reports or through routine checks.
- Provide training or instruction for staff on the safe use of pressure systems and emergency procedures.
- Keep all records of safety instructions, maintenance, inspections, and repairs with the relevant equipment.

These regulations exist to control risks from pressurised systems. They apply to systems containing:

- Steam.
- Gases or liquids at a pressure higher than 0.5 bar above normal atmospheric pressure.
- Certain dissolved gases under pressure.
- Some smaller systems, where the pressure x volume is less than 250 bar litres, are exempt from parts of the regulations.

We will:

- Identify and record the safe operating limits of any pressure system.
- Have a competent person produce or certify a written scheme of examination where necessary.
- Ensure pressure systems are inspected at the correct intervals.
- Provide clear operating and emergency instructions for staff.
- Keep equipment well maintained and in good repair.
- Maintain inspection and maintenance records.

The regulations also differentiate between:

- Fixed systems – installed in one location (e.g. a steam steriliser in a science lab).
- Mobile systems – equipment that is moved around (e.g. portable hot water cleaners).

For fixed systems, the school is responsible for compliance. For mobile systems, the owner is responsible.

Safe Operating Limits (SOLs)

A pressure system must not be used unless the safe operating limits (maximum safe pressure, temperature, etc.) have been set. These limits are reviewed by a competent person during inspections, especially after repairs or modifications.

A Written Scheme of Examination must include clear identification of the equipment and specify which parts of the system need to be examined. It should detail the type of examination required, any necessary preparation before the inspection, and any checks that must be carried out before the equipment is used for the first time. The scheme must also set the maximum interval allowed between inspections and identify any parts that should be re-examined following repairs or modifications. Finally, it must include the name and details of the competent person who has certified the scheme, along with the date of certification.

Examples of School-Related Equipment That May Need a Written Scheme:

- Large compressed air receivers (above 250 bar litres).
- Autoclaves (used for sterilising).
- Steam boilers (rare but possible in maintenance facilities).
- Fixed LPG storage for heating.
- Powerful refrigeration systems (above 25kW – unlikely in schools).

Examples Unlikely to Need a Written Scheme in Schools:

- Hot water urns in staffrooms.
- Hydraulic equipment in design and technology departments.
- Hand tools like compressed air drills.
- Portable gas welding sets.
- Small compressed air receivers under 250 bar litres.
- Portable LPG cylinders.
- Tyres on school minibuses.
- Low-pressure pipelines (below 2 bar).

For new equipment that requires a written scheme, the first inspection must happen before the system is used for the first time.

Refusal to Work on the Grounds of Health and Safety

We have a commitment to health and safety, advising people of hazards, providing safety training and keeping the lines of communication open to encourage an atmosphere where people feel free to raise health and safety concerns at any time and provide the right to refuse work for health and safety reasons.

Any staff member may refuse to work or do work if he/she has reason to believe that:

- Any equipment, machine, device or thing they use or operate is likely to endanger themselves or another person.
- The physical condition of the workplace or environment in which they work or where work is likely to endanger them.
- Any equipment, machine, device or thing they operate or the physical condition of our workplace in which they work is in contravention and such contravention is likely to endanger themselves or another employee.

First Stage Refusal

- Upon refusing to do unsafe work, the employee is to immediately report the circumstances of the refusal to the Senior Leadership Team. The Senior Leadership Team is to inform the person in charge of health and safety.
- We will immediately investigate the report.
- During the investigation we will record as many details as possible regarding the refusal.
- The Head Teacher will only actively become involved if the refusal progresses to the second stage.

Second Stage Refusal

- If the employee is dissatisfied with the results of the investigation and has reasonable grounds to believe that the circumstances are still such that the work is dangerous, then they may continue to refuse to work.
- Upon the continuance of the employee's refusal to work, we will request the involvement of the Head Teacher.
- The Head Teacher will investigate the work refusal.
- Pending the investigation and the decision of the Head Teacher, the employee is to continue to remain at the school during their normal working hours unless the Head Teacher assigns the employee reasonable alternative work during those hours, or, if such an option is not practicable, the Head Teacher may give the employee other directions (which may include being sent home).
- No other employee is to be assigned to work that is being investigated unless that employee has been advised of the other employee's refusal and reasons for it and has signed a statement of being advised of the refusal.
- After the investigation, we will decide whether the machine, device, item or workplace is likely to endanger the employee or another person. This decision will be given in writing, as soon as practical.

- If we do not consider the refusal to be based on reasonable grounds, the employee is expected to return to work. If, however, the employee maintains that they have reasonable grounds for refusing such work, we may seek further advice from our Health & Safety Advisors.

If a staff member complains that the Head Teacher (or a person acting on their behalf) has improperly taken any of these actions, he/she may file a grievance with the Governing Body.

Safeguarding Children and Young People

We have a duty of care to safeguard all children and young people under the age of 18. Safeguarding and promoting the welfare of every pupil is central to everything we do.

We are committed to:

- Protecting all children and young people in our care.
- Ensuring that all staff understand the key safeguarding principles that guide our approach.

We strive to provide a positive, safe, and supportive experience for all pupils. It is our responsibility to promote their welfare and ensure that they are protected from all forms of abuse while under our supervision.

We fully recognise that the welfare of the child is paramount. We understand that abuse can take different forms, specifically:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Some children and young people may be especially vulnerable due to previous experiences, disabilities, or because they belong to a minority ethnic group. We are committed to taking additional safeguarding measures where needed to ensure these pupils receive appropriate protection and support.

We believe that every child has the right to equal protection from harm, regardless of:

- Age
- Gender
- Disability
- Racial heritage
- Religious beliefs
- Sexual orientation
- Identity

Safeguarding Measures in Place

To keep children and young people safe in school, we will:

- Ensure all staff are recruited safely, including enhanced DBS checks that are renewed annually.
- Provide safeguarding training to all staff so they understand their responsibilities and the procedures to follow if concerns arise.
- Implement clear whistleblowing procedures to raise concerns about staff conduct.
- Arrange for staff to avoid being alone with a child or young person wherever possible.

- Maintain a secure and safe physical environment for all pupils.
- Always listen to, respect, and take seriously the voices of children and young people.

Reporting Safeguarding Concerns

Safeguarding is everyone's responsibility. All staff are expected to report any concerns about a child's safety or wellbeing immediately. Doing nothing is not an option. If any member of staff believes that a child is in immediate danger, they must contact the police by dialling 999.

Types of Child Abuse (as identified by the NSPCC)

- Domestic abuse
- Sexual abuse
- Neglect
- Online abuse
- Physical abuse
- Emotional abuse
- Child Sexual Exploitation (CSE)
- Female Genital Mutilation (FGM)
- Bullying and cyberbullying
- Child trafficking
- Grooming
- Harmful sexual behaviour

Child abuse is defined as any action by another person—adult or child—that causes significant harm to a young person. It can be physical, sexual, or emotional. However, abuse can also take the form of neglect, where a child does not receive the love, care, or attention they need. We recognise that neglect, in any form, can be just as harmful to a child's development and wellbeing as direct abuse.

