



# **The Schools of the Federation of St Helen's and St Mary's**

## **Health, Safety and Wellbeing Policy**

### **Document 2**

**DS Issue 4.0 September 2025**

**The HS&W policy details of the organisation and the arrangements for ensuring health, safety and wellbeing.**

**September 2025**

Date of approval	People involved	Notes	Date of next review
September 2025	FGB	Updated with recommendations from Delegated Services	September 2026
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# Document 2: Health and Safety Policy Details

## Part 1: Introduction

This is Document 2 of 2 documents. Doc 1 contains the statement of general policy and headline organisation and arrangements. This document illustrates our organisation and the arrangements for ensuring health, safety and wellbeing and describes them in detail.

The two documents are, therefore, the overall health, safety and wellbeing policy. The policy is then implemented through sub-policies, risk assessments and the resulting procedures and actions needed to manage significant risks.

The policy mentions several other important topics relevant to settings which have different statutory origins from employee health and safety but we recognise need to be considered as one entity for the most effective approach. These are:

- Safeguarding children;
- Food safety;
- Environmental protection;
- Transport safety.

They also have their own policies or sub-policies and procedures. They need to be managed in a way that avoids gaps and ensures the health, safety and wellbeing of employees, children and the public.

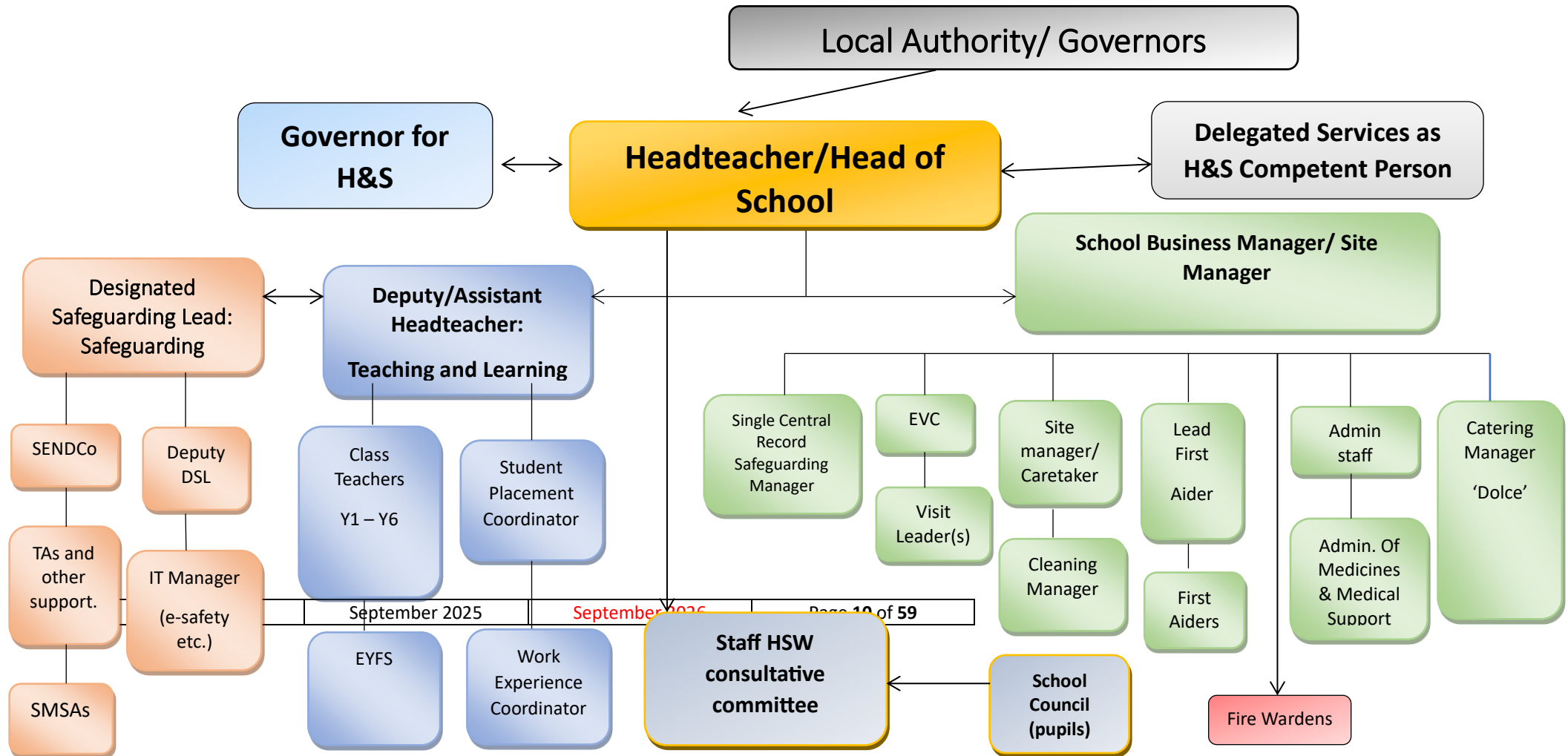
## Part 2: Organisation

The following sections describe the organisational role and the responsibilities of key post holders for ensuring significant risks are managed. The sections following the arrangements heading describe how we go about operating our safety system.

There are additional risk management issues for the organisation which are not dealt with in detail in this policy. They include:

- a. Financial risk
- b. Reputational risk

They are controlled through other policies and procedures.





1.		<b>Role of the local authority/Governors/Diocese/ etc.</b>
	1.	The Schools of the Federation of St Helen's and St Mary's is a formal federation.
	2.	We are a federation of two schools.
	3.	Our federation is linked with Bristol diocese.
	4.	Our setting's vision is:
	5.	Our settings' values are the following:
2.		<b>Role of Governors on the Full Governing Body (the FGB)</b>
	1.	The governors have agreed our setting's overall ethos and values which are described above.
	2.	The governors of the Federation recognise the need to identify organisational details in our setting for implementing, monitoring and controlling HS&W matters. Accepted is the need to consult individuals before allocating particular health and safety functions. Individual duties including reporting arrangements and, therefore, organisation and accountability follow.
	3.	<p>The governors are committed to meeting the <b>safeguarding</b> requirements set out in the government guidance "<i>Keeping Children Safe in Education*</i> and <i>Working Together to Safeguard Children.</i>" ** Our setting's Safeguarding Policy and connected documents link with this health, safety and wellbeing policy.</p> <p>*There are currently 3 main documents: For schools and colleges, for staff and another about regulated activity. See the links below: Keeping Children Safe in Education</p> <ul style="list-style-type: none"> <li>• Keeping Children Safe in Education (part 1)</li> <li>• Regulated Activity in Relation to Children</li> <li>• Working Together to Safeguard Children</li> </ul>
	4.	<p>The governors will make preparations to deal with:</p> <p><b>Continuity of business</b> in the event of a threat such as that created by a critical incident; <b>Critical incidents</b> at our setting such as fire, flood, illness, threats of violence and terrorism, bereavement, etc.</p> <p>The <b>Contribution</b> by the school to help the community at large cope with some kind of major incident. An example would be providing a rest centre if a fire meant people were unable to stay at their homes.</p> <p>These are the <b>3 Cs</b> as set out by our competent support, Delegated Services, in parallel and supporting documentation. Some of the preparation is mentioned here because of the obvious overlap with health, safety and wellbeing.</p> <p><b>(The DS model is available in Go To)</b></p>
	5.	The governors will ensure that related "health and safety" topics such as food safety and road safety are also considered. These are mentioned in sections below but will also be

		covered elsewhere. One example is the Hazard Assessment and Critical Control Points food management system used in catering.
3.		<b>Role of Leader – Executive Head Teacher</b>
	1.	The Leader is appointed by the governors. The post holder is accountable to the governors for implementing the HS&W Policy and for all matters relating to HS&W. We require Safeguarding issues and the 3C's to cross-relate to health, safety and wellbeing.
	2.	The governors require the Leader to ensure that the HS&W policy is implemented effectively and understood at all levels and is robustly controlled, regularly monitored, and revised as necessary.
	3.	The Leader may delegate the management of HS&W matters to an appropriate competent member of staff who will be designated the Health and Health and Safety Coordinator such as the Head of School/Business manager/ and ensuring curriculum orientated health and safety is also incorporated.
	4.	<p>The Leader will delegate the:</p> <ul style="list-style-type: none"> <li>● Safeguarding Single Record (DBS) to the business manager</li> <li>● Special Educational Needs and Disability issues to a staff member holding the title Sendco</li> <li>● Co-ordination of Educational visits/off-site visits/trips to a member of staff who will be designated the Educational Visits Co-ordinator (EVC)</li> <li>● Leadership of Educational Visits/off-site visits/trips to Party Leaders and Deputy Party Leaders reporting to the EVC.</li> <li>● Student Placements and Work Experience to a Head of School.</li> </ul>
	5.	<p>The Leader will be designated the <b>Asbestos Duty Holder</b> and will ensure compliance with the Control of Asbestos Regulations 2012 and any update, in so far as they relate to preventing the release of asbestos fibres in the school.</p> <p>Reference: <a href="http://www.hse.gov.uk/asbestos/index.htm">http://www.hse.gov.uk/asbestos/index.htm</a></p>
	6.	<p>The Leader is responsible for managing the potential risks from <b>Legionella bacteria</b>, which may arise from work activities. The Management of Health and Safety at Work Regulations and more specifically the Control of Substances Hazardous to Health Regulations 2002 (COSHH) assist and support the assessment, prevention or control the risk from the bacteria by taking suitable precautions.</p> <p>They also cover the management of radioactive sources in delivery of the curriculum, where present, and Radon contamination possibilities.</p> <p>Reference: <a href="http://www.hse.gov.uk/legionnaires/index.htm">http://www.hse.gov.uk/legionnaires/index.htm</a></p>
	7.	<p>The Leader will be designated the <b>Responsible Person</b> for the school in accordance with the Regulatory Reform (Fire Safety) Order 2005, and will ensure that Fire Risk Assessments are regularly undertaken, and as a consequence appropriate Fire Precautions are put in place.</p> <p>Fire is a <b>3C's</b> issue as well.</p> <p>References: <a href="https://www.gov.uk/government/publications/fire-safety-in-new-and-existing-school-buildings">https://www.gov.uk/government/publications/fire-safety-in-new-and-existing-school-buildings</a></p>

	<a href="https://www.gov.uk/government/publications/building-bulletin-100-design-for-fire-safety-in-schools">https://www.gov.uk/government/publications/building-bulletin-100-design-for-fire-safety-in-schools</a> <a href="https://www.gov.uk/government/publications/fire-safety-risk-assessment-educational-premises">https://www.gov.uk/government/publications/fire-safety-risk-assessment-educational-premises</a>
8.	<p>The Leader will seek volunteers for the role of First Aiders at various skill levels, an Administrator of Medicines and Fire Wardens. All will be trained and refreshed regularly. Their competence will be assessed in accordance with arrangements and risk assessments attuned to our activities and responsibilities. Medical support for those pupils who need it will be provided in line with DfE guidance.</p>
9.	<p>The Leader will ensure that competent contractors are employed and will oversee the planning and safe execution of construction, refurbishment, and maintenance work on buildings, plant, and equipment carried out by contractors or other third parties. This is part of their <b>client duty under The Construction (Design and Management) Regulations 2015</b>.</p> <p>The Leader will delegate the day-to-day co-ordination of all contractual and maintenance work carried out to Business Managers and Site Managers, who will liaise with Lead Teachers/Early Years Practitioners and others to ensure safety procedures and policy agreements are observed.</p> <p>Reference: <a href="http://www.hse.gov.uk/construction/cdm/2015/index.htm">http://www.hse.gov.uk/construction/cdm/2015/index.htm</a></p>
10.	<p>The Leader is responsible for ensuring that all new, amended or updated documentation and information regarding Health, Safety and Wellbeing matters are brought to the attention of the relevant pupils, employees, contractors, volunteers, and members of the general public.</p>
11.	<p>The Leader must ensure that accidents and all other H&amp;S incidents, including near misses, are reported in accordance with legal requirements such as the <b>Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013</b> and local procedures, and that the agreed procedure for reporting all defects, hazards and problems regarding H&amp;S matters function efficiently and effectively.</p> <p>Accidents involving pupils may need to be reported through safeguarding requirements as well.</p> <p>Reference: <a href="http://www.hse.gov.uk/riddor/index.htm">http://www.hse.gov.uk/riddor/index.htm</a></p>
12.	<p>The Leader will be a member of, and participate in, the Audit and Risk/Staff Consultative Health and Safety Committee and will actively seek Trade Union Safety Representatives, consulting with them on all HS&amp;W matters and co-operating with them in the execution of their duties.</p> <p>In the absence of these representatives, volunteers will be sought from the teaching and support staff with whom to consult.</p> <p>Reference: <a href="http://www.hse.gov.uk/involvement/index.htm">http://www.hse.gov.uk/involvement/index.htm</a></p>
13.	<p>The Leader will, with the Committee, review on an appropriately proportionate and prioritised rolling programme on a rolling basis:</p> <ul style="list-style-type: none"> <li>• Fire and Evacuation procedures; Lockdown and terrorism/threat procedures;</li> <li>• First Aid provision both on the premises and on educational visits/off site visits; and from time to time;</li> </ul>

