

St Saviour's C of E Primary School

HEALTH & SAFETY POLICY – LBTH Guidance

DATE APPROVED			
REVIEW DATE	Summer 2023		
Review cycle	Annual, biannual, statute		
Dissemination	Website Staff Handbook Parental Prospectus Governors Other e.g. visitors, volunteers, supply staff		
SIGNED HEAD TEACHER		DATE	9 <sup>th</sup> June 2022
SIGNED CHAIR GOVERNING BODY		DATE	

# HEALTH AND SAFETY POLICY

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## St Saviour's C of E Primary School

### PART 1: STATEMENT OF INTENT

The Governing Body of St Saviour's will strive to achieve the highest standards of health, safety and welfare consistent with their responsibilities under the Health and Safety at Work etc Act 1974 and other statutory and common law duties.

This statement sets out how these duties will be conducted and includes a description of the establishment's organisation and its arrangements for dealing with different areas of risk. Details of how these areas of risk will be addressed are given in the arrangements section.

This policy will be brought to the attention of, and/or issued to, all members of staff a reference copy is kept in the school office and aspects are in the staff handbook.

This policy statement and the accompanying organisation and arrangements will be reviewed on an annual basis.

This policy statement supplements:

- LBTH's Corporate Health and Safety Policy; and
- CS (Children Services) Health and Safety Policy, Organisation and Arrangements Statement.

The above Statements (and other H&S policies and guidance) may be downloaded by staff from the intranet or contact [christopher.mcgrory@towerhamlets.gov.uk](mailto:christopher.mcgrory@towerhamlets.gov.uk)

Chris Coyle **Chair of Governors**

Fanoula Smith **Headteacher**

Date:

Date

**School Review Date and Gov Sign off: Every 12 months :**

## **PART 2: ORGANISATION**

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As the employer, the Governing Body has overall responsibility for Health and Safety.

**At school level duties and responsibilities have been assigned to staff and governors as laid out below.**

### **Responsibilities of the Governing Body**

The Governing Body are responsible for health and safety matters at a local level and are responsible for:

- Ensuring adherence to the local authority health and safety policy, procedures and standards;
- Formulating a health and safety statement detailing the responsibilities for ensuring health and safety within the establishment;
- Reviewing the establishments health and safety policy annually and implementing new arrangements where necessary;
- Monitoring, reviewing and evaluating the school's health and safety performance.
- Providing appropriate resources within the establishment's budget to meet statutory requirements and the local authority health and safety policy, procedures and standards;
- Receiving from the Headteacher or other nominated member of staff reports on health and safety matters and reporting to (CS, or other body as necessary), any hazards which the establishment is unable to rectify from its own budget;
- Seeking specialist advice on health and safety which the establishment may not feel competent to deal with; In Foundation and Voluntary Aided Schools, then as the employer access to competent H&S advice is a requirement of the Health and Safety at Work etc Act 1974 via the Local Authority and London Diocesan Board.
- Promoting a positive H&S culture and high standards of health and safety within the establishment, the named health and safety governor.
- Ensuring that when awarding contracts health and safety is included in specifications & contract conditions taking account of LBTH policy and procedures.

## **Responsibilities of the Headteacher**

Overall responsibility for the day to day management of health and safety in accordance with the Governing Body's health and safety policy and procedures rests with the Headteacher.

As manager of the establishment and of all the activities carried on within it, the Head will advise Governors of the areas of health and safety concern which may need to be addressed by the allocation of funds.

The Headteacher has responsibility for:

- Co-operating with the LA and Governing Body to enable health and safety policy and procedures to be implemented and complied with;
- Ensuring effective health and safety management arrangements are in place for carrying out regular inspections and risk assessments, implementing actions and submitting inspection reports to the Governing Body and LA where necessary;
- Communicating the policy and other appropriate health and safety information to all relevant people including contractors;
- Carrying out health and safety investigations;
- Ensuring all staff are competent to carry out their roles and are provided with adequate information, instruction and training;
- Ensuring consultation arrangements are in place for staff and their trade union representatives (where appointed) and recognising the right of trade unions in the workplace to require a health and safety committee to be set up.
- Reporting to LBTH any hazards which cannot be rectified within the establishment's budget;
- Ensuring that the premises, plant and equipment are maintained in a serviceable condition;
- Monitoring purchasing and contracting procedures to ensure compliance with LBTH policy.