Safety Signs, Signals and Notices

Safety signs, signals, and notices help communicate important health and safety information in schools to protect staff, pupils, and visitors. The Health and Safety (Safety Signs and Signals) Regulations require schools to provide safety signs where there are risks that cannot be controlled by other means, such as physical safeguards or safe working practices. If a risk is insignificant or a sign would not help reduce the risk, no sign is required.

Our school will:

- Use road traffic signs to manage vehicle movement on school premises, such as car parks and drop-off areas.
- Use general safety signs (excluding fire safety signs) that meet the relevant British Standards for visibility and design.
- Use fire safety signs with clear symbols to indicate fire exits, fire equipment, and emergency routes.
- Mark dangerous locations and obstacles (such as steps, low ceilings, or trip hazards) with yellow and black or red and white striped markings at an angle of approximately 45°.
- Clearly identify stores or areas containing hazardous substances with appropriate warning signs unless container labels are clearly visible from the outside.
- Ensure signs are illuminated if necessary, to remain visible in poor lighting conditions.
- Maintain all safety signs so they stay clear, legible, and effective.
- Explain the meaning of safety signs to staff and pupils, where necessary, including the required actions when a sign is displayed.

The Head Teacher will ensure that a sufficient budget is allocated for purchasing any necessary safety signs and signals required across the school premises.

The Caretaker/Facilities Manager is responsible for the installation, positioning, and ongoing maintenance of all safety signs and signals to ensure they remain visible, legible, and in good condition.

All staff, support staff, pupils, volunteers, and visitors are expected to follow the instructions and guidance provided by all safety signs and signals throughout the school. This includes complying with warning signs, following directional instructions, and adhering to safety notices.

SIGNBOARDS COMPLYING WITH THE HEALTH & SAFETY (SAFETY SIGNS & SIGNALS) REGULATIONS 1996		
Purpose	Shape & Colour	Example
Prohibition Must not do	Round Black pictogram on white background with red edging and diagonal line	
Warning	Triangular Black pictogram on a yellow background with black edging	
Mandatory Must do	Round White pictogram on a blue background	
Safe Condition Emergency escape or First aid	Rectangular or square White pictogram on a green background	 
Fire fighting	Rectangular or square White pictogram on a red background	

School Trips

We will ensure that all school trips, whether day trips or residential, are thoroughly planned, risk assessed, appropriately supervised, and reviewed.

All trips must be approved by the Head Teacher, with a clearly defined purpose and educational value. Sufficient time will be allocated for planning, including consultation with parents/carers.

A comprehensive risk assessment will be completed for each trip, covering:

- Travel arrangements.
- Venue-specific hazards.
- Planned activities.
- Supervision levels and pupil-to-staff ratios.
- Medical needs, allergies, and dietary requirements.
- Emergency arrangements, including contact numbers and first aid provision.
- Contingency plans for adverse weather, delays, or emergencies.

Staffing ratios will reflect the age, needs, and risks associated with the activity:

- Early Years Foundation Stage (EYFS): 1:4
- Key Stage 1: 1:6
- Key Stage 2: 1:10
- Secondary: 1:15–20

All staff and volunteers will be DBS checked, where appropriate, and have clearly defined roles and responsibilities.

Written consent will be obtained from parents/carers for all trips. Key trip information, including itinerary, contact details, supervision arrangements, and behaviour expectations, will be shared.

A pre-visit will be conducted for unfamiliar venues to assess risks, logistics, and suitability.

First aid provision will be ensured, including the presence of trained first aiders and suitable first aid kits. Individual healthcare plans will be reviewed, and necessary medications or emergency treatments will be managed in line with school policy.

Clear emergency contact arrangements will be established, with a designated school-based contact. Staff will carry an attendee list with emergency contact details. Procedures for handling injuries, missing persons, or serious incidents will be known by all trip staff and volunteers.

Regular communication will be maintained between the trip leader and the school base. Staff will be equipped with mobile phones or radios for on-site coordination.
Pupils will be briefed on expected standards of behaviour, with clear sanctions and actions for misconduct.

A full post-trip review will be conducted to assess the trip's success, identify lessons learned, and evaluate the effectiveness of the risk assessment. Records will be updated to inform planning for future trips.

Selection & Management of Contractors

We are committed to ensuring the health, safety, and welfare of any contractor carrying out work on school premises. As part of this commitment, the school has a duty under the Health and Safety at Work etc. Act 1974 to protect not only contractors but also staff, pupils, volunteers, and visitors who may be affected by any contracted activities. To fulfil this duty, we ensure that contractors are made aware of any known hazards on site that could affect their work, and that the necessary control measures are clearly communicated, understood, and implemented to prevent harm.

The person arranging the contractor's work—usually the Caretaker/Facilities Manager, or a designated member of the Senior Leadership Team—is responsible for providing contractors with essential information before work begins. This includes:

- The school's fire safety arrangements, including evacuation routes and assembly points.
- The location of first aid facilities and how to access first aid assistance.
- Welfare arrangements, such as access to toilets, handwashing facilities, and staff rooms if permitted.
- Relevant school policies and procedures, particularly those related to safeguarding, health and safety, and site security.
- Details of any permit to work systems that may apply, for example, for hot works, working at height, or access to restricted areas.

Before contractors arrive on site, the Caretaker/Facilities Manager will ensure that they are also briefed on:

- Personal Protective Equipment (PPE) requirements specific to the site or the task.
- Vehicle movement restrictions, including designated parking areas and restrictions during school start and finish times to protect pupil safety.
- A map of the school site, including access points, routes, restricted areas, and site-specific safety rules.

When appointing contractors, the school is responsible for checking and confirming their competence and suitability. This selection is based on their health and safety performance, relevant experience, and qualifications for the work required. Before work commences, contractors are required to provide:

- A copy of their health and safety policy, including supporting risk assessments, training records, and certification.
- A valid public liability insurance certificate.
- Evidence of skills, qualifications, knowledge, and relevant experience, such as membership of professional bodies or records of continuing professional development.
- Detailed method statements that explain how the work will be carried out safely.

All documentation provided by contractors is carefully reviewed by the school to ensure that the work is well-planned and that all relevant safety considerations have been addressed. If there are any concerns or gaps in the contractor's safety arrangements, these will be addressed before work is allowed to begin.

While contractors are on site, their activities are monitored by the Caretaker/Facilities Manager to ensure that they adhere to agreed safety standards and work methods. If any changes occur—such as alterations to the work scope, unexpected hazards, or the occurrence of an accident—the relevant risk assessments will be reviewed and updated as necessary.

Contractors are responsible for implementing all control measures specified in the risk assessments and for ensuring that their tools, equipment, and materials are:

- Suitable for the task
- Properly maintained and inspected.
- Safe for use and operated by competent personnel.