	<ul style="list-style-type: none"> <li>• All other HS&amp;W policies, procedures, codes of practice, risk assessments, and guidelines;</li> <li>• When doing these reviews, the links with <b>safeguarding</b> and the <b>3C's</b> will need to be anticipated so there are no gaps in policy and practice.</li> <li>•</li> </ul> <p>Reference: <a href="http://www.hse.gov.uk/pubns/books/hsg65.htm">http://www.hse.gov.uk/pubns/books/hsg65.htm</a></p>
14.	<p>The Leader will seek advice, when appropriate, from the competent person/s who are able to offer informed and expert opinions. These may be the local authority as a regulator, or advisory organisations such as CLEAPSS, DATA, AfPE or Delegated Services CIC.</p> <p>References:</p> <p><a href="http://www.delegatedservices.org">http://www.delegatedservices.org</a>  <a href="http://www.cleapss.org.uk/">http://www.cleapss.org.uk/</a>  <a href="https://www.data.org.uk/">https://www.data.org.uk/</a>  <a href="http://www.afPE.org.uk/">http://www.afPE.org.uk/</a></p>
15.	<p>The Leader, Business Manager and Site Manager will have the authority to stop what is considered unsafe practices, or the use of any plant, machinery, equipment, tools, materials, and substances.</p>
16.	<p>The Leader will make arrangements, with appropriate members of staff for improvements to premises, plant, machinery, and equipment.</p>
17.	<p>The Leader will ensure that appropriate training and refreshing has been or will be given to employees (including temporary and part-time employees), agency and other contract staff, and volunteer helpers, to enable them to fulfil their responsibilities. This must include newly appointed staff and staff transferred to other duties.</p>
18.	<p>The Leader will ensure that appropriate HS&amp;W information, instruction, training and supervision is in place for all schemes of work for pupils, including both internal and external work experience arrangements.</p>
19.	<p>The following posts Executive Headteacher, Head of School, Site Manager, Business Manager and such other posts, identified in this policy shall have authority to act as 'landlord' and determine those who may or may not be welcome on the site and premises..</p> <p>In addition, they are authorised to warn individuals, in the event of unacceptable behaviour, such as nuisance or trespass, about "<b>Section 547 of the Education Act 1996</b>" and as updated, powers available under the education legislation, (or any successor legislation) and the risk of criminal procedures.</p> <p>References: <a href="https://www.gov.uk/government/publications/school-and-college-security">https://www.gov.uk/government/publications/school-and-college-security</a>  <a href="https://www.gov.uk/government/publications/controlling-access-to-school-premises/controlling-access-to-school-premises">https://www.gov.uk/government/publications/controlling-access-to-school-premises/controlling-access-to-school-premises</a></p>
20.	<p>The Leader, Head of School and the Business Manager are responsible for our approach to staff "Wellbeing". Risk assessment will be done, when needed to put in place, the controls needed to remove or reduce risks to physical and mental health.</p>

		<p>This will include the commissioning of a competent Occupational Health provider with a full range of services, which, if necessary, could include health surveillance to ensure compliance with the law and the protection of the staff team.</p> <p>Reference: <a href="http://www.hse.gov.uk/stress/">http://www.hse.gov.uk/stress/</a></p>
4.		<p><b>Role of Head of School and Business Manager</b></p> <p>Are the members of staff designated to lead and manage day-to-day health and safety matters plus specific matters as identified in section 2.2 above on behalf of the Executive Headteacher by:</p>
	1.	<p>Acting as the day-to-day link between the:</p> <ul style="list-style-type: none"> <li>• The Leader;</li> <li>• The Competent Person(s)* (or body) from whom support and advice is obtained or purchased; this may be a member of staff, the trust, local authority and other help as required from, for example, Delegated Services;</li> <li>• The Governors and</li> <li>• Other providers of HS&amp;W services such as water services organisations, asbestos management companies, electrical, gas and other utilities, radiation advisors and trips and expedition consultants.</li> </ul> <p>* <a href="https://www.hse.gov.uk/simple-health-safety/gettinghelp/index.htm">https://www.hse.gov.uk/simple-health-safety/gettinghelp/index.htm</a></p>
	2.	Working with personnel, who have a lead role in HS&W e.g., The <b>Organisation chart</b> above at page 10 and also <b>see Appendix 1</b> for detailed information of actions required.
	3.	Taking a pro-active interest in the HS&W aspects of all activities: <b>see Appendix 2</b>
	4.	<p>Organising the Committee meetings as frequently as appropriate, (DS recommends in terms 2, 4 and 6) to give time and full consideration to all aspects of HS&amp;W, and, in so doing arrange for the:</p> <ul style="list-style-type: none"> <li>(i) The attendance of the permanent committee members</li> <li>(ii) The attendance of occasional contributors as needed</li> <li>(iii) Circulation of the minutes and action points</li> <li>(ii) The management of the committee agenda to include key items covering e.g. <ul style="list-style-type: none"> <li>• Logging indicators such as accident and near-miss incidents;</li> <li>• Risk assessments and safe systems of work;</li> <li>• Inspection reports and action plans resulting from the outcomes of those reports;</li> <li>• Areas of particular relevance to safeguarding and the 3C's which overlap or link up with health, safety and wellbeing;</li> <li>• Food safety;</li> <li>• Transport and trip safety;</li> <li>• Environmental matters where applicable, and</li> <li>• Security and personal safety</li> </ul> </li> </ul>
	5.	Noting that each member of the committee should, however, lead on following up their own areas of work and responsibilities.
	6.	Recommending revisions to the HS&W Policy to the Leader and governors
	7.	Referring irresolvable matters via the Leader to the governors
	8.	Being the representative on relevant HS&W Working Groups, professional bodies etc.
	9.	Having familiar contact with the content of local Policies, Procedures, Codes of Practice and all other guidance, bringing appropriate information to the attention of the Leader,



		Lead Teachers, specialist practitioners and others contributing to the safety system, as necessary.
	10.	Ensuring staff members are familiar with their own areas of work and responsibilities.
	11.	<p>Checking that contractors have adequate safety procedures in force and that they are aware of the HS&amp;W Policy as it affects them and will:</p> <ul style="list-style-type: none"> <li>➤ compile a 'Buildings Register' identifying known hazardous substances and materials (e.g. Asbestos, Legionella, Radon, lead, flammable materials and substances etc).</li> <li>➤ ensure that: <ul style="list-style-type: none"> <li>(i) a seasonal inspection is completed three times a year by a representative team including staff and pupils, (the latter appropriate to their age) with defects reported accordingly (DS recommends in terms 1, 3 and 5, the outcomes feeding into the committee.)</li> <li>(ii) a property survey of the school's buildings/premises are carried out annually.</li> </ul> </li> <li>➤ establish Emergency Procedures for the evacuation (e.g., gas leaks, fire, bomb warnings), lockdown (e.g., severe weather, trespassers, industrial incident) of the site/premises and emergency procedures for lost or missing children.</li> <li>➤ ensure that competent person(s) or specialist(s) are consulted as necessary to advise on HS&amp;W matters and, in particular, technical issues, sampling, monitoring and auditing requirements.</li> </ul>
5.		<b>Role of EVC</b>
	1.	Be a champion for all aspects of visits and outdoor learning.
	2.	Challenge colleagues across all curriculum areas to use visits and outdoor learning effectively in order to provide a wide range of outcomes for children and young people and contribute towards Establishment effectiveness.
	3.	Support/oversee planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable Visits/outdoor learning.
	4.	Mentor leaders and aspirant leaders, supporting their ongoing development and training. Sample monitor their activity to identify any further training needs. Maintain and refresh own training every 3 years.
	5.	Ensure that planning complies with your Employer's requirements and that the arrangements are ready for approval within agreed timescales.
	6.	Support the Head of School and Governors in approval decisions so that all those with responsibility have the competence to fulfil their roles.
	7.	Ensure that activity is evaluated against its aims for learning and development, that good practice is shared and any issues are followed up and comply with statutory and Employer's requirements.
	8.	Keep your Senior Leadership Team and Governors informed about the Visits/outdoor learning taking place and their contribution to Establishment effectiveness.
6.		<b>Role of Designated Safeguarding Lead (DSL)</b>
	1.	The Executive Headteacher/ Head of school and the School Business Manager should liaise with the DSL so that any relevant activities or procedures will improve child protection.
	2.	<p>Examples are:</p> <ul style="list-style-type: none"> <li>● First aid</li> <li>● Administration of Medicines</li> </ul>
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		<ul style="list-style-type: none"> <li>• Trips and expeditions</li> <li>• Coaching activities</li> <li>• E-safety</li> </ul>
	3.	Policies relating to safeguarding and child protection should make reference to health and safety issues as appropriate.
7.		<b>Role of Manager of the “Single Central Record”</b>
	1.	The Executive Headteacher/ Head of school and the School Business Manager should liaise with the manager so that any relevant activities or procedures will improve child protection.
	2.	Examples are: <ul style="list-style-type: none"> <li>• Recruitment and selection of coaches, support staff and anyone not subject to recruitment as teaching staff;</li> </ul>
	3.	Case studies (Serious Case Reviews and major national investigations as well as press reports of prosecutions) will be used to learn how to improve child and vulnerable adult protection.
8.		<b>Role of Deputy Headteacher(s) and/or Assistant Headteacher(s)</b>
	1.	The Deputy/Assistant Headteacher(s) will work primarily with teaching personnel in school who have a lead role in managing higher risk activities. There will be a variety of these. Most will have guidance available from industry, governing body or specific advisory organisations. These will be used by the Federation. <b>See Appendix 3</b>
	2.	The Deputy/Assistant Headteacher(s) should encourage teachers and other practitioners to be risk aware rather than risk averse. Coping with risk is part of a child’s learning and is often considered by OFSTED and equivalent inspection organisations during their visits.
	3.	Areas of their work and output related to that area can be found in <b>Appendix 4</b>
9.		<b>Role of early years leads</b>
		The post holder will know the requirements of the EYFS framework and will contribute to ensuring they will be met or exceeded in regard to health, safety and wellbeing. Input from medical practitioners and other advisors will be sought where this will improve the outcomes for the child and their family. Ref: <a href="https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2">https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</a>
10.		<b>Role of SENCo/SENDCo</b>
		The person with lead responsibility for SEN and disability issues will give advice to colleagues and liaise when necessary, on health and safety related matters. An example will be where individual pupil risk assessments are needed where pupils present additional challenges of some sort. The personal emergency evacuation and invacuation plans (PEEP) is also relevant. There will be links with the Equality Policy and similar documents and actions.
11.		<b>Role of the Site Manager</b>

	1.	The Site Manager will work with the Business Manager to co-ordinate all contractual work and maintenance carried out on the premises. He/ She must make the School Business Manager aware of all contractors and/or third parties entering the school to undertake maintenance, service, or works contracts whilst also liaising with others, as appropriate, to ensure safety procedures and policy agreements are observed, eg. Asbestos.
	2.	The Site Manager will have authority from the School Business Manager to check that contractors have adequate safety procedures in force and that they are aware of the school's HS&W Policy as it affects them and will: <ul style="list-style-type: none"> <li>ensure that strict procedures are laid down for building work such as roofing, excavation and drainage, alterations to building structures, refurbishments and renovations or remodelling schemes.</li> <li>ensure that HS&amp;W matters regarding Grounds Maintenance and Cleaning, and in particular ensuring that the Cleaning manager is aware of any implications of the HS&amp;W Policy as it affects their work activities e.g., the storage arrangements for materials, equipment, and substances.</li> <li>keep a Premises robust online compliance system up-to-date with the results of repair and maintenance, etc. taking action to organise work when equipment is overdue for attention. (IAM Compliant)</li> <li>ensure that all plant, machinery, equipment, tools, materials, and substances etc, received from suppliers for the school's use are accompanied by appropriate information, including in particular, Manufacturer's Data Sheets, COSHH guidance, Instruction Handbooks etc, prior to use.</li> </ul>
	3.	The Site Manager must be familiar with the Health, Safety and Wellbeing Policy and its implications for role activities and working arrangements for the employees.
	4.	The Site Manager should work in accordance with the Health, Safety and Wellbeing Policy and other guidance issued. In addition, post holders will apply industry specific best practice.
	5.	Grounds maintenance related contractors such as tree works using the school premises will be required to follow school health and safety procedures and apply their extensive own range of skills, expertise, competence and training to works.
	6.	The Business Manager should receive copies of maintenance and inspection for all plant and equipment used in the school grounds maintenance service, etc. This includes Portable Appliance Testing (PAT) and vehicle safety checks.
	7.	Defects and other problems should be reported to the Business Manager. The Site Manager will be delegated the authority to organise everyday repairs of equipment and grounds maintenance tools with the remit for this reviewed at least annually.
	8.	The Business Manager and the Site Manager are responsible for ensuring a suitable and sufficient fire risk assessment is in place and reviewed annually applying appropriate competence.
	9.	The Site Manager is responsible for risk assessing their work and related activities such as vehicle and pedestrian interactions or the supply of new equipment. This covers both safety and health related issues.
	10.	All employees in the grounds maintenance/ site team should be given suitable induction training and continuing professional development training. School procedures for health and safety as well as safeguarding are to be included in their training.
	11.	The Site Manager needs to ensure safeguarding best practice is followed.
12.		<b>Role of the Cleaning and/ or Grounds Contractor</b>

	1.	The Cleaning/ Grounds Contractor must be familiar with the establishment's Health, Safety and Wellbeing Policy and its implications for cleaning/ grounds maintenance activities and working arrangements for the employees.
	2.	The Cleaning/ Grounds Contractor should work in accordance with the Health, Safety and Wellbeing Policy and other guidance issued by our setting. In addition, they should apply industry specific best practice. Where the cleaning/ grounds maintenance is contracted out the contractor's health and safety procedures should be followed as well. If there is any conflict, then this should be resolved by discussion.
	3.	The Business Manager should receive copies of maintenance and inspection for all equipment used in the school. This includes Portable Appliance Testing (PAT).
	4.	Defects and other problems should be reported to the Business Manager.
	5.	The Cleaning/ Grounds Contractor is responsible for carrying out COSHH assessments on all substances used within our setting, risk assessments, method statements and references, ensuring their staff have suitable training, and that the HS&W policy is followed.
	6.	The Cleaning/ Grounds Contractor is responsible for risk assessing all activities undertaken, for example lone working and/or opening up/closing up. This covers both safety and health related issues.
	7.	All employees in Cleaning/ grounds maintenance should be given suitable induction training and continuing professional development training. Procedures for health and safety as well as safeguarding are to be included in training.
	8.	The Cleaning/ Grounds Contractor needs to ensure safeguarding best practice is followed.
13.		<b>Role of the Catering Manager/ Contractor</b>
	1.	The Catering Manager/ Company must be familiar with and follow the Health, Safety and Wellbeing Policy and its implications for catering activities and working arrangements for the employees.
	2.	The Catering Manager/ Contractor should work in accordance with the Health, Safety and Wellbeing Policy and other guidance issued.. In addition, they should apply industry specific best practice. Where the catering is contracted out the contractor's health and safety procedures should be followed as well. If there is any conflict, then this should be resolved by discussion.
	3.	The Catering Manager/ Contractor is expected to be familiar with the Food Safety Act 1990 and relevant legislation. The advice and guidance from the Food Standards Agency and other regulators must be followed. This includes having a Hazard Assessment and Critical Control Point food safety management system in place.
	4.	The Catering Manager/ Contractor is expected to achieve not less than 4 stars and preferably 5 stars under the local government environmental health "Scores on the doors" rating system. All inspections and inspection reports must be supplied to the Business Manager.
	5.	The Business Manager should receive copies of maintenance and inspection for all plant and equipment used in the school catering service. This includes Portable Appliance Testing (PAT) and gas safety checks.
	6.	Defects and other problems should be reported to the Business Manager.
	7.	The Catering Manager/ Contractor is responsible for risk assessing catering and related activities such as food deliveries or the supply of new equipment. This covers both safety and health related issues.