The Headteacher may choose to delegate certain tasks to other members of staff. It is clearly understood by everyone concerned that the delegation of certain duties will not relieve the Headteacher from the overall day to day responsibilities for health and safety within the establishment.

The task of overseeing health and safety on the site has been delegated by the head to the Business manager and Site manager.

**Responsibilities of other teaching staff / non-teaching staff holding posts of special responsibility**

(Itemise the functions and areas of responsibility delegated to staff from the Headteacher that are appropriate in the circumstances of the school. E.g. Premises Managers etc.)

- Apply the school's health and safety policy to their own department or area of work and be directly responsible to the Headteacher for the application of the health and safety procedures and arrangements;
- Maintain or have access to an up to date library of relevant published health and safety guidance from sources including CLEAPSS, AfPE etc., and ensure that all subordinate staff are aware of and make use of such guidance;
- Ensure regular health and safety risk assessments are undertaken for the activities for which they are responsible and that control measures are implemented;
- Ensure that appropriate safe working procedures are brought to the attention of all staff under their control;
- Resolve health, safety and welfare problems members of staff refer to them, and inform the head, school business manager and premises manager of any problems to which they cannot achieve a satisfactory solution within the resources available to them;
- Carry out regular inspections of their areas of responsibility to ensure that equipment, furniture and activities are safe and record these inspections where required;
- Ensure, so far as is reasonably practicable, the provision of sufficient information, instruction, training and supervision to enable other employees and pupils to avoid hazards and contribute positively to their own health and safety;
- Ensure that all accidents (including near misses) occurring within their department are promptly reported and investigated using the appropriate forms etc;
- Arrange for the repair, replacement or removal of any item of furniture or equipment which has been identified as unsafe.

## **Health and Safety Co-ordinator**

The Health and Safety Co-ordinator, in this case the Premises Manager of St Saviour's is responsible for the co-ordination of health and safety management throughout the school. If delegated by the Headteacher and competent to complete tasks, and should attend the LA's School Business Manager Health and Safety training day.

The Health and Safety Co-ordinator is responsible for:

- Making an annual report on health and safety matters to the Headteacher and the Governing Body;
- Assisting with inspections and safety audits;
- Investigating and advising on hazards and precautions;
- Developing and establishing emergency procedures, and organising fire evacuation practices within the school;
- Having a general oversight of health, safety and first aid matters;
- Making recommendations to the Headteacher for matters requiring immediate attention, e.g. changes to legislation or outcomes from premises safety inspections;
- Making recommendations to the Headteacher on matters of safety policy in compliance with new and modified legislation;
- Publicising safety matters;
- Liaising with outside bodies concerned with safety and health e.g. Occupational Health consultants;
- Monitoring accidents to identify trends and introduce methods of reducing accidents;
- Ensuring that reports on health and safety matters with respect to the School premises are prepared;
- Keeping records of hazards identified on site by staff and the remedial action taken and when;
- The provision and maintenance of all 'fire' equipment and for the preparation and review of Fire Risk Assessments;
- Ensuring all accidents within the area of responsibility are recorded in line with the school policy;
- Ensuring that premises safety inspections are undertaken e.g. weekly, bi-termly, and keeping records of any faults identified (if appropriate);
- Ensuring that all portable electrical equipment is tested on an annual basis;
- Ensuring equipment, including personal protection equipment is maintained in a safe condition and that substances hazardous to health are stored in a safe place.

## **Principal Site Health and Safety Manager**

The Premises Manager is responsible to the Headteacher/Business Manager, in ensuring compliance with all health and safety regulations in respect of matters affecting cleanliness, security and maintenance of all school buildings and grounds, including:

- Ensuring compliance by periodic inspection of all areas;
- Ensuring that appropriate signs and notices have been displayed;
- Ensuring that hazards are removed;
- Ensuring that fire exits are accessible and that fire-fighting equipment is correctly positioned and serviced;
- Ensuring that first aid equipment and supplies are correctly maintained and readily available;
- Ensuring that other staff at the school are aware of their responsibilities as appropriate;
- Notifying appropriate agencies via the line manager where there is a pest or vermin problem and dealing with the problem as directed;
- May undertake the annual testing of electrical equipment in the school after appropriate training.