Additionally, contractors must manage their equipment and materials responsibly, ensuring that:

- Tools and materials do not obstruct walkways or create hazards for staff, pupils, or visitors.
- Dangerous tools and equipment are not left unattended at any time.
- All equipment is securely stored when not in use, particularly in areas where children may have access.

We are committed to ensuring that contractor activities are managed safely and that risks to all staff, pupils, volunteers, and visitors are minimised. This approach supports the school's broader commitment to maintaining a safe and secure learning environment for everyone.

Sharps

Sharps include items such as scissors, craft knives (like Stanley knives), kitchen knives, protruding nails, machinery with cutting tools, and broken glass. Injuries from sharps can result in cuts, grazes, or even amputations and may lead to infection. To prevent harm, it is essential that sharp tools are handled carefully and disposed of safely to protect both staff and pupils.

Only trained staff are permitted to use sharp tools or equipment. Before starting any task, staff must visually inspect their work area and any packaging materials to check for hazards such as exposed nails, staples, or sharp edges that could cause injury.

If glass is broken, staff must never pick it up with their bare hands. Instead, glass should be carefully swept into a dustpan using a brush, whether from the floor or a work surface. Sponges, dishcloths, or similar materials must not be used to pick up glass, as this could lead to further injury to themselves or others.

When disposing of broken glass, staff must:

- Use a tray or dustpan to carry it to the designated disposal area.
- Place it immediately into the correct container to prevent it from being left where someone could be injured.
- Record the incident of broken glass in line with school procedures.

When moving unguarded sharps (such as loose blades), these must not be carried by hand without proper protection. Where necessary, gloves should be worn to reduce the risk of cuts. These precautions help ensure a safer environment for everyone in the school.

Slips, Trips and Falls

Slips, trips, and falls are among the most common causes of accidents and injuries. As a school, we have a duty to protect staff, pupils, volunteers, contractors, and visitors from these risks. We have assessed the potential hazards on our premises and expect all staff to play their part in maintaining a safe environment to prevent slips, trips, and falls.

To help fulfil this duty, we will:

- Ensure all staff maintain good housekeeping by keeping walkways clear of clutter, bags, and trailing cables.
- Instruct staff to report any hazards that could cause a slip, trip, or fall, such as loose flooring or uneven surfaces.
- Require cleaning staff to remove waste daily to prevent build-up.
- Carry out regular checks to ensure floors, corridors, and classrooms are in good condition and free from trip hazards.
- Ensure any spills are cleaned up immediately and that warning signs are displayed clearly when floors are wet, with efforts made to dry floors as soon as possible.
- Encourage staff to wear appropriate footwear that helps prevent slipping.
- Review any slip, trip, or fall incidents to understand the cause and prevent a recurrence.
- Provide adequate lighting so that people can move safely around the school.
- Fix leaks or other issues that cause floors to become wet without delay.
- Complete and regularly review risk assessments covering these hazards.

While slips and trips are common, falls – especially from height – can result in more serious injuries or even fatalities. This includes falls from steps, ladders, playground equipment, or vehicles. Before any work at height is carried out, a suitable risk assessment will be completed to decide whether the task can be avoided or how it can be done as safely as possible. This covers the use of ladders, scaffolding, or any other access equipment.

Staff should always think about what someone could fall onto if a fall did occur, as this affects the severity of potential injuries. Even short falls, such as stepping down from a minibus, can cause injury and must be managed safely. If you are planning any work at height or engaging contractors to do so, you must ensure all necessary precautions are in place beforehand.

Smoking

In our school, we are committed to maintaining a healthy, smoke-free environment for everyone. We will:

- Protect all staff, pupils, visitors, and contractors from the harmful effects of second-hand tobacco smoke.
- Promote the health and wellbeing of our school community.
- Support staff who wish to stop smoking.
- Comply fully with the Health Act and smoke-free legislation.

Exposure to tobacco smoke, whether directly through smoking or indirectly through passive smoking, is known to cause serious health problems, including cancer, heart disease, and respiratory illnesses. Simply ventilating spaces or separating smokers from non-smokers is not enough to protect people from these risks.

By law, smoking is prohibited in almost all enclosed or substantially enclosed workplaces, public places, and vehicles used for work purposes. As a school, we have a duty to provide a smoke-free environment to protect everyone on our premises.

All areas within the school, including buildings, playgrounds, and vehicles, are strictly non-smoking. Smoking immediately outside the school entrance or grounds is not permitted. This policy applies to staff, parents/carers, visitors, and contractors.

We display clear 'No Smoking' signage throughout the school, and no ashtrays or cigarette litter are allowed inside the buildings. Visitors or contractors found smoking in non-smoking areas will be asked to stop or to leave the premises. Failure to comply could result in on-the-spot fines or even prosecution under smoke-free legislation.

We will ensure that everyone is made aware of this policy, and we will monitor and review it regularly to ensure its continued effectiveness. Our aim is to protect the health of our school community and provide a safe and healthy environment for all.

Stress

We are committed to preventing and managing stress to protect the health, safety, and wellbeing of all staff. We recognise that stress can negatively impact mental and physical health, performance, and morale, and we are committed to creating a supportive work environment where stress risks are identified and managed effectively.

The Head Teacher and Senior Leadership Team are responsible for promoting a positive working culture in which stress is recognised and managed proactively. They must ensure that stress risks are identified and assessed, appropriate control measures are implemented, and staff wellbeing is prioritised. This includes conducting and regularly reviewing stress risk assessments for roles or individuals where stress has been identified as a concern. The SLT should maintain open channels of communication to ensure staff feel comfortable raising issues related to stress or workload.

In addition, the Senior Leadership Team must ensure that staff have access to support services such as occupational health or an employee assistance programme (EAP) where available. They are also responsible for monitoring workloads to ensure they remain reasonable and achievable, particularly during busy periods or organisational changes. Support must be provided to staff during times of change or restructuring to help reduce uncertainty and anxiety. The Senior Leadership Team should also review sickness absence data to identify patterns that could indicate stress-related issues and actively promote staff wellbeing initiatives. Training for managers on recognising early signs of stress is also essential in fulfilling these responsibilities.

The Senior Leadership Team play a crucial role in monitoring the wellbeing of their teams. They must be alert to signs of stress, such as noticeable changes in behaviour, increased sickness absence, or a decline in performance. Regular discussions about workloads, work-life balance, and general wellbeing should be part of routine meetings or one-to-one supervision. Where signs of stress are identified, the relevant member of the Senior Leadership Team should adjust work tasks, provide additional support, or refer staff to appropriate support services, including occupational health. They should also encourage staff to participate in wellbeing activities and opportunities for professional development that can help manage stress effectively.

All staff members share a responsibility for managing their own health and wellbeing. Staff are encouraged to raise any concerns about stress early with their line manager or a member of the Senior Leadership Team. Staff should take advantage of support services provided by the school or external providers, communicate openly about factors that may be causing undue stress, and contribute to a positive and respectful work environment by supporting their colleagues. It is also important for staff to take regular breaks and manage their workload within the agreed expectations to maintain a healthy work-life balance.