	8.	All employees in catering should be given suitable induction training and continuing professional development training. School procedures for health and safety, eg. Emergencies, as well as safeguarding are to be included in their training.
	9.	The Catering Manager/ Contractor needs to ensure safeguarding best practice is followed.
14.		<b>Role of the First Aiders</b>
	1.	Our First Aiders meet the requirements of the Health and Safety (First-Aid) Regulations and our own risk assessment.
	2.	They provide a first aid service to staff, pupils and visitors. <b>First Aiders are NOT qualified to make a diagnosis or prognosis.</b>
	3.	Any first aid situation requires a dynamic risk assessment to identify if the area is safe to administer first aid. Checks must be made regarding electricity, dangerous substances including gases like carbon monoxide and risk from height or water.
	4.	First aiders will be trained to a suitable level as published in guidance by the Health and Safety Executive.
	5.	Special circumstances may require additional training, arrangements and equipment, eg. Defibrillators and Bleed Kits. Examples are sports events, educational trips and expeditions.
		First Aid Policy: <a href="https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;sourceid=7B2523306c-a1c4-45c4-b6af-bc53e4e1f509%7D&amp;wdOrigin=TEAMS-MAGLEV.teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756456267479&amp;web=1">https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;sourceid=7B2523306c-a1c4-45c4-b6af-bc53e4e1f509%7D&amp;wdOrigin=TEAMS-MAGLEV.teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756456267479&amp;web=1</a>
15.		<b>Role of the Administrator of medicines</b>
	1.	To provide support to pupils that require medicine during the school day by prior agreement with the parent/ carer and take into account what may be needed where evacuation may mean prolonged time outside the premises.
	2.	Ensure medicines held at school are secure, in date, labelled and available when needed as specified in individual HCPs.
	3.	Ensure any controlled drugs are recorded/counted and secured in a double locked container.
	4.	They will have regular training in the administration of medication.
	5.	They will document all medicines taken, including pupils name, time, date, amount and medicine type.
	6.	They will encourage pupils to self-administer where possible.
		Policy: <a href="https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;sourceid=7B6d613645-fdf8-46e7-ac9a-978abaf1ae5f%7D&amp;wdOrigin=TEAMS-MAGLEV.teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756456392465&amp;web=1">https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;sourceid=7B6d613645-fdf8-46e7-ac9a-978abaf1ae5f%7D&amp;wdOrigin=TEAMS-MAGLEV.teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756456392465&amp;web=1</a>
16.		<b>Role of the Fire Wardens /Marshals</b>
	1.	Fire wardens/ marshals support fire safety procedures such as prevention, inspection, detection and alarm and evacuation. They may also help with other critical incidents such as gas leaks or water floods, lockdowns and terrorist type events.
	2.	Although all staff have a role in these items and in an emergency would be expected to support leadership staff as far as they are able the Fire Wardens have a defined list of tasks.
	3.	As part of the fire and other emergencies plan, they support leadership staff in organising an evacuation if needed or other movement of colleagues, pupils and visitors.

	4.	Following suitable and sufficient training and refreshing they will sweep the building, where safe to do so, and close windows and doors behind them. Their information will inform the person assigned to meet the emergency services on arrival as the staff member in 'command and control'.
17.		<b>Role of Trade Union Health and Safety Representatives</b>
	1.	Trade Union representatives have rights given to them under the <i>Safety Representatives and Safety Committees Regulations 1977</i> . We recognise these and will include them within employee consultation.
	2.	The governors will encourage the appointment of Trade Union (TU) Safety Representatives from both teaching and support staff.
	3.	The Leader will consult regularly with TU Safety Representatives on HS&W matters. Safety Representatives will be encouraged to fulfil their roles, including being released for any appropriate training.
	4.	TU Safety Representatives will be entitled to inspect the site and premises in accordance with the agreed Trade Union procedures and agreements. The timescales for such inspection, monitoring and auditing procedures will be defined and arranged through the Safety Committee.
	5.	TU Safety Representatives have the right to receive any reports arising from accidents, injuries and any investigations carried out by the HSE or other authoritative bodies.
	6.	In the absence of TU representatives, the Leader will seek volunteers from teaching and support staff areas with whom to consult and comply with the Consultation with the <i>Health and Safety (Consultation with Employees) Regulations 1996</i> .
18.		<b>Role of the Employee Health and Safety Representatives</b>
	1.	In the absence of TU representatives, the Leader will seek volunteers from teaching and support staff areas with whom to consult.
	2.	Consultation with all employees will take place in order to meet the general obligations under the <i>Health and Safety at Work etc Act 1974</i> and specific requirements under regulations.
19.		<b>Role of Employees</b>
	1.	Every employee has a responsibility under the <i>Health and Safety at Work etc. Act 1974 Section 7</i> and <i>The Management of Health and Safety at Work Regulations 1999 Section 14</i> to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions at work and to cooperate with their employer in the performance of the employer's health and safety duties.
	2.	All employees will be given access to the HS&W policy and need to be familiar with all documents relating to HS&W. Employees will pay particular attention to the policy and risk assessments as they relate to particular work activities applicable to all on site.
	3.	Employees must be familiar with the HS&W Policy, its implications and any procedures, arrangements and practices as applicable to their roles and responsibilities.
	4.	Employees are responsible and accountable to the Trustees/Governors/Headteacher/Employer and those delegated various responsibilities as described above for the implementation of the HS&W Policy in the performance of their duties.

	5.	Employees must conform to responsibilities as laid down in safe working arrangements for specific roles and responsibilities.
	6.	Staff members must ensure that all pupils or persons under their control receive instruction and are provided with suitable training to enable them to behave in a safe and efficient manner.
	7.	If staff find a problem, they must first isolate, then take immediate safety action, then report, (verbally and in writing) all problems, defects and hazards to their line manager or the Site Manager as soon as they become apparent. This is illustrated in <b>Appendix 5</b>
20.		<b>The role of pupils and students</b>
	1.	Anyone who is not employed is covered by the general duties described in Section 3 of the Health and Safety at Work etc Act 1974.
	2.	Contractors are external to us and are covered under the arrangements section below.
	3.	Pupils and students are expected to follow behaviour requirements and to cooperate in the health and safety management processes. Teachers and school staff generally are responsible for making pupils and students aware of health and safety procedures whether during lessons, trips or more generally.
	4.	We have an overall responsibility for safeguarding young people which includes health and safety issues. There are separate policies (linked as necessary with other policies) on safeguarding and child protection. Related policies and procedures are for example e-safety, food safety, use of school transport and environmental issues.
	5.	We will encourage pupils and students to learn life-skills which include assessing and managing hazards and risks, exploring risky activities so they can be achieved safely, learning how to prepare for adult life and work.
	6.	Pupils and students will be encouraged to take part in the wider community and contribute to health, safety and wellbeing initiatives.
21.		<b>Role of parents and carers</b>
	1.	Anyone who is not employed by us is covered by the general duties described in Section 3 of the Health and Safety at Work etc Act 1974.
	2.	Parents and carers, other relatives and visitors in general are expected to follow our instructions and guidance in regard to health, safety and wellbeing.
	3.	Parents, carers and all others connected with our work are encouraged to contribute to the high standard of health, safety and wellbeing required.
	4.	The PTA/ friends of school/ other agrees to abide by our policies and procedures where these involve premises, facilities, staff and pupils.
22.		<b>The role of external advisors</b>
	1.	Where possible we will have our own staff trained to provide advice and expertise.
	2.	External advisors will be used, when necessary, on health, safety and wellbeing issues such as gas safety, critical incidents, trips and health and safety management.
23.		<b>The role of external regulatory agencies</b>
	1.	We will make use of the statutory requirements and non-statutory guidance published by regulatory agencies including: <ul style="list-style-type: none"> <li>➤ Avon Fire and Rescue Service</li> <li>➤ Local authority</li> <li>➤ Department for Education</li> </ul>



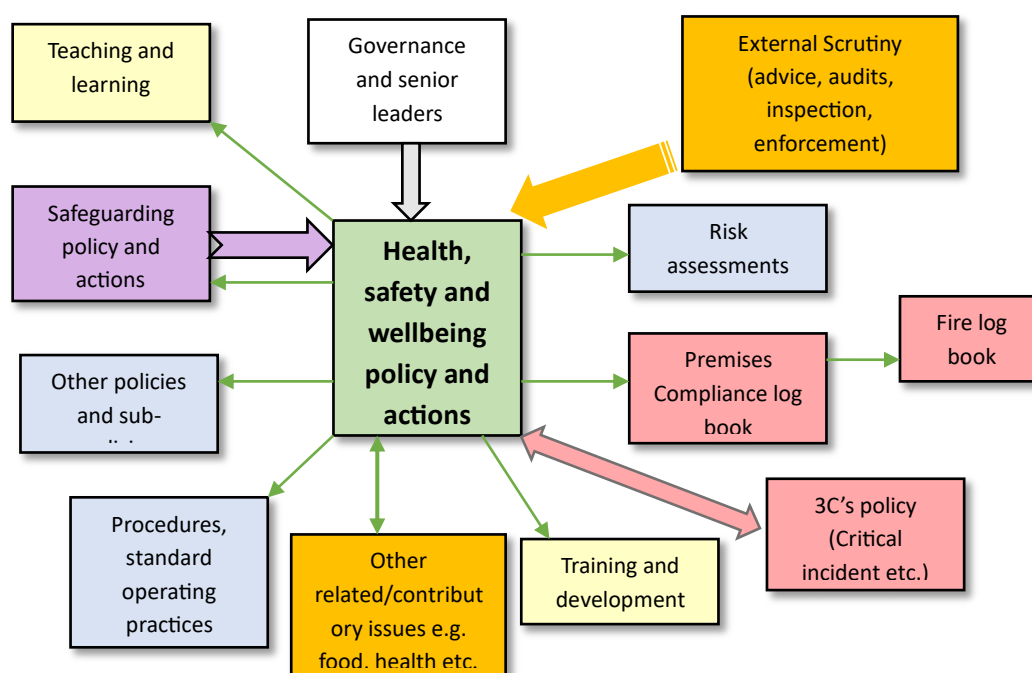
		<ul style="list-style-type: none"> <li>➤ The Environment Agency</li> <li>➤ The Food Standards Agency</li> <li>➤ The Health and Safety Executive</li> <li>➤ OFSTED</li> </ul>
	2.	We will cooperate fully with any informal visit, inspection or investigation by the above agencies or other authorised bodies.



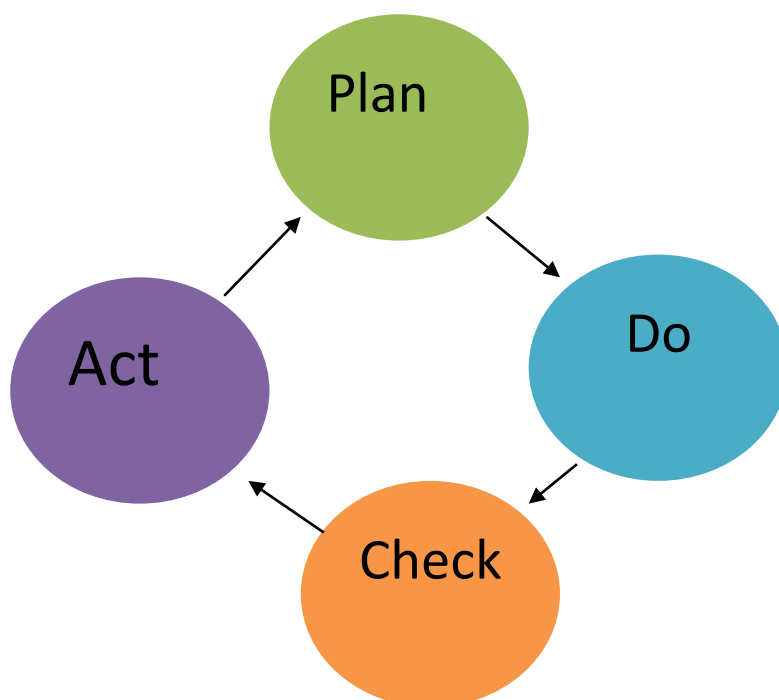
## Part 3: ARRANGEMENTS – what do people do?

**Introduction:** When roles, titles, etc., change, they will be updated in this document at its next review/on a rolling basis.

This policy is part of the federation’s overall health, safety and wellbeing system and the graphic below illustrates how it fits with some other parts of the system.



The employer will follow the advice in HSE document HSG 65 “Managing Health and Safety” and in particular the approach summarised as “Plan, Do, Check, Act” as illustrated below:



The employer is aware of the key elements of the Sentencing Council guidelines. In a court case, if a guilty verdict is reached the elements considered include the following matters.