## **Heads of Department**

The Health and Safety at Work Act requires all supervisors to accept responsibility for the safety of processes under their direct control. In order to achieve this objective Heads of Departments are responsible to the Headteacher, so far as is reasonably practicable, for:

- Ensuring that all members of staff in the department are aware of any safety precautions to be taken when undertaking potentially hazardous activities.
- Ensuring that the curriculum of the department includes instructions in the correct and safe methods of carrying out potentially hazardous activities.
- Ensuring that the curriculum of the department does not involve staff and pupils in procedures likely to cause accidents.
- Ensuring that all equipment and machinery is maintained in safe and serviceable condition, and defective equipment not used until the necessary repairs have been carried out.
- Ensuring that competent members of staff carry out risk assessments for all the activities within their control. These assessments should cover general risks as well as the specific risks involved with the teaching and supervision of children. Consideration should be given to the use of hazardous substances, provision of personal protective equipment and selection of work equipment. Generic risk assessments are being revised centrally and will be issued to all the schools.

- Ensuring that all members of staff under his/her control adhere to all relevant aspects of the Safety Policy.
- Reporting all potential hazards to health or safety and all accidents to the Headteacher.

## **Governing Body**

In all schools, the Governing Body controls the school premises (subject, in some cases, to the direction of the LA). Even if they do not employ school staff, governing bodies, to the extent that they control school premises, must take all reasonable measures to ensure that the premises and equipment on the premises are safe and do not put the health of pupils at risk while they are on the premises.

The Governing Body (and Headteacher) of a community, voluntary controlled, community special and maintained nursery school must comply with any directions given by the LA concerning the health and safety of persons in school, or on school activities elsewhere.

The Chair of the Governing Body should take steps to discharge their own responsibilities for health and safety performance in school. Some of the principle responsibilities are given below:

- Ensure that Headteacher has made adequate arrangements to discharge their responsibilities for health and safety within the school as detailed below.
- Take an active role in the development of the health and safety policy for the school that reflects local procedures and policies.
- In conjunction with the Headteacher, provide a monitoring role for the school for health and safety performance. Any inspection reports should contain the following:
  - action allocated to individuals who are responsible for the function;
  - time limits set for action;
  - remedial action to deal with the problems identified; and
  - Identification of any long term action required in order to address underlying causes of problems.
- Ensuring that health and safety issues are covered at meetings of governing bodies, either through a special meeting or a standard agenda item. This should include discussion of any safety reports or information issued to the Headteacher by LBTH.
- To provide information to LBTH on Health and Safety matters when requested.



- To ensure adequate resources are given to safety issues.
- To review performance periodically.
- To ensure that safety training is given priority for both governors and staff.

## **School Governors**

### **Pupil health and safety**

Health and safety responsibilities derive from the [Health and Safety at Work, etc. Act 1974](#) and [Management of Health and Safety at Work Regulations 1999](#).

Pupils are protected by the duties imposed because they are affected by an employer's undertaking or are using school premises. The legislation requires employers to assess and manage risk and is usually enforced by the Health and Safety Executive (HSE) in respect of schools.

Who is responsible for pupil health and safety?

Responsibility for the health and safety of pupils lies with the Governing Body of the school, either as the employer of school staff or because it controls school premises (or both). Where the Governing Body does not employ school staff, the LA has responsibilities as the employer.

### **Employers**

Who the employer is varies with the type of school. The employer is:

- the LA in community schools, special schools, voluntary controlled schools, maintained nursery schools and pupil referral units;
- the Governing Body in foundation schools, foundation special schools and voluntary aided schools.

The employer must ensure, as far as is reasonably practicable, that pupils are not exposed to risks to their health and safety in school and during off-site visits. The employer must have a health and safety policy and arrangements to implement it. Key elements of a policy are listed in [Health and Safety Advice DFE](#). The employer must assess the risks of all activities, introduce measures to manage those risks and tell their employees about the measures.

The employer, whether the LA or Governing Body, has the power to ensure that its health and safety policy is carried out. It must provide health and safety guidance to the school and ensure that staff members who are delegated tasks such as risk assessment and risk management are competent to carry them out. If risk assessment shows training is needed the employer must make sure this takes place. The employer cannot fulfil its statutory duty unless it monitors how well its schools are complying with its policy.

An LA has no responsibilities for, and no power to intervene in, pupil health and safety in schools where the Governing Body is the employer, except where safety (not health) is threatened by, for example, a breakdown in discipline. See [Health and Safety Advice DFE](#)..