The school uses the Health and Safety Executive's (HSE) Management Standards for Work-Related Stress as a framework to identify and manage stress risks. The key areas assessed include:

- Demands: Workload, work patterns, and the work environment.
- Control: How much say staff have in how they do their work.

- Support: Resources, encouragement, and training provided.
- Relationships: Promoting positive working relationships and addressing unacceptable behaviour.
- Role: Ensuring staff understand their role and responsibilities.
- Change: Managing organisational change effectively.

Where necessary, individual stress risk assessments will be conducted, particularly if an employee raises concerns or shows signs of stress.

We are committed to supporting staff wellbeing by providing a range of resources and services designed to help manage stress and promote good mental health. This includes access to occupational health support for professional advice on managing stress-related issues. Where available, staff will be signposted to counselling services or mental health support, such as an Employee Assistance Programme (EAP). The school also offers wellbeing resources and training sessions focused on stress management and building resilience. Additionally, where operationally feasible, the school will provide opportunities for flexible working to help staff maintain a healthy work-life balance.

The Senior Leadership Team will monitor indicators of workplace stress through staff surveys, sickness absence data, and feedback from staff forums or wellbeing committees. This arrangement will be reviewed annually or sooner if significant concerns or trends in stress-related issues are identified.

This arrangement should be read alongside the school's:

- Mental Health and Wellbeing Policy
- Sickness Absence Management Policy
- Health and Safety Policy

Teaching Activities

The Head Teacher holds overall responsibility for ensuring the health and safety of all staff and pupils during teaching activities. This overarching duty includes making sure that all necessary policies, risk assessments, and safety procedures are in place and adhered to throughout the school.

All staff and support staff are responsible for planning and delivering activities in a safe manner. They will carry out appropriate risk assessments for activities and ensure adequate supervision of pupils at all times. Supervision will reflect the nature of the activity and the age, needs, and abilities of the pupils involved.

Pupils are expected to take responsibility for their own safety by following instructions, using equipment properly, and reporting any hazards they observe to teaching or support staff. This proactive approach helps maintain a safe learning environment for everyone.

Before any teaching activity takes place, a specific risk assessment will be completed. This assessment should consider the nature of the activity, the equipment and materials being used, pupil abilities (including any SEND considerations), and potential hazards alongside their control measures. Risk assessments will be reviewed regularly, particularly when activities change or when they take place in a new location.

As part of planning and preparation, staff will ensure that lesson plans incorporate health and safety considerations, including any required control measures. Equipment and materials will be checked to confirm they are in safe condition and suitable for use. Where necessary, personal protective equipment (PPE) will be provided for specific activities, for example, science experiments and design and technology activities. In addition, emergency procedures will be clearly communicated to pupils before the start of any activity.

Adequate supervision is essential for all activities and will be based on pupils' age, ability, and the nature of the activity. The school will maintain appropriate pupil-to-staff ratios in accordance with current guidelines. For higher-risk activities, such as science experiments, Design and Technology, and Physical Education, additional supervision or specialist support may be required.

All staff and support staff will have the appropriate training, qualifications, and competence for the activities they teach. Pupils will receive clear instructions, demonstrations, and safety briefings. Continued support and guidance will be provided throughout the activity to ensure pupil safety.

Regarding the safe use of equipment and materials, only suitable and approved equipment will be used. Staff and support staff are responsible for carrying out safety checks on all equipment before use. Any faulty equipment must be immediately removed from use and reported to the appropriate staff member.

In terms of emergency procedures, all staff and support staff will be familiar with first aid arrangements, including the identities of trained first aiders, the locations of first aid

equipment, and any individual healthcare plans for pupils. Any emergency treatment will be managed in line with the school's policy. Furthermore, all accidents, incidents, or near misses must be reported, recorded, and investigated following the school's incident reporting process.

The Head Teacher is also responsible for the regular monitoring and review of teaching practices to ensure compliance with the school's health and safety arrangements. Health and safety procedures will be reviewed after any incident or when there are significant changes to teaching activities.

Communication of health and safety information is crucial. All staff, support staff, pupils, and volunteers involved in teaching activities will be provided with clear health and safety information. Any updates or changes to health and safety arrangements will be communicated and discussed during staff meetings or training sessions.

Travelling for Work

Health and safety law applies to any work-related driving activities, including when school staff drive for purposes such as attending off-site meetings, transporting pupils, or collecting materials. As part of our school's health and safety arrangements, we manage these risks using the Plan, Do, Check, Act approach.

We assess the risks associated with staff driving on behalf of the school and ensure that driving-related risks are incorporated into our overall health and safety policy. The Governing Body is committed to supporting safe driving practices. Roles and responsibilities for managing driving risks are clearly defined within the school, ensuring that staff tasked with these duties have the authority and information needed to fulfil them. Staff are provided with guidance on what is expected when driving for work.

We ensure that appropriate systems are in place to manage driving risks effectively. Staff are consulted and kept informed about safe driving practices, and training is provided where necessary, including on how to carry out pre-use vehicle checks. School staff are required to use vehicles responsibly, adhering to the Highway Code and ensuring vehicles are only used for authorised school activities. Any equipment or materials being transported must be safely secured, and staff should take extra care in adverse weather conditions. Staff must inform the school if they are unwell, taking medication that could impair their ability to drive, or if their health otherwise affects their driving competence.

We regularly monitor and review our arrangements for driving on school business. Staff are encouraged to report any work-related driving incidents, near misses, or concerns. This feedback helps us ensure that the policy remains effective and up to date. We review performance and update the policy if there are changes in roles, vehicle use, or risks identified through incident reports or feedback.

Staff authorised to drive school vehicles or their own vehicles for work purposes must provide evidence of a valid driving licence. Personal vehicles used for school business must have valid insurance that covers business use, a current MOT if applicable, and be roadworthy. Driving licences will be checked every six months, and staff must inform us of any driving convictions or penalties they receive.

All staff driving for the school must:

- Follow the school's driving risk assessment and comply with all control measures.
- Carry out basic vehicle checks before use.
- Use vehicles only for approved school-related journeys.
- Drive responsibly and in accordance with the law.

Drivers must not operate any vehicle that is unsafe or knowingly faulty, drive under the influence of drugs or alcohol, or carry unauthorised passengers. Smoking in school vehicles is prohibited, and personal use of these vehicles is not permitted. Staff must avoid distractions while driving, such as adjusting navigation devices or using mobile phones unless the device is hands-free. Even when hands-free, calls should be minimised, and staff are advised to stop in a safe location before making or answering calls.

It is illegal to drive under the influence of drugs, whether illegal substances or certain prescription medications that can impair driving. Some prescription drugs, even when legally prescribed, can exceed legal thresholds that make it unlawful to drive. Staff taking prescribed or over-the-counter medication should check with a healthcare professional if the medication may affect their ability to drive safely.