**Culpability:** Where there are factors present in the case that fall in different categories of culpability, the court should balance these factors to reach a fair assessment of the offenders' culpability.

Risk rating	Factors present
Very High	Deliberate breach of or flagrant breach of the law
High	Offender fell far short of the appropriate standard, for example by: <ul style="list-style-type: none"> <li>Failing to put in place measure that are recognised standards in the industry</li> <li>Ignoring concerns raised by employees or others</li> <li>Failing to make appropriate changes following prior incident(s) exposing risk to H&amp;S</li> <li>Allowing breaches to subsist over a long period of time</li> </ul>
	Serious/ systematic failure within the organisation to address risks to H&S
Medium	Offender fell short of the appropriate standard in a manner that falls between descriptions in high and low culpability categories
	Systems were in place, but these were not sufficiently in place/ adhered to
Low	Offender did not fall far short of the appropriate standard, e.g., because: <ul style="list-style-type: none"> <li>Significant measures were made to address the risk although they were inadequate on this occasion</li> <li>There was no warning/ circumstance indicating a risk to H&amp;S</li> </ul>
	Fallings were minor and occurred as an isolated incident

**Harm:** Health and safety offences are concerned with failures to manage risks to health and safety and do not require proof that offence caused any actual harm. **The offence is in creating a risk of harm**

Use the table below to identify an initial harm category based on the risk of harm created by the offence. The assessment of harm requires a consideration of **both**:

- The seriousness of the harm risked (A, B or C) by the offenders' breach; **and**
- The likelihood of that harm arising (high, medium or low)

Likelihood of harm	Level A	Level B	Level C
	<ul style="list-style-type: none"> <li>• Death</li> <li>• Physical/ mental impairment relying on lifelong third-party care for basic needs</li> <li>• Significantly reduced life expectancy</li> </ul>	<ul style="list-style-type: none"> <li>• Physical/ mental impairment, not amounting to level A, which has a substantial and long-term effect on the sufferer's ability to carry out normal day-to-day activities or on their ability to return to work</li> <li>• A progressive, permanent or irreversible condition</li> </ul>	<ul style="list-style-type: none"> <li>• All other cases not falling within Level A or Level B</li> </ul>
<b>High</b>	Harm category 1	Harm category 2	Harm category 3
<b>Medium</b>	Harm category 2	Harm category 3	Harm category 4
<b>Low</b>	Harm category 3	Harm category 4	Harm category 4 (bottom of range)

Magistrates and Judges are given guidelines for sentencing, and also the penalties that these offences are to incur. This will depend on the category of the breach, and also the size of the organisation, more information and fining structures can be found below:

For Magistrates see: <https://www.sentencingcouncil.org.uk/offences/magistrates-court/item/organisations-breach-of-duty-of-employer-towards-employees-and-non-employees-breach-of-duty-of-self-employed-to-others-breach-of-health-and-safety-regulations/>

For Judges see: <https://www.sentencingcouncil.org.uk/offences/crown-court/item/organisations-breach-of-duty-of-employer-towards-employees-and-non-employees-breach-of-duty-of-self-employed-to-others-breach-of-health-and-safety-regulations/>

## Micro - Turnover or equivalent: not more than £2 million

Micro	Starting Point	Range
Very high culpability		
Harm category 1	£250,000	£150,000 – £450,000
Harm category 2	£100,000	£50,000 – £200,000
Harm category 3	£50,000	£25,000 – £100,000
Harm category 4	£24,000	£12,000 – £50,000
High culpability		
Harm category 1	£160,000	£100,000 – £250,000
Harm category 2	£54,000	£30,000 – £110,000
Harm category 3	£30,000	£12,000 – £54,000
Harm category 4	£12,000	£5,000 – £21,000
Medium culpability		
Harm category 1	£100,000	£60,000 – £160,000
Harm category 2	£30,000	£14,000 – £70,000
Harm category 3	£14,000	£6,000 – £25,000
Harm category 4	£6,000	£2,000 – £12,000
Low culpability		
Harm category 1	£30,000	£18,000 – £60,000
Harm category 2	£5,000	£1,000 – £20,000
Harm category 3	£1,200	£200 – £7,000
Harm category 4	£200	£50 – £2,000

The level of fines awarded are also influenced by other factors that need to be taken into account:

### Factors increasing seriousness

#### Statutory aggravating factors

- Previous convictions, having regard to a) the nature of the offence to which the conviction relates and its relevance to the current offence; and b) the time that has elapsed since the conviction

#### Other aggravating factors include

- Cost-cutting at the expense of safety
- Deliberate concealment of illegal nature of activity
- Breach of any court order
- Obstruction of justice
- Poor health and safety record
- Falsification of documentation or licences
- Deliberate failure to obtain or comply with relevant licences in order to avoid scrutiny by authorities
- Targeting vulnerable victims

### Factors reducing seriousness or reflecting mitigation

- No previous convictions or no relevant/recent convictions
- Evidence of steps taken voluntarily to remedy problem
- High level of co-operation with the investigation, beyond that which will always be expected
- Good health and safety record
- Effective health and safety procedures in place
- Self-reporting, co-operation and acceptance of responsibility

## A to Z Arrangements by topic

The following health, safety and wellbeing topics are listed alphabetically. They are intended as an outline of the arrangements made. The health and safety management systems are extensive and consists of documents, posters, training, standard operating procedures and many other aspects. Within a basic structure there are day to day decisions, dynamic risk assessments and risk assessments being updated, new guidance being received and new training being absorbed. The governors and establishment leadership and management are aware that there is additional law other than occupational health and safety law that may affect what is commonly called "health and safety". This includes licensing law, highway and transport legislation, food safety, environmental management and the area of civil law.

We recognise that individual aspects of our arrangements address staff, pupils and others' health, safety and wellbeing, contributing to our overall safeguarding approach.

1.		<b>Accident (this includes near-miss incidents and cases of aggression/ violence) Reporting.</b>
	1.	There is a legal requirement to report certain accidents under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 usually called RIDDOR. All accidents are to be reported in line with the procedures contained in the 'Policy and Procedures for Reporting Incidents of Violence, Injuries, Diseases and Dangerous Occurrences'. Accident and incident forms, which are available online, are to be sent to Delegated Services, the competent person where either external medical support attends our site, or someone goes to an external medical support location. DS will triage from there. Bump book entries are for local analysis. If the Local Authority is the employer and a RIDDOR incident has to be reported to the HSE, DS will notify the LA. This procedure will be brought to the attention of all employees through training/staff handbook.
	2.	All employees and pupils will be encouraged to report near misses so that potentially hazardous situations can be dealt with.
	3.	Reporting Accidents and Near Misses All staff will be required to report accidents and near misses to the school business manager who will complete the formal documents and refer to Delegated Services when appropriate.
2.		<b>Administration of Medicines</b>
	1.	Arrangements for the Administration of Medication will be in accordance with the 'Policy for Supporting pupils and staff with medical conditions.' The policy can be found <a href="https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;sourceid=7B6d613645-fdf8-46e7-ac9a-978abaf1ae5f%7D&amp;wdOrigin=TEAMS-MAGLEV_teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756302607871&amp;web=1">https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;sourceid=7B6d613645-fdf8-46e7-ac9a-978abaf1ae5f%7D&amp;wdOrigin=TEAMS-MAGLEV_teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756302607871&amp;web=1</a>
	2.	This procedure will be brought to the attention of all employees, volunteers and parents. The aim is to ensure we know of any medical conditions requiring either day to day medication or emergency medication.
	3.	Parents and carers know they will be informed of medication administered and any additional information which will help in the longer-term management of the medical condition.

	4.	See also – Health and Infectious Diseases and Allergies and Anaphalaxis
3.		<b>AED (Automated External Defibrillator)</b> – See First Aid
4.		<b>Air Extraction</b> – See Local Exhaust Ventilation and Air Extraction
5.		<b>Allergies and anaphylaxis</b>
	1.	Any past product free policy has been archived, and we now have a whole setting Food and Allergy RA and then Individual Ras, where needed. Medical information regarding pupils and adults is updated regularly. Training follows developing national advice. See also health and Infectious Diseases medical policy and practice plus critical incident management. <a href="https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;sourcedoc=%7Bf4855505-e2da-42fe-8e27-1cbb41108964%7D&amp;wdOrigin=TEAMS-MAGLEV.teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756302761408&amp;web=1">https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;sourcedoc=%7Bf4855505-e2da-42fe-8e27-1cbb41108964%7D&amp;wdOrigin=TEAMS-MAGLEV.teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756302761408&amp;web=1</a>
6.		<b>Asbestos Management</b>
	1.	There is asbestos on site. It is managed in line with the Asbestos management plan and risk assessment held in the risk assessment and site management procedures. <a href="https://sgmail.sharepoint.com/:b:/s/msteams_0ccb75_530584/EQ6n6vefV7ZPKW1_1Xi4U88BcfK5vSSg8IBg7G9iiqZ3Pg?e=CHKsTD">https://sgmail.sharepoint.com/:b:/s/msteams_0ccb75_530584/EQ6n6vefV7ZPKW1_1Xi4U88BcfK5vSSg8IBg7G9iiqZ3Pg?e=CHKsTD</a> See also 5 below as applicable.
	2.	The procedures include the training of senior staff, the site manager, the caretaker and other staff members and regular refreshers
	3.	In addition, there will be supervision and management of contractor and volunteer activity to prevent damage to or exposure of asbestos containing materials. For more information see the Business Manager and Site Manager.
	4.	All regular inspections/issues will be fully recorded on paper, photographically and digitally including the outcomes of the regular building tour/walkrounds.
	5.	Heritage items and legacy equipment will be checked for compliance eg. Ironing boards, gas masks, bakerlite items, etc.
7.		<b>Audit</b> – See Monitoring and auditing health and safety performance
8.		<b>Banning-</b> see Warning and Banning
9.		<b>Behaviour</b>
	1.	Our supporting document called Behaviour policy can be found <a href="https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;sourcedoc=%7Bc8deebe8-5442-427c-831c-026e139f5f51%7D&amp;wdOrigin=TEAMS-MAGLEV.teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756307734539&amp;web=1">https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;sourcedoc=%7Bc8deebe8-5442-427c-831c-026e139f5f51%7D&amp;wdOrigin=TEAMS-MAGLEV.teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756307734539&amp;web=1</a>
	2.	This also includes details regarding the use of reasonable force (positive handling). We understand this higher risk area contributes to effective Safeguarding.
	3.	See also – Warning and Banning
10.		<b>Bleed kits</b>

		Kits will be provided in suitable locations following assessment of need. To be part of medical and first aid provision and supporting the local community. Where appropriate to be co-located with defibrillators. Training of pupils and staff to be undertaken. See also First Aid.
11.		<b>Bomb threats</b>
		Link to emergency preparedness and critical incident management. Establish a plan to search if appropriate and evacuate if needed to 200 metres plus fall back zone. Details on this are found here: link
12.		<b>Buildings and premises</b>
	1.	The management of our premises will be assisted by the keeping and use of documentation. This will enable planned maintenance, asset protection, audits and provide references for future work.
	2.	Key documents (paper or electronic) will include: <ul style="list-style-type: none"> <li>Records of compliance, maintenance, inspections and repairs</li> <li>Defect reporting procedure;</li> <li>Fire, Asbestos, Legionella, radiation and other key matters as required –if they are required</li> <li>Grounds maintenance, including tree surveys/ inspection reports</li> <li>Insurance inspections</li> <li>Defect reports, and</li> <li>Other documents as needed.</li> </ul>
	3.	The Delegated Services Premises Listings are used as a helpful aide-memoire and can be found at <a href="https://docs.google.com/document/d/1sKjpsC2uK4HBzW99Qkv-gmySjQVu7fGP/edit?usp=sharing&amp;oid=101369525141078725504&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/1sKjpsC2uK4HBzW99Qkv-gmySjQVu7fGP/edit?usp=sharing&amp;oid=101369525141078725504&amp;rtpof=true&amp;sd=true</a> .
	4.	Arising and ongoing capital project challenges (such RAAC, sustainability, dilapidations repair and replacement, asbestos etc) will form part of an asset management plan.
13.		<b>Caretaking and Premises Management</b>
	1.	We have adopted and implemented the 'Safe Working Policy and Practice for Caretaking Personnel'. <a href="file:///H:/Policies/Caretakers%20guide.pdf">file:///H:/Policies/Caretakers%20guide.pdf</a>
	2.	See also Building and Premises.
14.		<b>CDM (Construction design and management)</b>
		We will ensure our client role is properly discharged and that we are compliant with best practice including building regulations and post-Grenfell duties.
15.		<b>Child protection-</b> see Safeguarding and Child Protection
16.		<b>Cleaning-</b> see Housekeeping
17.		<b>Clubs</b> – Breakfast Clubs are run by our own staff team and they run in compliance with this policy and relevant supporting documents.  The After School club(s) are offered by those with whom we have a service agreement and detailed letting arrangements.