## **Responsibilities of employees**

Under the Health and Safety at work Act etc 1974 all employees have general health and safety responsibilities. Staff must be aware that they are obliged to take care of their own health and safety whilst at work along with that of others who may be affected by their actions.

All employees have responsibility to:

- Take reasonable care for the health and safety of themselves and others in undertaking their work.
- Comply with the school's health and safety policy and procedures at all times.
- Report all accidents and incidents in line with the reporting procedure.
- Co-operate with school management on all matters relating to health and safety.
- Not to intentionally interfere with or misuse any equipment or fittings provided in the interests of health safety and welfare.
- Report all defects in condition of premises or equipment and any health and safety concerns immediately to their line manager.
- Report immediately to their line manager any shortcomings in the arrangements for health and safety.
- Ensure that they only use equipment or machinery that they are competent / have been trained to use.
- Make use of all necessary control measures and personal protective equipment provided for safety or health reasons.

## PART 3. ARRANGEMENTS

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Detailed information on Arrangements can be found on the intranet under Corporate Health and Safety and from [christopher.mcgrory@towerhamlets.gov.uk](mailto:christopher.mcgrory@towerhamlets.gov.uk) .

It is for the Governing Body of foundation and VA schools to determine whether to adopt such arrangements.

- Appendix 1 - Risk Assessments
- Appendix 2 - Offsite Visits
- Appendix 3 - Health and Safety Monitoring and Inspections
- Appendix 4 - Fire Evacuation and other Emergency Arrangements
- Appendix 5 - Fire Prevention, Testing of Equipment
- Appendix 6 - First Aid and Medication
- Appendix 7 - Accident Reporting Procedures
- Appendix 8 - Health and Safety Information and Training
- Appendix 9 - Lone Working
- Appendix 10 - Premises Work Equipment
- Appendix 11 - Flammable and Hazardous Substances
- Appendix 12 - Lifting and Handling
- Appendix 13 - Asbestos
- Appendix 14 - Contractors
- Appendix 15 - Work at Height
- Appendix 16 - Display Screen Equipment
- Appendix 17 - Traffic Management
- Appendix 18 - Lettings
- Appendix 19 - Minibuses
- Appendix 20 - Stress
- Appendix 21 - Play Safety
- Appendix 22 - Blood Borne Viruses
- Appendix 23 - Grounds Maintenance and Tree Management
- Appendix 24 - Statutory Compliance
- Appendix 25 - Emergency Planning
- Appendix 26 - Legionella
- Appendix 27 - Swimming Pool N/A
- Appendix 28 - Work Experience
- Appendix 29 - Noise

- Appendix 30 - Housekeeping
- Appendix 31 - PPE
- Appendix 32 - New and Expectant Mothers
- Appendix 33 - Managing Violence and Aggression
- Appendix 34 - Pest Control
- Appendix (A) - Emergency Plan Template

<b>RISK ASSESSMENTS</b>
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**General Risk Assessments**

The school risk assessments (for all activities, teaching and non teaching, premises and one off activities) will be co-ordinated by Bridget Clark following guidance from Corporate Health and Safety, and are approved by the headteacher.

These risk assessments are available for all staff to view and are held centrally in the school office and shared folder on the shared drive.

Risk assessments will be reviewed on an annual basis or when the work activity changes, whichever is the soonest. Staff are made aware of any changes to risk assessments relating to their work.

**Individual Risk Assessments**

Specific risk assessments relating to individuals, e.g. staff member or young person/pupil are held on that person's file and will be undertaken by Tomas Hall and the SENCo

It is the responsibility of staff to inform their line manager of any medical condition (including pregnancy) which may impact upon their work. Such risk assessments will be reviewed on a regular basis.

**Curriculum Activities**

Risk assessments for curriculum activities will be carried out by teachers using the relevant codes of practice and model risk assessments developed by national bodies.

Whenever a new course is adopted or developed all activities are checked against the model risk assessments and significant findings incorporated into texts in daily use lesson plan or curriculum planning.

All LA schools have a subscription to CLEAPSS and in science and DT their publications<sup>1</sup> can be used as sources of model risk assessment.

In addition the following publications are used as sources of model risk assessments:

Make it safe (5<sup>th</sup> edition) NAAIDT

Be Safe! Health and Safety in primary science and technology, 3<sup>rd</sup> Edition ASE, 2001.