Drugs that can impact driving include:

- Diazepam, Clonazepam, Lorazepam, Temazepam
- Methadone, Morphine, Codeine, Tramadol
- Amphetamines such as dexamphetamine

The use of handheld mobile phones while driving is illegal unless it is an emergency. Hands-free devices are permitted but can still distract from driving. Satellite navigation devices should be set before the journey starts, and if adjustments are needed, the vehicle must be safely stopped first.

Fatigue is a major cause of road accidents. Staff must ensure they are well-rested before driving and should take a break of at least 15 minutes every two hours during longer journeys. If feeling tired while driving, staff should find a safe place to stop and rest.

Staff are expected to adhere to all speed limits and road laws. The school will not reimburse or compensate for any fines or penalties incurred while driving on school business.

If a breakdown or accident occurs while driving for work, staff should assess the situation and prioritise safety. On fast-moving roads, drivers should leave the vehicle and wait in a safe place, wearing a high-visibility vest if available. They should contact the breakdown service or insurance provider and provide details such as the vehicle registration, location, and nature of the problem. If anyone is injured, emergency services must be called immediately.

In the event of an accident, drivers must record the details of other parties involved and document the circumstances as soon as possible. All incidents must be reported to school management without delay.
We will ensure that all school-related driving is conducted safely, responsibly, and in line with the law. Staff cooperation and adherence to these procedures are essential for maintaining the safety of everyone involved.

Use of Air Conditioning Units

We have a responsibility to ensure that our air conditioning systems are well-maintained and do not release harmful emissions into the environment. Proper maintenance not only protects the health of staff, pupils, and visitors but also helps us meet our environmental and legal obligations.

Air conditioning units play an important role in keeping classrooms and workspaces comfortable during hot weather. They also help reduce the need to leave windows open overnight, supporting the security of our school buildings.

We are committed to regularly servicing and maintaining all air conditioning and refrigeration units on site. This includes routine cleaning to keep the systems in good working order and ensuring that filters are clean and effective. Clean filters help purify the air and reduce the spread of colds, flu, and other airborne illnesses. We recognise that poorly maintained systems can contribute to the spread of bacteria and viruses, so regular maintenance is essential for the health of the school community.

Many air conditioning systems contain hydrofluorocarbons (HFCs), which are a type of fluorinated greenhouse gas (F gas). We have a legal duty to prevent the leakage of these gases, as they contribute to climate change. Our school will ensure that leakage detection systems are inspected annually, and we will follow a regular checking routine to comply with all legal requirements.

If an F gas leak is suspected or detected, we will appoint a qualified and registered FGAS engineer to carry out any necessary repairs. By maintaining these standards, we aim to protect the environment and ensure a safe, healthy learning environment for everyone in the school.

Vibration - Hand-Arm

Although the use of vibrating tools is less common in schools than in industrial environments, we remain committed to managing the risks associated with Hand-Arm Vibration Syndrome (HAVS) and Carpal Tunnel Syndrome (CTS). These conditions can develop from prolonged exposure to vibration transmitted through hand-held powered equipment, such as power tools used by the Caretaker/Facilities Manager, maintenance staff, or external contractors.

We have a responsibility to assess the risks to health from exposure to vibration and to put in place appropriate control measures to protect staff. To effectively manage vibration risks, we will ensure that exposure remains below the Daily Exposure Action Value of 2.5 m/s^2 A(8) and never exceeds the Daily Exposure Limit Value of 5 m/s^2 A(8).

When equipment is supplied to the school, we will obtain and record information on the tool's vibration emission. We will keep an inventory of equipment, including details of their vibration levels, to help us monitor and manage potential exposure. Where there is a risk of HAVS or CTS, we will introduce appropriate health surveillance to monitor the wellbeing of affected staff.

All staff who may use vibrating tools will be provided with information, training, and instruction on the risks of HAVS and CTS, along with the precautions they should take. We will ensure that only the most suitable and efficient equipment is used for each task, and that tools are maintained in line with the manufacturer's specifications to prevent unnecessary increases in vibration.

Staff will be made aware that using damaged or inappropriate tools can worsen exposure risks. We will implement effective control measures to eliminate or reduce exposure to vibration as far as is reasonably practicable, and vibration levels will be considered when purchasing new equipment.

Where relevant, personal protective equipment (PPE) and clothing will be provided to help mitigate risks. Staff will also be informed of the symptoms of HAVS and CTS, such as tingling, numbness, or reduced grip strength, and instructed to report any concerns immediately to the Head Teacher or Caretaker/Facilities Manager. We also advise that any such symptoms should be discussed with their GP.

To reduce risk further, we recommend that staff who need to use vibrating tools take regular breaks, stepping away from the tool for at least 10 minutes at suitable intervals to limit continuous exposure.

We aim to protect the health of staff who may use hand-held powered tools and ensure compliance with legal duties under the Control of Vibration at Work Regulations 2005.

Vibration - Whole-Body

Certain maintenance tasks or groundskeeping activities may involve the use of machinery that can expose staff to whole body vibration (WBV), such as ride-on lawnmowers, tractors, or other powered equipment. Whole body vibration occurs when a person sits or stands on a vibrating surface for prolonged periods. If unmanaged, this exposure can cause damage to the spine and vertebrae, leading to back pain and longer-term health issues. The key risk factors are the strength of the vibration and the duration of daily exposure over time.

To comply with health and safety legislation and protect our staff, the school is committed to managing these risks effectively. Our policy is to identify any work activities that could expose staff to whole body vibration and assess the potential health risks. Where risks are identified, we will implement control measures to eliminate or reduce exposure to the lowest reasonably practicable level.

If the exposure is likely to exceed the Exposure Action Value of 0.5 m/s^2 A(8), we will ensure that further controls are put in place to prevent staff from exceeding the Exposure Limit Value of 1.15 m/s^2 A(8). All assessments of WBV risks will be recorded and reviewed periodically or whenever there are changes to work processes, equipment, or working hours.

The school will ensure that anyone managing tasks involving potential WBV exposure is properly trained and competent. Equipment that could expose workers to WBV will be maintained according to the manufacturer's recommendations to avoid worsening the vibration levels. Before purchasing or introducing new equipment that might generate significant vibration, a risk assessment will be completed and recorded, and the use of the equipment must be formally approved.

All staff likely to be exposed to WBV will be informed, instructed, and trained on the risks and the necessary precautions to take. Staff will also be encouraged to report any symptoms of back pain that could be linked to WBV. Where such symptoms are reported, the school will arrange for appropriate health surveillance, such as medical assessments or monitoring, to ensure that any health impacts are identified early.

The purpose of health surveillance is to confirm that control measures—such as limiting time spent on vibrating equipment or introducing engineering solutions—are effective in protecting staff. Prompt reporting of symptoms is vital, as early intervention can significantly reduce the risk of permanent or debilitating injuries associated with whole body vibration.