18.		<b>Committee-</b> see Health, Safety and Wellbeing Committee
19.		<b>Communicating information to employees and other persons who are not employees.</b>
	1.	There will be staff noticeboards, staff meetings, school and staff newsletters and e-mail briefings as well as the Health and Safety Committee. These will be supplemented as necessary by special meetings or focus groups. There will be a staff website and a school website. Parents and carers will also be on a text service.
	2.	Contractors will get briefings appropriate to their work or project. This will include hazard warnings including asbestos locations and known high risk areas. See Contractors below.
	3.	Perimeter and site posters signs or other markings will be used as suitable for example to warn that the site is not generally open to the public.
20.		<b>Communications</b>
		Linked to critical incident management planning including dealing with fake news and malicious social media; alternative modes of communication if one system is compromised or unavailable.
21.		<b>Computers and other IT equipment and systems</b>
	1.	This covers a wide range of items. Traditional information systems such as our network wired or wireless and attached terminals are only part of the current “wired society”. Other aspects include mobile devices, equipment linked to the Internet, the World Wide Web and so on.
	2.	Equipment related to information, technology and communications will be managed by SGC IT.
	3.	Display screen assessments when required will be organised through the Business Manager.
	4.	E-safety is managed by the DSL. We understand this is a higher risk area and contributes to effective safeguarding. See - Safeguarding and Child Protection.
	5.	Data Protection requirements are dealt with by the Federation.
	6.	All IT facilities are subject to the relevant safety risk assessments relating to, for example, work on electrical equipment, lone working, manual handling and work at height.
22.		<b>We comply with legal requirements and industry best practice or we exceed these where possible and use the national online cloud tool ‘iAM Compliant’.</b>
		We use the guidance of recognised national bodies and published standards to inform our policies, procedures and risk assessments. We link to our buildings and premises and the advisors on curriculum activities and education visits.
23.		<b>Confined Spaces</b>
	1	We have not identified any confined spaces according to the definition set out in section 1, paragraph 2 of the Confined Spaces Regulations 1997: “confined space” means any place, including any chamber, tank, vat, silo, pit, trench, pipe, sewer, flue, well or other similar space in which, by virtue of its enclosed nature, there arises a reasonably foreseeable specified risk; “specified risk” means a risk of— (a) serious injury to any person at work arising from a fire or explosion; (b) without prejudice to paragraph (a)—

		<p>(i) the loss of consciousness of any person at work arising from an increase in body temperature;</p> <p>(ii) the loss of consciousness or asphyxiation of any person at work arising from gas, fume, vapour or the lack of oxygen;</p> <p>(c) the drowning of any person at work arising from an increase in the level of a liquid; or</p> <p>(d) the asphyxiation of any person at work arising from a free flowing solid or the inability to reach a respirable environment due to entrapment by a free flowing solid.</p> <p>We will include, for example, small loft spaces, under stage areas, positional asphyxia cases such as a child in a locker and another wedged in a large gym mat, etc. in our control of these hazards.</p>
	2	Where possible work will be carried out by avoiding entry into the confined space, where this is not possible employees/ site team/ caretakers/ contractors will be provided with safe systems of work, training and risk assessments to avoid an incident while working in the confined space.
	3	Adequate emergency arrangements will be put in place before work begins. This will be arranged by the Business manager and Site Manager
		Further information can be found via the HSE website at: <a href="https://www.hse.gov.uk/pubns/books/l101.htm">https://www.hse.gov.uk/pubns/books/l101.htm</a>
24.		<b>Consultation</b> – See Health and Safety representatives, trade union and staff
25.		<b>Contractors</b>
	1.	Contractors are all paid workers not employed directly. This will include building maintenance staff, construction personnel, visiting advisors and supply staff. It may also include cleaning contractors, catering contractors etc.
	2.	All contractors entering or working on the premises will do so only with the permission and authorisation of the Leader/Head of School / Business manager and site manager.
	3.	Any ‘Hot Works’ carried out will require notification and permits detailing the works, lock off etc. to be signed and dated by the Business manager/Site manager. <b>No hot work will take place after lunch on a Friday.</b>
	4.	Any work that might disrupt teaching and learning will be arranged to minimise this as far as possible.
	5.	Health and Safety documentation including references, risk assessments, method statements, and safe systems of work, appropriate to the working circumstances will be examined when contractors are considered.
	6.	<p>The Business manager and Site manager will have overall responsibility for liaising with contractors. They will ensure safe working arrangements by providing:</p> <ul style="list-style-type: none"> <li>• A copy of our Policies, Procedures, Codes of Practice and other guidelines;</li> <li>• The Asbestos Survey;</li> <li>• A contractor’s pack and template can be found here: <a href="https://drive.google.com/file/d/1Cw2bJNFKzPtv9N6tIpL_nOZOjCMx960G/view?usp=sharing">https://drive.google.com/file/d/1Cw2bJNFKzPtv9N6tIpL_nOZOjCMx960G/view?usp=sharing</a></li> <li>• Other documents as needed;</li> <li>• Checking contractors’ documents and other details as necessary.</li> </ul>
26.		<b>Coronavirus (COVID 19)</b> – see Infectious diseases and infection control.
27.		<b>COSHH (Control of Substances Hazardous to Health)</b>

	1.	For the purposes of this policy the governors recognise the everyday understanding that all chemicals should be considered here and other similar contributors within the definition. In law certain items such as lead and asbestos have their own regulations, so they are also mentioned separately.
	2.	Other COSHH related matters will be considered by the Business manager and site manager
	3.	The legislation involved includes: <ul style="list-style-type: none"> <li>● Control of Asbestos Regulations 2012</li> <li>● Control of Lead at Work Regulations 2002 (CLAW)</li> <li>● Control of Substances Hazardous to Health Regulations 2002</li> <li>● The Dangerous Substances and Explosive Atmospheres Regulations 2002</li> <li>● Explosives Regulations 2014</li> <li>● Explosives Regulations 2014 (Amendment) Regulations 2016</li> <li>● Ionising Radiation Regulations 1999 (IRR99)</li> <li>● Petroleum (Consolidation) Regulations 2014</li> <li>● Etc.</li> </ul>
	4.	The school subscribes to advice from CLEAPSS which is recognised by the Health and Safety Executive as a source of guidance, and, in effect, sets national standards.
28.		<b>Curriculum Activities – High Risk</b>
	1.	We have identified that certain curriculum activities will pose higher risks, such as Science, food technology, PE, D & T, Music, etc. and will, therefore, ensure suitable training, risk assessments, equipment, and emergency procedures are in place for the safety of the staff and pupils.
	2.	We will seek the advice and guidance of external competent advisory service providers, e.g. CLEAPSS, DATA, AfPE Delegated Services, (insert as appropriate) to ensure relevant and up to date information is provided.
29.		<b>Cyber security</b> – see also Security. Our approach recognises that our H,S&W systems contain sensitive information and critical processes. This has been thoroughly assessed, protected, independently backed up and tested for resilience.
30.		<b>Defect reporting</b>
	1.	There will be a defect reporting procedure online, verbal which can be found in the school office so that problems can be dealt with quickly and effectively.
	2.	All employees are expected to act as follows. If staff find a problem, they must first isolate, then take immediate safety action, then report, (verbally and in writing) all problems, defects and hazards to their line manager or the Site Manager as soon as they become apparent. See Appendix
31.		<b>Design and Technology - see also Curriculum Activities</b>
	1.	We have identified this subject as a high-risk area and will, therefore, ensure suitable training, risk assessments, equipment, and emergency procedures are in place for the safety of the staff and pupils.
	2.	We will seek the advice and guidance of external competent advisory service providers, e.g. CLEAPSS, DATA, AfPE Delegated Services, (insert as appropriate) to ensure relevant and up to date information is provided.
32.		<b>Display Screen Equipment (DSE) and Workplace risk assessment</b>

	1.	The <i>Health and Safety (Display Screen Equipment) Regulations</i> 1992 require that regular users of all types of display screen equipment are risk assessed and steps are taken as needed to protect their health and safety.
	2.	We will arrange risk assessments as necessary. All employees and anyone else on our business such as volunteers can ask for a risk assessment regarding their workplace and the use of DSE. (Other issues to do with IT are covered under “Computers”.) We will include home working in our approach.
	3.	Template risk assessments can be found on the school drive and this is carried out by external competent person who has been deemed to be competent.
33.		<b>Drama/Dance</b>
	1.	We have identified this subject as a high-risk area and will, therefore, ensure suitable training, risk assessments, equipment, and emergency procedures are in place for the safety of the staff and pupils.
	2.	We will seek the advice and guidance of external competent advisory service providers, e.g. CLEAPSS, DATA, AfPE Delegated Services, to ensure relevant and up to date information is provided.  See also PAT, Electrical testing, Complinace, Noise, etc.
34.		<b>Driving (including minibuses)</b>
	1.	Use of transport will be in accordance with the ‘Transport Policy, (use of) supporting Procedures and Guidance’
	2.	For further information see: Business manager/online location.
35.		<b>Educational Visits</b>
	1.	We have named this higher risk area of activities that contributes to effective Safeguarding, Education Visits and archived our former document called Educational Visits Policy. Our supporting document called Educational Visits Policy can be found on the school drive.
	2.	We will be diligent with cross-border trips to ensure vehicle security including stowaways, illegal carriage of prohibited or customs controlled items and terrorist threats.
	3.	Where we use service buses or trains or other vehicles, we will check the level of safety offered is appropriate to the circumstances.
	4.	4 week and 6 week notifications to our advisors will be achieved as a minimum for Cat C trips in the UK mainland and overseas respectively.
36.		<b>Electricity</b>
	1.	The use of electrical systems will follow the current legal requirements. These include the general duties within the Health and Safety at Work etc Act 1974 Section 2 (2) and the Electricity at Work Regulations 1989.
	2.	Electrical systems will be inspected on a 5-year basis to ensure all areas are covered within a 5-year period
	3.	Electricity within teaching and learning will also follow the guidance available from CLEAPSS and DATA.
	4.	See also Portable Appliance Testing (PAT).
37.		<b>Emergency Procedures</b>

	1.	The specific procedures are as contained in the following documents. These are based on the 3C's advice from Delegated Services (Policy for Critical Incidents, Business Continuity and supporting the Community) and government guidance. We accept that the nature of an emergency means that they may not fit into a previously encountered scenario and staff will need to react using their training and judgement.
	2.	Fire evacuation procedures are available as part of the Fire Risk Assessment to meet the obligations under the Regulatory Reform (Fire Safety) Order 2005
	3.	First aid and medical support arrangements are made in relation to the First Aid at Work Regulations 1981 and statutory guidance from DfE.
	4.	Problems from gas, water and electricity such as leaks, floods and service outage
	5.	<p>Intruder, crime and terrorism including aggression and violence from parents or other visitors (also see Warning and Banning)</p> <p>We have noted the national resilience campaign for September annually for both organisations and individuals, namely 30 days in 30 Ways. We are integrating it into our approach.</p> <p>We are addressing the Public Switched Telephone Network (PSTN) switch off in the UK, delayed to January 31, 2027. The switch off will affect traditional landlines in homes and businesses, as well as other devices that connect to the PSTN, such as CCTV, alarm systems, and EPOS machines. We are moving to all-digital communications by: September 2025</p> <p>We note there'll be a mass mobile phone warning alert in September and will engage with our stakeholders on it.</p>
38.		<b>E – Safety</b> – See Computers and other IT equipment and systems
39.		<p><b>Estates and Facilities Management</b> - see Buildings and Premises</p> <p>We recognise that condition surveys are an essential aspect of a robust approach to capital spend prioritisation and supporting site safety.</p>
40.		<b>Events, whether run by us, facilitated or supported, as in the case of the PTA/F of Org, are thoroughly risk assessed to include emergency procedures, and example issues, such as being overwhelmed with numbers attending due to its success, without sufficient people present with a running the event hat on, are taken into account.</b>
41.		<b>External Play Equipment</b> – see Play equipment
42.		<b>Fire</b>
	1.	The arrangements for general fire safety as required under the Regulatory Reform (Fire Safety) Order 2005 will be in accordance with the outcome of a Fire Risk Assessment and reviewed annually unless requiring revision due to substantial change, or if legislation changes.
	2.	All aspects of our compliance with the Fire Order and other relevant legislation in relation to fire are held together, commencing with our Policy on the school drive.

		<p>We are considering updates on exceeding hall capacity for events, the use of Christmas lights, positioning, checking, and the on/off regime with safe working at height putting them up with the decorations too!</p> <p>The potential of runaway Lithium Battery fires, especially from poor quality bikes and scooters is being addressed. Solar panels and the potential for roof fires, where possibly exposed wiring to animals is shorting to create the fires, together with a maintenance and checking regime, are being implemented.</p>
43.		<b>First Aid Provision and medical support</b>
	1.	We understand first aid is a higher risk area at the school and contributes to effective safeguarding.
	2.	<p>The arrangements for first aid will be in accordance with our 'First Aid Policy'. This can be found at:</p> <p><a href="https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;source=7B2523306c-a1c4-45c4-b6af-bc53e4e1f509%7D&amp;wdOrigin=TEAMS-MAGLEV_teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756459429330&amp;web=1">https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;source=7B2523306c-a1c4-45c4-b6af-bc53e4e1f509%7D&amp;wdOrigin=TEAMS-MAGLEV_teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756459429330&amp;web=1</a></p>
	3.	The names of First Aiders and others with appropriate skills must be posted on the HS&W notice board and at strategic locations across our site(s).
	4.	Training and resources will be considered and provided in relation to the location (proximity to emergency medical facilities) and occupants e.g., paediatric first aid training provided if the occupants are at EYFS as set out by the EYFS framework. Staff training will be reviewed and refreshed for choking especially in early years and bleeding due to violence (see "Bleed kits" at Item 10). Head bumps in the playground and on the sports field will be treated in line with best practice as this develops.
	5.	We link this to our overall medical policy and when necessary critical incident management.
	6.	This links to Allergies and Health..
44.		<b>Food</b> – see part 4
45.		<b>Gas</b>
		The use of gas systems/ equipment will follow the current legal requirements. These include the general duties within the Health and Safety at Work etc Act 1974 Section 2 (2) and the Gas Safety (Installation and Use) Regulations 1998. Further guidance is available from the HSE: <a href="#">Safety in the installation and use of gas systems and appliances</a>
		Gas equipment and systems will be inspected every annually in accordance with regulations and manufacturers guidance and evidence recorded in our compliance approach.
46.		<b>Grounds Maintenance</b> – See Buildings and Premises
47.		<b>Health</b>
	1.	<p>The arrangements for supporting pupils and staff with medical conditions are set out in the 'Supporting pupils and staff with medical conditions policy'</p> <p>With regard to the pupils, we understand this contributes to effective safeguarding.</p>
	2.	Where necessary training will be provided to ensure conditions requiring additional support will be met, such as asthma, diabetes, epilepsy, anaphylaxis.