Visitors

In schools, the control of visitors and contractors is essential to maintain the safety and security of pupils, staff, and visitors. We have a reliable system in place to prevent unauthorised persons from entering the premises. It is vital that we know who is on-site at all times, particularly in the event of an emergency such as a fire, so that we can confirm to the fire and rescue service that all persons have been safely evacuated. For this reason, all visitors are required to sign in at reception on arrival and sign out when leaving.

All accidents involving visitors, contractors, or staff must be reported immediately and details recorded in the school's accident reporting system. Where necessary, an investigation will be carried out to help prevent similar incidents from occurring in the future.

Visitors and contractors must park responsibly in designated parking areas. Parking must not obstruct emergency access routes, pedestrian walkways, emergency exits, or other critical safety and fire arrangements. Ensuring that access for emergency vehicles is kept clear at all times is a priority.

Depending on the nature of the visit or work being carried out, contractors may be required to wear personal protective equipment (PPE) such as hi-visibility clothing, safety footwear, gloves, eye protection, and hearing protection. These requirements will be discussed during the induction process. Pedestrians, including contractors and visitors, must always use the designated walkways provided to separate people from vehicles and machinery.

We operate a contractor vetting system to ensure that only approved contractors, who meet our safety standards, work on site. As part of their induction, contractors will be provided with essential information, including:

- Fire safety arrangements and evacuation procedures.
- First aid provisions and how to access help if needed.
- Welfare facilities, such as toilets and staff rooms if applicable.
- Relevant school policies and procedures relating to the work being undertaken.
- Details of any permit to work systems that are in operation or required.
- Awareness of site-specific hazards.

The school will regularly review safety standards and the performance of contractors. Where standards are not met, appropriate action will be taken to address any concerns and ensure that safety is not compromised.

By following these procedures, we aim to ensure that all visitors and contractors can conduct their activities safely, without placing themselves or others at risk, while maintaining the safeguarding and security of the school environment.

Welfare and Working Environment

We are committed to providing a safe and comfortable working environment that supports the welfare of all staff. To help us maintain these standards, we expect staff to cooperate fully by following the school's rules, policies, and procedures designed to protect health and safety.

We periodically assess the lighting in all work areas to ensure there is sufficient natural light or artificial illumination for working safely and moving around the premises. Both inadequate and excessive lighting can negatively affect safety, health, and the quality of work. In addition, emergency lighting is installed throughout the school to ensure safe evacuation routes are clearly visible in the event of an emergency, such as a fire or power failure.

Maintaining a comfortable working temperature and good air circulation is important to us. While there are no fixed legal requirements for workplace temperatures, official guidance suggests acceptable lower limits of 16°C for general work and 13°C for more physical activities. We monitor conditions using thermometers and will take action if any concerns arise regarding heating, cooling, or ventilation.

The school has provided an adequate number of toilets and washing facilities to meet the needs of staff and visitors. All sanitary facilities are equipped with hot and cold running water, soap, and appropriate hand drying options to maintain hygiene standards.

We also encourage staff to take regular breaks, especially when undertaking tasks that require high levels of concentration or attention to detail. Facilities are available for making hot and cold drinks, and we ask all staff to help keep these areas clean and tidy in the interest of hygiene and consideration for others.

Safe drinking water is readily available on site, and new staff will be shown the locations of these sources during their induction. By maintaining these welfare standards, we aim to create a supportive and healthy working environment for all school staff.

Window Restrictors

Window restrictors are an essential safety measure designed to prevent pupils, staff, and visitors from falling from windows, particularly on upper floors or in areas where the risk of falls is greater. This is especially important for protecting young children, pupils with special educational needs (SEN), and other vulnerable individuals who may be at increased risk.

As a school, we have a duty under the Health and Safety at Work etc. Act 1974 to ensure, so far as is reasonably practicable, the health, safety, and welfare of all staff. We also have a responsibility to ensure that our activities do not expose pupils, parents/carers, contractors, or visitors to unnecessary risks to their health and safety. When considering vulnerable groups such as young children or those with additional needs, the level of care and control is expected to be higher than for the general population.

In line with workplace safety regulations and Department for Education guidance, window restrictors will be fitted on any window above ground floor level where the window opening is within 800mm of the internal floor level. These restrictors will limit the window opening to no more than 100mm, helping to prevent falls while still allowing for adequate ventilation.

Risk assessments will be carried out where vulnerable persons may be at risk, and reasonable steps will be taken to provide additional protections where necessary. For example, in special education classrooms, or medical rooms, we will ensure that appropriate window safety measures are in place and maintained.

All staff will be made aware during their induction and refresher training of the risks posed by open or unprotected windows and the importance of window safety. They will be informed that falls from windows can and do occur and that it is a shared responsibility to help maintain a safe environment for everyone in the school.

By implementing these controls, we aim to reduce the risk of falls from windows and meet both our legal and moral obligations to keep pupils, staff, and visitors safe.

Winter Conditions

We aim to maintain a comfortable working temperature across all internal areas. However, we recognise that heating systems can occasionally fail due to mechanical breakdown or power disruptions. If this occurs, staff may use portable heaters where available and are encouraged to wear additional layers of clothing while the issue is being resolved. We will prioritise repairs or alternative solutions to restore a safe and comfortable temperature as quickly as possible.

During periods of snowfall or severe weather, we will monitor local weather conditions and may release staff and pupils early if necessary to ensure safe travel home and avoid the risk of anyone becoming stranded on-site. Staff and pupils are expected to make reasonable efforts to attend work unless specifically instructed otherwise, but personal safety should always come first, and official travel warnings must be observed.

We are also responsible for ensuring the safety of any staff who may be lone working during adverse weather. Additional communications and precautions will be put in place to maintain contact and ensure their wellbeing.

In situations where staffing levels are low and a qualified first aider is unavailable, the school will appoint a designated person to take responsibility for emergency arrangements until normal cover is restored.

We have procedures in place, aligned with our slips, trips, and falls policy, to manage the extra hazards presented by cold and icy conditions. External walkways, steps, and entrances will be regularly cleared and gritted to reduce the risk of slipping. We follow the government's Snow Code for clearing snow and ice effectively. Entrance areas will also be monitored to prevent hazards from wet floors, and staff and pupils are encouraged to wear appropriate footwear with a good tread when moving around outside.

For staff who are required to drive for work purposes, journey planning is essential, particularly during the winter months. Drivers are expected to prepare adequately for sudden weather changes by ensuring that:

- Vehicle fluid levels are topped up.
- A de-icer or ice scraper is carried.
- Warm drinks in a flask and snacks are available.
- A high-visibility jacket or vest is included.
- Spare warm clothing is carried.
- A fully charged mobile phone and in-car charger are available.
- A first aid kit is kept in the vehicle.

For staff required to work outdoors, such as the Caretaker/Facilities Manager, we will provide suitable facilities and additional rest breaks to allow staff to warm up. Warm drinks will be encouraged, and staff and pupils are encouraged to wear appropriate personal protective clothing, including thermal layers, gloves, hats, coats, safety footwear, and high-visibility clothing where necessary.

Exposure to cold temperatures for extended periods can increase the risk of accidents and health issues such as hypothermia. We will therefore assess any outdoor work in cold weather and implement reasonable control measures to minimise these risks, ensuring the safety and wellbeing of all staff working in such conditions.

Work Equipment & Access Equipment

Work equipment refers to any machinery, tools, installations, or equipment used during work or educational activities within the school, whether owned by the school or brought in by contractors. This includes classroom tools, maintenance equipment, and access equipment such as ladders, podiums, scaffold towers, and mobile elevated work platforms (MEWPs). Some equipment presents a higher level of risk and requires specific controls, maintenance, and training. Only trained and authorised staff or contractors are permitted to set up or operate such equipment.

Where equipment is used to lift people, such as passenger lifts or MEWPs, it must be inspected, maintained, and certified every six months, in accordance with legal requirements. Equipment designed to lift objects, like hoists or cranes, must also be regularly maintained and certified annually under the Lifting Operations and Lifting Equipment Regulations (LOLER). All accessories used with lifting equipment are included in these inspection requirements.

We acknowledge our legal responsibilities under the Provision and Use of Work Equipment Regulations (PUWER) and related health and safety legislation. To meet these obligations, we will carry out a needs analysis before purchasing or hiring any work equipment. This analysis will consider the specific tasks the equipment is required for, where and how it will be used, the expected frequency of use, user training requirements, and the safety features necessary for compliance with current standards.

All work equipment will be sourced from reputable suppliers to ensure that safety features, such as emergency stops and guards, meet current safety standards. Before any new equipment is used, we will conduct a risk assessment to ensure it is safe and appropriate. Where risks are identified, suitable control measures will be put in place to safeguard users and others nearby.

Training is essential, and all staff and authorised users will be given appropriate training before using any equipment. Supervision will continue until staff are deemed competent to use the equipment independently. Training records will be kept up to date, and refresher training will be provided as necessary. In a school environment, there will also be strict age-appropriate restrictions to ensure that students only use equipment under direct supervision and when it is safe for them to do so.

All equipment is subject to wear and the possibility of faults developing. We will ensure regular maintenance is carried out in line with manufacturers' guidance unless the nature of our activities requires a more frequent regime. All statutory inspections will be completed as required, and we will keep full records of all maintenance, inspections, and repairs. Preventative maintenance is our priority, and we rely on managers and users to follow the agreed inspection and maintenance procedures to avoid equipment failure.

We recognise that some maintenance tasks may be beyond the skills of school staff. In such cases, we will appoint competent contractors to carry out or assist with the work. All contractors will be vetted to confirm their training, competence, and maintenance of their own equipment.

Before using any equipment, staff must check it is safe and report any defects immediately. Faulty or damaged equipment must not be used until it has been properly repaired. To support this, we will maintain detailed records of all inspections, maintenance activities, and repairs, including any work carried out by contractors.

Staff must never use work equipment if they have not received appropriate training, are unfamiliar with its operation, identify any faults or damage, or if the workspace is insufficient to use it safely. Equipment must also not be used if safety devices like guards are missing or damaged, or if the required personal protective equipment (PPE) is not available or being worn.

Working at Height

We recognise the significant risks associated with working at height within the school environment and acknowledge our responsibilities to manage these risks effectively. All staff are made aware that working at height remains one of the leading causes of serious injuries and fatalities in the workplace each year. As a result, our approach is to avoid working at height wherever possible. When it is unavoidable, work at height will only be undertaken following a thorough risk assessment and by applying a clear, structured, and hierarchical approach to managing risks.

Many hazards linked to working at height can be easily prevented through simple precautions. Staff must always use the correct equipment, such as step ladders, steps, or purpose-built 'step-up' stools. Climbing on furniture such as chairs or tables is strictly prohibited. Staff must also avoid overreaching or using equipment unsafely when working at height.

We apply the recognised 'hierarchical approach' to managing the risks of working at height. This process involves several key steps:

- Avoiding the need to work at height wherever possible.
- Preventing falls by using appropriate, well-maintained equipment.
- Reducing the distance and potential impact of any fall should one occur.
- Ensuring safe access routes are provided.
- Inspecting equipment before use and not using any defective or damaged items.
- Avoiding overloading equipment or overreaching.
- Securing and protecting the area below the work to prevent injuries from falling objects.
- Planning for emergencies and having a rescue or evacuation procedure in place.

All staff who may be required to work at height will receive appropriate training relevant to the specific equipment and methods to be used. This training will also take into account the particular environment in which the work is carried out. To ensure continued competence, training will be refreshed periodically. Prior to any work at height taking place, staff will be briefed on the task, potential hazards, and safe working practices. A comprehensive assessment of the risks specific to the task and the working area will be provided.

We are committed to doing everything necessary to prevent falls and ensure the safety of staff, pupils, contractors, and visitors. For all work at height, a competent person will be appointed to oversee the activity. They will prepare a method statement and risk assessment, ensuring that all involved understand and follow the safety procedures before work begins.

Additionally, we recognise that fall risks can also exist at ground level, particularly where uneven surfaces, open edges, or temporary access structures are involved. In these cases, a similar level of assessment and control is required. No significant work or activities will proceed in these areas without prior safety briefings and the implementation of suitable control measures.

Staff who are using a stepladder to carry out a work at height task are instructed to:

- Check for signs of obvious damage, such as big dents, loose rungs or fittings and if noted, not to use them.
- Check all four stepladder feet are in touch with the ground, rubber feet attached, and the steps are level.
- Only carry light materials and tools and DON'T overreach.
- Do not stand and work on the top three steps unless there is a suitable handhold. (Includes the top platform).
- Ensure any locking devices are engaged.
- Ask a colleague to steady the steps and pass items up or down.
- Not attempt the task if they are worried or uncertain.
- Try to position the stepladder to face the work activity and not side on. However, there may be times when space does not allow for this.
- Try to avoid work that imposes side loading.
- If unavoidable, they are to ensure that the steps are held by a colleague or consider waiting for others to assist them.
- Maintain three points of contact at the working position e.g. 2 feet and 1 hand or when both hands required, 2 feet and the body or belly or 2 feet and knees.
- When deciding if it is safe to use no hands on the ladder whether it is light work, whether it avoids side loading, whether it avoids overreaching, whether the stepladder can be tied and whether a handhold is still available to steady themselves before and after the task.



Using a step up stool:

- Employees are to ensure to wear sensible shoes, not heels or flip flops.
- Staff are instructed not to overreach or twist or stretch up to tip toes.
- Staff are instructed to be sure to ensure the step; stool is undamaged before use.