	3.	<p>Guidance on infection control within a school setting is followed and provided by the UK Health Security Agency, details can be found at:  <a href="https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities">https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities</a></p> <p>We noted the Health Security Agency published their guide on management of illnesses and infectious diseases, including ‘keep away’ advice in a poster. Support regarding the measles outbreak and poor vaccination rates advice was provided.</p> <p>Hot temperatures are proving a more recent challenge and we are addressing measures available to mitigate the problem.</p>
	4.	This links to Infectious Disease and Infection Control and Administration of Medication
	5.	Please also see Medical Policy
48.		<b>Health and Safety Performance</b> – See Monitoring and auditing health and safety performance
49.		<b>Health and Safety representatives, trade union and staff</b>
	1.	The Federation is committed to consultation with employees and other relevant or helpful people and organisations to ensure the best possible health, safety and wellbeing performance.
	2.	This includes the legislation illustrated in the graphic below. <b>(See Appendix 6)</b>
	3.	<p>There are requirements in other legislation such as:</p> <ul style="list-style-type: none"> <li>• Health and Safety at Work etc Act 1974 Section 2(2) (c), 2(6) and 2(7)</li> <li>• The Management of Health and Safety at Work Regulations 1999</li> <li>• The Regulatory Reform (Fire Safety) Order 2005</li> </ul> <p>These require consultation and information sharing which the Federation accepts in the spirit of the legislation to ensure the health, safety and wellbeing of all persons affected by their activities so far as is reasonably practicable.</p>
	4.	Health and Safety representatives (Trade Union or staff reps) will be given support, and a health and safety committee will be formed.
50.		<b>Health, safety and wellbeing committee</b>
	1.	A consultative health, safety and wellbeing committee will be formed and meet on a regular basis supported by a formal terms of reference and confirmation of comprehensive attendance, some post holders as standing attendees, while others will play a part as their areas of contribution and expertise are addressed.
	2.	The minutes from these meetings will be presented to Full governing body
51.		<b>Hoists</b> – See Lifts and Lifting equipment
52.		<b>Housekeeping</b>
	1.	The Site Manager and others will ensure adequate arrangements are in place to keep the school clean and tidy through good housekeeping. In particular, rubbish, recycling and reusable items and other combustible materials will not be allowed to accumulate. Boiler rooms, battery rooms, the area under the stage, other storage areas and all designated escape routes will be kept clear at all times. Rubbish bins of all sizes, skips, etc will be located away from our buildings and secured to suitable fixed points.



	2.	Lead Staff will make regular checks of their areas, maintaining tidiness, arranging adequate storage and ensure appropriate cleaning arrangements. The regular site tours/walkrounds will assess and report on the effectiveness of our approach.
53.		<b>Incident reporting</b> This is described under 'Accident reporting' regarding accidents and 'Defect reporting' for defects around the site.
54.		<b>Induction</b> – See Training
55.		<b>Infectious diseases and infection control</b>
	1.	Many lessons were learnt from the Coronavirus Pandemic. We will continue to encourage and educate the community to 'catch it, bin it, kill it'
	2.	The staff will be encouraged to report any concerns regarding infectious diseases. The advice available from the UK Health Security Agency will be followed and can be found at <a href="https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities">https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities</a>
	3.	We will implement increased hand washing and touch point cleaning if an outbreak of an infectious disease is identified and such other measures needed from our risk assessment, and/or as advised by the Health Security Agency.
56.		<b>Inspections</b>
	1.	Regular inspections, walkrounds and checks will take place to assist in the management of the premises. Site Manager may be augmented by attendance of the Leader, fresh eyes from external support and/or a 'partner' location, service users eg. Pupils appropriate to age. We note it isn't a requirement for a lead Governor to be involved.
	2.	Formal inspections are to be carried out 3 times a year/termly. The focus can be on themes/particular areas of activity, eg. External areas, common parts, etc.
	3.	Summarised reports of findings from inspections will be presented to the health and safety committee. We particularly note the recent Risk Warnings on smart screen, etc, wall mounted stand alone, and also motorised devices.
	4.	See also Monitoring and auditing health and safety performance
57.		<b>Insurance</b> Our cover is carefully checked to be suitably comprehensive in all regards, and where necessary, additional cover is acquired where standard cover packages are deficient.
58.		<b>Internet</b> – See Computers and other IT equipment and systems
59.		<b>Intimate Care</b>
		We understand intimate care is a higher risk area at the school and contributes to effective safeguarding.
		The arrangements for intimate care will be in accordance with the policy as laid down in the Intimate Care Policy This can be found here: <a href="https://sgmail.sharepoint.com/:w:/r/sites/msteams_Occb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;source=7Bb46f7963-ba92-47b1-86e5-35d361565fca%7D&amp;wdOrigin=TEAMS-MAGLEV_teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756460215671&amp;web=1">https://sgmail.sharepoint.com/:w:/r/sites/msteams_Occb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;source=7Bb46f7963-ba92-47b1-86e5-35d361565fca%7D&amp;wdOrigin=TEAMS-MAGLEV_teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756460215671&amp;web=1</a>
60.	1.	<b>Ionising Radiation including Radon</b>



	2.	In using Ionising Radiation for educational purposes, we ensure that we will comply with the Ionising Radiation Regulations 2017.
	3.	To ensure the safety of all, we will follow guidance set out in CLEAPSS document L093- Managing Ionising Radiations and Radioactive Substances in Schools and Colleges.
	4.	We will seek information as to whether this potential killer is of relevance to us from national resources, risk assess where necessary and then monitor, high risk areas will be identified, such as boiler rooms, and control measures implemented where necessary. Repeat exercise frequency will be determined.
61.		<b>IT-</b> see Computers and other IT equipment and systems.
62.		<b>Keeping Children Safe in Education</b> – See Safeguarding and Child Protection.
63.		<b>Legionella-</b> see Water Hygiene and Legionella Management.
64.		<b>Lettings</b>
	1.	The Governors have a range of lettings. These include after school provision, pre-school provision, wellbeing events. We will ensure that our ‘Letting Policy and Terms’ are explicit regarding the respective roles and responsibilities of both us and the Hirer for HS&W and relevant Safeguarding matters including: Insurance arrangements, Risk Assessments, First Aid, and Emergencies.
65.		<b>Lifts and lifting Equipment (including hoists)</b>
	1.	In using passenger lifts and /or lifting equipment, the Governors will comply with Lifting Operations and Lifting Equipment Regulations 1998 and follow guidance provided by the HSE Safe Use of Lifting Equipment <a href="https://www.hse.gov.uk/pubns/books/l113.htm">https://www.hse.gov.uk/pubns/books/l113.htm</a>
	2.	Lifting equipment (including hoists) will only be used by people that have suitable training, which is provided at regular intervals
	3.	See also Manual handling
66.		<b>Local Exhaust Ventilation (LEV) and air extraction</b>
	1.	The Governors recognise there will be occasions when it will be necessary to refer to outside specialists for air monitoring and the checking of ventilation systems installed for the removal of dusts, vapours, gases etc, (e.g., fume cupboards, woodwork extraction, heat treatment, soldering etc). Provision will be made to ensure this takes place at least every 14 months (from Schedule 4, COSHH). A record of all such tests will be kept in the online compliance system.
	2.	Air extraction in kitchens and other types of air extraction such as cooker hoods and other catering ventilation will be installed to ensure adequate removal of waste gases from cooking equipment and to maintain a suitable temperature and humidity for the staff members.
	3.	Other air extraction will be provided and maintained as needed around the premises in for example: <ul style="list-style-type: none"> <li>● Kiln rooms</li> <li>● Toilets and washrooms</li> <li>● Rooms where there are photocopiers or other equipment</li> <li>● Rooms that may become hot during parts of the year, and</li> <li>● Kitchen/canteen.</li> </ul>
67.		<b>Lockdown</b> – see Emergency procedures

		We will keep under review the pattern of incidents nationally and adapt as needed to internal or external threats. See also our 3Cs and Security policy approaches
68.		<b>Lone Working</b>
	1.	The precautions to be taken in relation to lone working will be in accordance with the 'Lone Working Policy' which can be found at: <a href="https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;source=7B2b1a8e2c-34cd-4060-af2c-b352ad4261d5%7D&amp;wdOrigin=TEAMS-MAGLEV_teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756460697727&amp;web=1">https://sgmail.sharepoint.com/:w:/r/sites/msteams_0ccb75_530584/_layouts/15/Doc2.aspx?action=edit&amp;source=7B2b1a8e2c-34cd-4060-af2c-b352ad4261d5%7D&amp;wdOrigin=TEAMS-MAGLEV_teamsSdk_ns.rwc&amp;wdExp=TEAMS-TREATMENT&amp;wdhostclicktime=1756460697727&amp;web=1</a>
69.		<b>Machinery and plant (including utilities and premises where necessary)</b> see- Plant, machinery and equipment.
70.		<b>Manual Handling (i.e., lifting and carrying of objects) and the lifting &amp; carrying of children or adults as part of care arrangements</b>
	1.	Responsibility for organising the safe manual handling of significant loads will rest with the School Business Manager. The site manager will assist other staff where more significant loads need to be carried/moved safely.
	2.	The lifting and carrying of children or adults as part of care arrangements will be managed by the SENDCo, First Aiders.
	3.	All lifting and carrying of objects or people will only be permitted after suitable risk assessment has been undertaken by a competent person and all the precautions and control measures identified are in place.
	4.	Where possible standard operating procedures will be used as part of premises management or care plans.
	5.	Equipment such as hoists, trolleys, wheelchairs will be inspected and maintained and records kept in our compliance system.
	6.	The SENDCO/ relevant role will ensure safe and considerate manual handling of pupils to eliminate, or if this is not possible, minimise risks. In addition to a suitable and sufficient risk assessment, it will be identified if there is another way to undertake the task so that greater consideration of the person's personal wishes and right to dignity are respected.
	7.	Appropriate equipment will be purchased and specialist training provided if needed; review and amendment of local policies will take place as necessary and all manual handling accidents and near misses will be investigated.
	8.	For the use of reasonable force (positive handling) please also see – Behaviour. See also Intimate Care and Safe Touch.
71.		<b>Medical conditions</b> – See Health.
72.		<b>Menopause</b>
		Supportive HR and HSW practice has been put in place. We use the DS example risk assessment and work together with employees to agree the content jointly and pro-actively review it as necessary.
73.		<b>Minibus</b> – See Transport.
74.		<b>Mobile phones</b>
		DfE guidance will be implemented in appropriate ways depending on our risk assessment, including equalities implications.

75.		<b>Monitoring and auditing health and safety performance</b>
	1.	We apply the Health and Safety Executive recommended process of Plan, Do. Check and Act, as mentioned above.
	2.	There will be a rolling programme of updating documents (and hence procedures).
	3.	Audits will be carried out at regular intervals to maintain or improve overall performance. The frequency will depend on the outcomes of each audit. We have noted as relevant the recent case of a nursery workers corporate manslaughter case with failure to comply with Early Years and HS&W Act legislation, and to ask the question of standards, training, monitoring and auditing.
	4.	Audit findings will be presented to the Governors An action plan will be created and items actioned in a priority order.
	5.	Monitoring includes regular walkabouts and meeting employees, pupils and contractors. Walkabouts may be formal and recorded or day to day “walking the job” picking up issues before they become a problem.
	6.	See also Inspections
76.		<b>Music-</b> see Noise
77.		<b>Noise: high sound levels and vibration (such as from machinery and music)</b>
	1.	The Governors recognise there may be problems experienced with noise, high sound levels and vibration. Lead Staff will report all such cases to the site manager.
	2.	If required, specialist advice will be sought to monitor the hazard, assess risk and take remedial action if necessary to comply with the Control of Noise at Work Regulations 2005
	3.	For music staff exposed to long durations of high levels of noise, regular health surveillance will be carried out and if necessary, ear plugs fitted to prevent damage. <b>Further details of how this can be achieved and a great scheme can be found at <a href="https://www.musicianshearingervices.co.uk/what-we-do/musicans-hearing-health-scheme/">https://www.musicianshearingervices.co.uk/what-we-do/musicans-hearing-health-scheme/</a></b>
78.		<b>Off- Site Visits – See Educational Visits</b>
	1.	We have re-named this higher risk area of activities that contributes to effective Safeguarding, Education Visits and archived our former document called Educational Visits Policy. Please see Educational Visits for further details of latest documentation and procedures.
79.		<b>Outdoor structures, seating, monuments and other miscellaneous features</b>
	1.	This item covers the wide range of external features from fences to gazebos and roof gardens. The principle is of regular inspection and maintenance. This is carried out by the Site manager, and external expertise where needed, and recorded in our compliance system.
	2.	Specific risk assessment may be necessary for some things, although some items commonly in use such as benches are “everyday risks” and unlikely to need detailed risk assessment.
	3.	Control measures include day to day walking the job, picking up issues before they become a problem.
80.		<b>PE - see also Curriculum Activities</b>
	1.	We have identified this subject as a high-risk area and will, therefore, ensure suitable training, risk assessments, equipment, and emergency procedures are in place to ensure

		the safety of the staff and pupils. Lone working is an aspect and example recently identified following learning from an incident during a lesson elsewhere.
	2.	We seek the advice and guidance of external competent advisory service providers, e.g. CLEAPSS, DATA, AfPE, Sporting Bodies, Delegated Services, to ensure relevant and up to date information is provided to risk assessments and practice. These will take into account issues of move, or keep still, sheltered and warm following a serious injury, and first aid qualifications of staff.
81.		<b>Plant, Machinery, and Equipment</b>
	1.	The provision and use of plant, machinery and equipment will be in accordance with the Provision and Use of Work Equipment Regulations (PUWER) 1998. This will ensure that it is: <ul style="list-style-type: none"> <li>• suitable for the intended use</li> <li>• safe for use, maintained in a safe condition and inspected to ensure it is correctly installed and does not subsequently deteriorate</li> <li>• used only by people who have received adequate information, instruction and training</li> <li>• accompanied by suitable health and safety measures, such as protective devices and controls. These will normally include guarding, emergency stop devices, adequate means of isolation from sources of energy, clearly visible markings and warning devices, and</li> <li>• used in accordance with specific requirements, for mobile work equipment and power presses.</li> </ul>
	2.	The Governors recognise that specialist advice is required to determine the safety requirements for the: <ul style="list-style-type: none"> <li>▪ adequate and correct guarding of machinery</li> <li>▪ run-down and emergency stopping of machinery</li> <li>▪ general inspection of plant, equipment and machinery</li> <li>▪ storage and transportation of toxic substances, gases etc, and</li> <li>▪ disposal of toxic and other waste substances and materials.</li> </ul> Specialist advice will be obtained as necessary by hiring contractors and advisors as needed.
	3.	The Site manager will be responsible for ensuring that periodic checks are carried out of plant, machinery, and equipment within their area of activity. Maintenance and inspection reports will be kept with or near the equipment to which they relate, and copies kept in the compliance system.
	4.	A thorough inspection of work areas will take place three times a year in the presence of the Safety Representative and other designated person(s) as decided by the Health and Safety Committee.
	5.	New plant, machinery, equipment, materials, substances will be brought onto the premises after discussion with the Health and Safety Committee and as part of consultation with staff.
	6.	The Site manager will be responsible for undertaking risk assessments and producing safe systems of work for cleaning and maintaining plant, machinery and equipment.
	7.	The Site manager will be responsible for selecting and providing the correct type of personal protective clothing and equipment (PPE) according to the needs of individual members of staff.
	8.	See also Portable equipment.
82.		<b>Playing Fields</b>
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	1.	An inspection of the playing fields will be included as part of the seasonal, three times a year inspection programme. This will be to look for physical defects to the grounds which may increase the likelihood of slips, trips, and falls, as well as checking that fields are free from broken glass and other sharps at that time. Responsibility for the inspection will rest with the Lead Staff for Sport and PE and will include goal posts, goalpost/marker flag locations, etc.
	2.	A visual inspection of playing fields will also be carried out before all organised games and contact sports and all 'debris' and any other unwelcome materials will be removed. This duty is delegated to the member of staff leading the activity. This also applies to away sporting fixtures, as far as is reasonably practicable.
83.		<b>Playground Equipment</b>
	1.	Playground equipment will be installed in accordance with the current BS/EN standards, and will be maintained in sound condition with: <ul style="list-style-type: none"> <li>an annual condition inspection by a competent person</li> <li>a risk assessment at least annually by a competent person</li> <li>an operational inspection to a frequency based on the risk assessment and agreed by the Business Manager, and</li> <li>daily visual inspections by the Site Manager recorded on our compliance system</li> </ul>
	2.	Age-appropriate details of the equipment will be known and shared with all staff and families to ensure the correct age groups are using the equipment. We have noted particularly the DS warning on use of monkey bars and updated our risk assessment and practice accordingly.
	3.	If play equipment is out of bounds to pupils before or after school this will be documented in the home school agreement/ shared via newsletter etc. This information will be available through the school newsletter and messaging system.
84.		<b>Portable Equipment (all types)</b>
	1.	Portable equipment can be moved around and used by various people. It ranges from small stationery equipment usually regarded as low risk to grass cutting equipment, electrical equipment and other potentially high-risk items.
	2.	Inspection reports will be kept in the online compliance system. Timely inspection, appropriate to the type and use of equipment, will be carried out, to maximise efficiency, minimise cost and ensure brought in items by staff are pro-actively dealt with and items such as portable device transformers are not on when not in use, etc.
	3.	Suitable training will be given where required.
	4.	The persons responsible for maintenance and inspection will be agreed by us as it may vary between department and/or activity.
	5.	See also Plant, Machinery and Equipment
85.		<b>Portable appliance testing (PAT)</b>
	1.	Although most equipment of concern here is electrical, it also applies to other equipment that may need testing.
	2.	The Health and Safety Executive guidance and the manufacturer's instructions will be the basis for frequency and type of testing.
	3.	We note inspection of all items, year in and year out, isn't necessarily needed. We have risk assessed to determine appropriate frequencies to identify savings.

86.		<b>PPE</b> We know that all employers must provide PPE, (personal protective equipment) free of charge if a risk assessment shows it is needed.
87.		<b>Premises</b> - see Buildings and Premises
		We will link with the sustainability and climate change agenda as well as the financial requirements.
88.		<b>Radon</b> - see Ionising Radiation.
89.		<b>Reporting of injuries, diseases and dangerous occurrences or RIDDOR</b>
	1.	The legal requirements under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 will be met. See Accidents.
	2.	See Accident reporting
90.		<b>Risk Assessment</b>
	1.	The procedure for assessing and managing risks will be in accordance with the 'Management of Risk Assessments'.
	2.	In line with Health and Safety Executive guidance risk assessment will focus on serious and substantial risks as a priority. We note that individual pupil risk assessment where particular challenges are faced, who contributes to them, and with whom they are shared, need to be of particular focus.
	3.	The risk assessment process will follow the HSE guidance (previously called "5 Steps to Risk Assessment". It will be borne in mind the directions in the Sentencing Council Guidelines for criminal cases involving health and safety prosecutions.
	4.	Risk assessments will be suitable and sufficient. They will use the best available guidance from advisory bodies such as: <ul style="list-style-type: none"> <li>• AfPE for sport and other PE activities</li> <li>• ASE for Science</li> <li>• Association of British Theatre Technicians</li> <li>• CLEAPSS for Science, DT and Art</li> <li>• Institute of Physics</li> <li>• DATA for DT and Art</li> <li>• One Dance UK</li> <li>• Royal Society of Biology</li> <li>• Royal Society of Chemistry, and</li> <li>• Delegated Services.</li> </ul>
91.		<b>Safeguarding and Child Protection</b>
	1.	The management of Safeguarding is set out in the Safeguarding policy .
	2.	National guidance published by Department for Education and OFSTED is followed and there are additional policies and procedures set out by the Governors which can be found school drives. Occupational health and safety and the safety of children at school are included in safeguarding.
	3.	All staff are to be trained to a suitable level depending on their role as stated in the latest update of Keeping Children Safe in Education and Working Together to Keep Children Safe which are made available in the staff rooms and on the school drives.
	4.	We note most recent additional challenges with Operation Encompass regarding active liaison from the Police on domestic violence impacting on your families, and particularly the pupils in your settings, and safeguarding of staff and pupils from AI generating nude

		images - the DfE issued guidance here: <a href="https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview">https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview</a>
	5.	<b>Safe Touch</b> Our Policy can be accessed on the school drive.  We note it contributes to effective Safeguarding.  See also Intimate Care.
92.		<b>School Trips</b> - see Educational Visits.
93.		<b>Science - see also Curriculum Activities</b>
	1.	We have identified this subject as a high-risk area and will, therefore, ensure suitable training, risk assessments, equipment, and emergency procedures are in place to ensure the safety of staff and pupils.
	2.	We will seek the advice and guidance of external competent advisory service providers, e.g. CLEAPSS, DATA, AfPE Delegated Services, to ensure relevant and up to date information is provided.
94.		<b>Security</b>
	1.	The security management of the premises, staff members and pupils are set out in the Governor Security Policy.
	2.	This is part of the overall safeguarding procedure as well as asset protection and personal safety. We have a supporting RA found on the school drive and note Martyn's Law is now to further impact on our approach in this higher risk area.
	3.	Some procedures are accessible only to authorised personnel including: <ul style="list-style-type: none"> <li>• Personal data;</li> <li>• Cash protection;</li> <li>• IT security.</li> </ul>
	4.	See also – Emergency procedures and Warning and Banning, also our 3Cs Policy, etc.
95.		<b>Slips, Trips and Falls</b> One of the highest incident reporting areas is addressed by our RA: Link and our training and refreshing. We note recent warnings following incidents where the rapid replacing of soaked barrier mats in very wet weather, or additional ones deployed beyond them, rather than mass mopping and ineffective warning triangles was missed.
96.		<b>Solar panels and other developing electrical systems</b>
		Evolving best practice will be followed. See also buildings and premises together with Fire. We note the need to explicitly cover these in our Fire Risk Assessment and liaison with the Fire and Rescue Service. Contractor notification is also formally recognised.
97.		<b>Sport</b> - see PE
98.		<b>Sporting Events</b> – See Educational Visits.



99.		<b>Stress-</b> See Wellbeing for staff
		We will support pupils and students through our pastoral systems with links to family support as needed.
100.		<b>Supporting pupils with medical conditions</b> – See Health.
101.		<b>Sustainability</b> Our policy and approach can be found on the school drives.
102.		<b>Trade Union/Staff Consultation-</b> See Health and Safety representatives trade union and staff.
103.		<b>Training</b>
	1.	The Management of Health and Safety at Work Regulations 1999 Sections 10, 13, for example, require that that we provide suitable information, instruction and training regarding risk assessment and health and safety management.
	2.	The Governors recognises that: <ul style="list-style-type: none"> <li>• Training and refreshing is always a constant requirement, based on the ability to recognise who requires it and when, and</li> <li>• new employees, transferred staff and supply staff will require either a level of awareness relevant to their task, or a more in-depth training programme, taking into account new technology, legislation, regulations and standards, to determine a fresh approach to training requirements and a re-training programme for existing staff.</li> </ul>
	3.	There are various categories of training requirements defined as induction training, information awareness training and specific ‘hands-on’ training: <ul style="list-style-type: none"> <li>• <b>Induction Training:</b> This will apply to new employees, employees transferred to other activities, contract and agency staff, and volunteer helpers, all of whom will need to be shown over the host area, and be issued with, and instructed upon, key information on policies and procedures, fire precautions, first aid and welfare arrangements, etc.</li> <li>• <b>Informative and Awareness Training:</b> A more in-depth approach, in-house, showing employees what they must and must not do; providing supervision until they gain an understanding of what is required; making them aware of their tasks and providing written procedures and arrangements.</li> <li>• <b>Specific Training:</b> This is a hands-on training approach where it is recognised by the Governors that employees will require an accepted level of competence to perform their tasks. Curriculum subjects may require competencies and support staff such as Caretakers/Site team may require others.</li> </ul>
	4.	Examples are: <ul style="list-style-type: none"> <li>• Sports and PE</li> <li>• First Aid</li> <li>• Administering medicines and supporting pupils with medical needs</li> <li>• Safeguarding roles, and</li> <li>• Fire safety duties.</li> </ul>
	5.	Our approach will be informed by our training matrix, a pro-active management system and regular reporting to committee on progress and projections.



104.		<b>Transport –</b> Our policy on this matter can be found on the school drives.
105.		<b>Trees –</b> See Building and Premises.
106.		<b>Trespass –</b> See Warning and Banning.
107.		<b>Trips-</b> see educational visits.
108.		<b>Unacceptable Behaviour</b>
	1.	The management of unacceptable behaviour by adults will be in accordance with the Behaviour Policy – see also Warning and Banning.
	2.	For information regarding parental/carers unacceptable behaviour- see Warning and Banning.
109.		<b>Utility services –</b> See Electricity/ Gas/ Water hygiene.
110.		<b>Vehicles-</b> see Transport.
111.		<b>Vehicles versus pedestrians</b>
		On site risk assessment and control measures will be in place for normal working days and at other times as needed such as events in the evening, contractors and delivery drivers, ends of the day coaches and buses , festivals and fairs involving outdoor space and otherwise as needed.
112.		<b>Violence and Aggression-</b> see Warning and Banning for adults, the Behaviour for pupils.
113.		<b>Walkrounds -</b> see Inspections
114.		<b>Warning and Banning</b>
	1.	Leaders are seemingly facing greater challenges from, not only those who are violent and aggressive, but also the keyboard warriors who do not understand the answer is sometimes ‘no’, and become vexatious. We note the DS Leadership risk assessment that includes this hazard, is of relevance here. We will also address the potential of the ‘home - school’ or other similar document, linked with the Complaints policy: Link to help to redress the balance.  The governors will have a proportionate approach in place encompassing natural justice to make clear this behaviour is unacceptable and will not be tolerated.
	2.	Schools are not public places and trust/school/governors can decide who is welcome, or not, using their rights as Landlord of the site.
	3.	Section 547 of the Education Act 1996 and its updates make it a criminal offence to commit nuisance and trespass on school sites. The following posts, and DS, are authorised to act on our behalf in taking proportionate action, in accordance with natural justice, in exercising those powers on our behalf. List post and DS here.
	4.	Parents/Carers will be given a home/school contract to explain expectations of their behaviour and procedures if these expectations are not met.