Workplace

We take housekeeping seriously within the school and expect all staff to play an active role in maintaining tidy, safe, and well-organised work areas. Day-to-day housekeeping is everyone's responsibility, and staff must report hazards as they arise. Keeping our environment safe and orderly helps prevent accidents, supports learning, and maintains the wellbeing of staff, pupils, and visitors.

Good housekeeping is not just about cleanliness. It involves keeping classrooms, offices, corridors, and other areas free from clutter, ensuring floors are clear of slip and trip hazards, and removing waste materials promptly to prevent fire risks. It also includes maintaining safe storage practices, marking aisles where necessary, and ensuring that equipment and materials are properly maintained and stored. A tidy environment helps prevent injuries that may otherwise be caused by hidden hazards, such as spills, trailing cables, or improperly stored items.

We will adopt a 'clean as you go' policy to help maintain a safe environment throughout the day. This means staff should actively tidy as part of their normal routine, rather than leaving it until the end of the day or during occasional deep cleans. Poor housekeeping can directly contribute to accidents, including:

- Tripping over loose objects left on the floor.
- Being struck by falling items from poorly stacked shelves.
- Slipping on wet, greasy, or dirty floors.
- Injuries from protruding objects, sharp materials, or poorly stored equipment.

Maintaining order throughout the working day requires planning and effort but brings many benefits. Effective housekeeping can:

- Reduce the need for repeated handling of materials.
- Minimise trip and slip risks by keeping areas clutter-free.
- Lower fire hazards by controlling waste.
- Reduce exposure to harmful substances.
- Improve the control and organisation of tools and supplies.
- Make equipment maintenance and cleaning easier.
- Support better hygiene and improve staff and pupil health.
- Maximise available space and prevent property damage.
- Lighten the workload on caretakers and cleaning teams.
- Boost morale and overall productivity.

A good housekeeping system includes planning for the smooth flow of materials and ensuring storage areas are used properly. Staff must avoid using workspaces as temporary storage and instead ensure items are put away or disposed of appropriately. This may include providing additional storage bins or scheduling more frequent waste collections to maintain standards.
Staff will receive guidance and training on working safely with materials and equipment, including reporting hazards such as spills or unsafe conditions. Staff are also expected to help protect others by using warning signs, like "Wet Floor" signage, when necessary.

Housekeeping is not something that can be ‘achieved’ once; it must be maintained consistently. Responsibilities for regular tidying, waste disposal, removing unused materials, and checking that clean-ups have been completed will be clearly assigned. Staff are reminded not to overlook out-of-sight areas, such as behind doors or under desks, which can become neglected if not actively included in routines.

Finally, inspections form an important part of our housekeeping standards. Regular checks help us identify where improvements are needed and ensure that safe, tidy environments are maintained throughout the school. This proactive approach supports our commitment to providing a safe, efficient, and pleasant place to work and learn.

Young Persons

We recognise our responsibilities and we will carry out a specific risk assessment for young persons (those under 18), considering:

- Inexperience, lack of awareness of risks and immaturity of young people.
- The workplace and equipment.
- The nature and degree of exposure to harm.
- The organisation of processes and activities.
- Training and competence.

When employing a young person or accepting a work placement, we will:

- Decide to make an offer of employment to a person under the age of 18; we will contact our insurance company to ensure that our Employers' Liability Insurance policy covers us for this type of employment.
- Complete a risk assessment considering specific factors such as immaturity, inexperience and lack of awareness, medical conditions and physical and learning disabilities of the young person or child.
- Look back at our accident and ill health records as these often help to identify the less obvious hazards.
- Contact the local authority to apply for a work permit if the child is under compulsory school leaving age.
- Think about long-term health hazards, such as high noise levels or exposure to harmful substances, as well as more common site hazards.

We will consider whether:

- A young person or child should be undertaking the task.
- The work is beyond their physical or psychological capacity.
- The work involves exposure to harmful substances which may be toxic, carcinogenic, potentially causing heritable genetic damage or harm to an unborn child, or which in any other way might chronically affect human health.
- There is a risk from extreme cold or heat, noise or vibration.

When controlling risks, we will apply the principles below, if possible, in the following order:

- Prevent access to the hazard, for example, by prohibiting access by the young person or child.
- Organise work to reduce exposure to the hazard, consider task rotation.
- Provide increased or full-time supervision for the young person or child.
- Issue personal protective equipment that is intended specifically for young people or children as adult equipment may not be a true fit and consequently be ineffective at controlling the risk.
- Explain welfare facilities, for example, first aid and washing facilities for the removal of contamination.

We will remember to prioritise and tackle the most important things first.

We will share the findings of the risk assessments with parents/carers where appropriate.

Where a person is under the minimum school leaving age, the findings of risk assessments will be brought to the attention of the child's parents or carers and explained in full.

Training will include the basic induction training offered to all staff. In addition, we will identify and make the young person or child aware of the specific issues that might affect them. Emphasis will also be required on issues such as horseplay and practical jokes.

An introduction is required to the employee who will be supervising the young person or child. We will ensure that good communication is maintained with any young person or child and that, where necessary, any conversations about health matters are held in private and with a parent, carer or other responsible adult.

Chapter 4. Advice and Information

Health and Safety Advice

It is important that we can obtain advice, guidance and information regarding safety; a firm understanding of our duties and responsibilities will help us act accordingly and fulfil any statutory requirements we need to comply with.

The Government and the Health and Safety Executive offers advice, information and guidance. A variety of safety regulations and publications are available and can be downloaded from their websites.

Internet access:

General Guidance	
https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools	Government issued publication for health and safety in schools.
https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/children-and-young-people-settings-tools-and-resources	Government issued publication for health protection in schools.
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2	Government issued publication on keeping children safe in school.
http://www.hse.gov.uk/	Use the search engine to locate guidance.
https://www.hse.gov.uk/risk/assets/docs/classroom-checklist.pdf	HSE issued classroom checklist.
http://www.hse.gov.uk/pubns/priced/hsg65.pdf	General guidance on safety management systems.
http://www.hse.gov.uk/work-at-height/index.htm	Pages of guidance on issues around working at height.
https://www.hse.gov.uk/work-at-height/ladders/	Links to safe use of ladders and steps.
https://www.hse.gov.uk/electricity/	Information on electrical safety.
http://www.hse.gov.uk/pubns/indg368.pdf	A brief guide on how to engage and manage contractors.
http://www.hse.gov.uk/legionnaires/workplace-risks.htm	Legionella (water safety) issues explained.
http://www.hse.gov.uk/pubns/indg214.pdf	First aid requirements explained.
https://www.hse.gov.uk/simple-health-safety/risk/risk-assessment-template-and-examples.htm	Risk assessment explained – links to HSE examples.
http://www.hse.gov.uk/work-equipment-machinery/puwer.htm	Guide to managing work equipment – including machinery and guarding issues.
https://www.hse.gov.uk/guidance/index.htm	Office safety issues (slips trips, display screen home working).