	5.	See also – Security and see also Behaviour.
115.		<b>Waste-</b> see Housekeeping
116.		<b>Water Hygiene and Legionella Management</b>
	1.	<p>There is a specific requirement to manage the risk of Legionnaire’s Disease due to Legionella bacteria in water supplies. This is described in the Health and Safety Executive publication at: <a href="http://www.hse.gov.uk/pubns/books/l8.htm">http://www.hse.gov.uk/pubns/books/l8.htm</a></p> <p>We note the Legionella code of practice has been changed where control measures may have been implemented. The most significant changes are :</p> <p>The competence of risk assessors (Section 5.1), and the preparation of the risk assessment report (Section 9).</p> <p>Sections 8 ‘Evaluation of the Risk’ and section 10 ‘Risk Review and Reassessment’ have also had some reorganisation and modification to improve clarity.</p>
	2.	Water Hygiene/Legionella will be managed in accordance with the report/risk assessment held in the school office and site management procedures including, business manager/site manager training, regular monitoring, flushing and cleaning regimes.
	3.	
117.		<b>Wellbeing</b>
	1.	<p>The Governors recognise the benefits of a Wellbeing programme which identify the links between improved staff Wellbeing and improved performance. These are:</p> <ul style="list-style-type: none"> <li>• Increased staff morale, helping to encourage staff retention and recruitment</li> <li>• Lower supply costs and greater stability as a result of fewer staff absences</li> <li>• Improved emotional wellbeing, which has contributed to a reduction in staff members absence</li> <li>• Improved standards through increased stability and motivation</li> <li>• A contribution to self-evaluation processes through an online self-review of the organisation</li> <li>• Improved communication and school effectiveness</li> <li>• Strengthened relationships and mutual understanding, and</li> <li>• A framework in which to monitor change.</li> </ul>
	2.	A commitment is made to invest in the programme or take equivalent or better steps to, at minimum, meet the requirements of the HSE Management Standards addressing Stress. These include: <b>Education Support EAP</b>
	3.	<i>Demands: Includes issues such as workload, work patterns and the work environment.</i>
	4.	<i>Control: How much say do the people have over the way they work?</i>
	5.	<i>Support: Includes encouragement, sponsorship and resources provided by the organisation, line management and colleagues.</i>
	6.	<i>Relationships: Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.</i>
	7.	<i>Role: Do people understand their role within the organisation and does the</i>

		<i>organisation ensure roles are not conflicting?</i>
	8.	<i>Change: How is organisational change (large and small) managed and communicated?</i>
	9.	Procedures/ initiatives/ programmes are regularly reviewed and shared with all staff and feedback sought
	10.	We have signed up to the Education Staff Wellbeing Charter, further details found at: <a href="https://www.gov.uk/guidance/education-staff-wellbeing-charter">https://www.gov.uk/guidance/education-staff-wellbeing-charter</a>
118.		<b>Working at height</b>
	1.	The main legal requirements are set out in the Work at Height Regulations 2005, it is one of the top incident reporting areas.
	2.	The Health and Safety Executive guidance based on the legal requirements will be followed. Risk assessments will be carried out, and the control measures put in place.
	3.	Working at height will be avoided where possible, ensuring displays/ windows/ equipment/ items can be accessed at ground level.
	4.	Training will be provided to all staff/ key staff that access any areas that require access above ground level. Staff will be instructed they must NOT work at height without suitable training.
	5.	Sufficient access equipment such as elephant foot stools, step ladders, tower scaffolding etc. will be provided and stored at key sites throughout the site to ensure it is easy to access to avoid inappropriate methods to access areas at height (e.g., sufficient steps available to avoid staff climbing on tables and chairs as there is only 1 set available at the other end of school).
	6.	Access equipment will be inspected every term and findings recorded in the 'ladder log' compliance system.
119.		<b>Working together to safeguard children/ Keeping children safe in education.</b>
		We are working to the current versions of all relevant documents regarding child safeguarding and protection.
120.		<b>Work Experience</b>
	1.	<p>The HSE guidance on work placements will be followed: <a href="https://www.hse.gov.uk/young-workers/employer/work-experience.htm">https://www.hse.gov.uk/young-workers/employer/work-experience.htm</a></p> <p>In most cases existing risk assessments can be used though each placement will be checked for any special requirements. Special requirements may be:</p> <ul style="list-style-type: none"> <li>• Language issues</li> <li>• Adaptations for accessibility, and</li> <li>• Other personal requirements.</li> </ul>
	2.	For teaching/related trainees/secondary age pupils from other schools, Lead Staff will be responsible for internal work experience placements in their areas of activity and will ensure that appropriate personal protective equipment (PPE), induction and training is provided. This will be done in advance of the placement in conjunction with the trainee's supervisor.
	3.	For primary age pupils gaining work experience (for example helping out in an office environment within the school) the procedure will be similar.

121.	<b>Wrap-around childcare</b>
	We will ensure there is joined up thinking for settings, lettings, providers and parents and families particularly with regard to emergencies, medical care including allergies, choking prevention and safeguarding. See – Clubs, Lettings, Emergencies, etc.
122.	<b>Wrap-up of other issues relating to occupational health and safety</b>
	This policy is a demonstration of the serious commitment to health, safety and wellbeing by the Governors. There are many detailed issues that are not specifically mentioned which, however, are covered by the general processes mentioned such as risk assessment.

## Part 4: Other health and safety or wellbeing linked issues

1.	<b>Environmental</b>
1.	The Environment Agency and local authorities enforce legislation regarding waste and pollution and a range of other issues. We will comply with all requirements. - See Sustainability. -
2.	<b>Food Safety</b>
1.	Food safety is managed through the Food Standards Agency advice and guidance. It is linked to occupational health and safety through the equipment and utilities used and the activities.
2.	Food safety and hygiene uses a HACCP (Hazard Analysis and Critical Control Point) system similar in framework to risk assessment and risk control systems. We recognise that it's vitally important that both external and in-house caterers understand the laws and regulations governing catering and implement robust management systems to address these risks.
3.	All activity using food including catering, curriculum activities and PTA events are controlled using the same standards. We note recently the warning that children under the age of 7 should not be given Slush Ice Drinks Containing Glycerol and the amount given limited to older children following a fresh warning issued by the Food Development Agency.
3.	<b>Health-</b> see above in the A-to-Z arrangements
4.	<b>Road transport and highway issues</b>
1.	Most issues are included under the occupational health and safety sections above. Vehicles, driver authorisation and highway behaviour are controlled by additional legislation with the Police being the first enforcement agency in most cases. – See Transport.

## Section 5: References

**PLEASE REMEMBER THAT SOME DOCUMENTS ARE UPDATED ANNUALLY.**

The Health and Safety Executive website provides an extensive range of information.

Visit: [www.hse.gov.uk](http://www.hse.gov.uk)

Key useful documents include:

- HSG 65 Managing for Health and Safety which can be downloaded free at <http://www.hse.gov.uk/pubns/books/hsg65.htm>
- INDG 417 Leading health and safety at work <http://www.hse.gov.uk/pubns/indg417.pdf>

and from DfE:

- Department for Education Governors' Handbook
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/925104/Governance\\_Handbook\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/583733/Competency\\_framework\\_for\\_governance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance.pdf)

Early Years

- <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

NHS

<https://www.nhs.uk/>

UK Health Security Agency

- <https://www.gov.uk/government/organisations/uk-health-security-agency>

Food Standards Agency

- <https://www.food.gov.uk/>

Produced by the Chief Executive Officer, Delegated Services,  
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**Appendix 1: Role of Business Manager:** Working with personnel who have a lead role in HS&W.

Item	Output
Requesting inspections	Actively checking premises and functions
Coordinating inspection reports	Identifying issues including good practice that should be promoted
Reporting issues arising from the inspections to the Leader	Senior Management are informed of the current situation and staff are informed and consulted
Requesting risk assessments	Ensuring <b>significant</b> risks are considered
Maintaining the risk assessment action plan	Risk assessments are regularly reviewed (i.e. updated for changes in circumstances)
Reporting issues arising from risk assessment to Leader and Governors	Senior Management are informed of the issues and staff are informed and consulted
Holding the main risk assessment file in a suitable format that is accessible to users (e.g. A-Z in a folder or online, ideally with document control to keep track of changes)	Risk assessments are available to all staff members and other users unless there is a security or confidentiality restriction. Risk assessments are regularly reviewed (i.e. updated for changes in circumstances)
Giving out information from the local authority, Delegated Services and other advisors such as CLEAPSS, Food Standards Agency etc to all those to whom it will be applicable – by e-mail, on paper, poster, at staff meetings and so on.	Staff, volunteers, governors are aware of the up to date HSW (and safeguarding, food safety, transport safety etc) information
Arranging for instruction and training, professional and personal development through the school system for this	Staff and volunteers have the skills, knowledge and experience to do their work safely and without risk to health.
Maintain records of information, instruction and training and supply these to Headteacher and Governors	Refresher and renewal, induction, development training is done when needed; statutory and recommended competencies and qualifications are achieved

**Appendix 2: Role of Business Manager:** Taking a pro-active interest in the HS&W aspects of all activities.

Item	Output
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Joining with others to undertake inspections and risk assessments as appropriate	Inspections will actively look for problems that have not been picked up on daily checks for some reason (and ask why not) whilst risk assessments are a key part of health and safety management
Checking that welfare and wellbeing legal requirements are being met (for example The <b>Workplace (Health, Safety and Welfare) Regulations 1992</b> ) including such items as meal breaks, eating areas and provision for new and expectant mothers.	Maintaining good or better levels of basic standards in the workplace.  The pressure of work may lead to demands that will have to be looked at through a stress risk assessment
Being involved in pre-start contract meeting with contractors	Meeting the client duties under <b>The Construction (Design and Management) Regulations 2015</b> .
Advising the Headteacher, Head of School and Governors of potential breaches of legislation and/or school policy and best practice	Anticipating problems in advance and deal with them before they are serious.
Prohibiting activities which may in the opinion of the post holder, cause harm, injury, or damage, pending the involvement of the school's competent person or other safety advisor	Meeting the duty in for example <b>Health and Safety at Work etc Act 1974 Section 2 and Section 37</b> and in the <b>Corporate Manslaughter and Corporate Homicide Act 2007</b> and preventing "serious management failures resulting in a gross breach of a duty of care.

**Appendix 3: Role of Head of School:** The Head of School will work primarily with teaching personnel in school who have a lead role in managing higher risk activities.

Subjects and activities		Possible hazards to children and adults	
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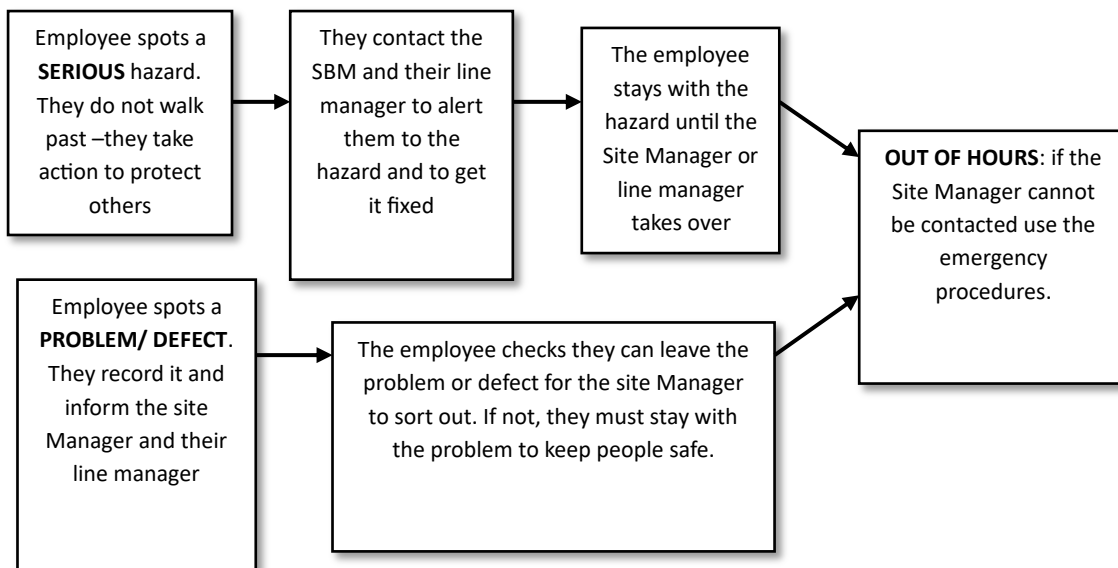
Performing arts such as dance, music and drama	Trips, slips and falls leading to head injury
Forest School	Getting lost, burns from fires, open water, Animal bites, stings, allergies to substances
Science	Chemicals, radiation, explosion, electrical shock.
Art, design and technology	Cuts, bumps, reaction to paints, chemicals, machinery
Off-site trips	Getting lost, road accidents, expedition hazards, disease, criminal action
Sports	Bruises, broken limbs, sudden heart problems
Use of the Internet	E-safety, radicalisation
Working with parents and carers	Some people may be aggressive or violent or have other issues

**Appendix 4: Role of Deputy Headteacher(s) and/or Assistant Headteacher:** Areas of their work and output related to that area.

Item	Output
Stand in for the Head of school in meetings about health, safety, wellbeing, food safety, safeguarding and the 3C's.	The issues are dealt with effectively.
Request inspections in curriculum related areas and coordinate reports. Submit the reports to the Head of school and the Health and Safety Committee or take action directly as needed	There is management supervision of activities. This should pick up dangerous activities that need to be reviewed, safeguarding concerns that must be resolved and prevent critical incidents
Request and help with risk assessments for curriculum related activities. This will include behaviour and SEN, disability issues and for example Personal Emergency Action Plans for fire safety.	The governors have the legal duty to manage risks. Staff members have to be involved since they have to understand hazard and risk and how to cope with it.

Work with the business manager and other colleagues on the School Risk Register, the school's A-Z risk assessment list and the curriculum related risk assessments list.	Risk assessments (which may be part of teaching plans or separate records, or in some cases dynamic or specialist risk assessments recorded later) are "suitable and sufficient" as required for <b>Section 3(1) of the Management of Health and Safety at Work Regulations 1999</b>
Ensure that risk assessments are reviewed when (a) there is reason to suspect that an assessment is no longer valid; or (b) There has been a significant change in the matters to which it relates. Normally this will be part of a rolling programme of review.	Risk assessments and the records of them are kept active and up to date and remain "suitable and sufficient" as required in <b>Section 3(3) of the Management of Health and Safety at Work Regulations 1999</b>
Pass out information relating to health and safety, safeguarding and related issues from: a. Our settings advisors; b. Advisory organisations such as CLEAPSS, ASE, c. Guidance from DfE, OFSTED, HSE, other government sources; d. Media reports and information.	Important guidance and learning – including analysing the mistakes of others (e.g., a media report of an accident or a fire) and the successes of others is fed into local practice.
Encourage and monitor professional and personal development of staff members, arrange instruction and training and maintain training and development records.	Staff members are the best they can be in terms of knowledge, practice, skills, experience and confidence.
Report training and development statistics and results to the Head of school and management team and to the health and safety committee.	Training needs are predicted and planning done.
Support and manage the staff members under their supervision.	Staff members have personal and professional support which may include health and safety, safeguarding questions, online bullying and stress.

#### Appendix 5: Role of Employees: Illustration of how to report problems



**Appendix 6: Health and Safety representatives trade union and staff:** Illustration courtesy of Health and Safety Executive: <http://www.hse.gov.uk/involvement/flowchart.htm>