National Society for Education in Art & Design (NSEAD)

<http://www.nsead.org/hsg/index.aspx>

Safe Practice in Physical Education and School Sport' Association of PE 'afPE'

<http://www.afpe.org.uk/>

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<sup>1</sup> CLEAPSS Science and D&T publications CD Rom or via [www.cleapss.org.uk](http://www.cleapss.org.uk)

<b>OFFSITE VISITS</b>
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All offsite visits will be planned following guidance contained in the London Borough of Tower Hamlets Children Services Directorate Outdoor Education Policy. [christopher.mcgrory@towerhamlets.gov.uk](mailto:christopher.mcgrory@towerhamlets.gov.uk) is your contact for any Outdoor Education Visits concerns, and all matters relating to the Evolve system.

The LA's Offsite Visits Advisor must be notified of trips which include self-led adventurous activities, fieldwork trips to open or "wild" country, and all trips overseas and residential trips. This will be done via the use of Evolve, the online notification and approvals system.

Evolve can be used for the planning and approval of **all** offsite overnight visits. Relevant risk assessments, participant's names etc. will be attached electronically as required.

The member of staff planning the trip will submit all relevant paperwork and risk assessments relating to the trip to the school's Educational Visits Co-ordinator(s) Fiona Williams who will check the documentation and planning of the trip and if acceptable initially approve the visit before referring to the Headteacher.

<p><b>HEALTH AND SAFETY MONITORING AND INSPECTION</b></p>
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A general inspection of the site will be conducted **termly** and be undertaken / coordinated by Bridget Clark and Keith Solly.

Monitoring inspections of areas will be carried out by nominated staff. Records of such monitoring will be kept by Keith Solly.

The person(s) undertaking such inspections will complete a report in writing and submit this to the Headteacher. Responsibility for following up items detailed in the safety inspection report will rest with Keith Solly.

A named governor Jacqui Buchan will be involved / undertake an inspection on an **annual** basis and report back to both the relevant sub-committee and full Governing Body meetings. This governor monitoring will also cover management systems in addition to inspecting the premises.

Advice and pro forma inspection checklists can be found in the Grid for learning.

Inspections will be conducted jointly with the establishment's health and safety representative(s) if possible.

List the forms below in table format of all the inspections, safety tours, audits that are completed and by whom, also list who the owner is of the forms and who the reports are sent to.

## FIRE EVACUATION AND OTHER EMERGENCY ARRANGEMENTS

The LA has completed fire risk assessments in schools and other CS establishments. All establishments should have an up to date suitable and sufficient risk assessment.

The Headteacher is responsible for ensuring the fire risk assessment is reviewed and an action plan attached to the fire risk assessment to ensure any recommendations are undertaken and implemented.

The fire risk assessment is located in the fire log book and reviewed on an annual basis or after any building change and incident of fire, or concerns with fire safety.

### **Fire Instructions**

These documents are made available to all staff and included in the establishments induction process.

An outline of evacuation procedures are made available to all contractors / visitors and are posted throughout the site.

Emergency exits, fire alarm call points, assembly points etc are clearly identified by safety signs and notices.

### **EMERGENCY PROCEDURES**

#### **Fire and Evacuation**

Fire and emergency evacuation procedures are detailed in the staff handbook and a summary posted in each classroom.

These procedures will be reviewed at least annually.

Emergency contact and key holder details are maintained by Keith Solly and updated upon review.

#### **Fire Drills**

- Fire drills will be undertaken termly, and a record kept in the fire log book;

#### **Fire Fighting**

- The safe evacuation of persons is an absolute priority. Staff may only attempt to deal with small fires, **if it is safe to do so without putting themselves at risk**, using portable fire fighting equipment.
- Ensure the alarm is raised BEFORE attempting to tackle a fire.
- **Details of service isolation points** (i.e. gas, water, electricity) are located in the nursery and outside of the kitchens.
- **Details of chemicals and flammable substances on site.** An inventory of these will be kept by Premises manager as appropriate, for consultation.



## FIRE PREVENTION, TESTING OF EQUIPMENT

### TESTING OF THE FIRE ALARM SYSTEM

Fire alarm call points will be tested weekly in rotation by Keith Solly and a record kept in the fire log book. This test will occur on Friday/17:30

Any defects on the system will be reported immediately to the alarm contractor / electrical engineer Dela Security Limited

A fire alarm maintenance contract is in place with **Dela Security Limited** and the system tested **6 monthly** by them.

### INSPECTION OF FIRE FIGHTING EQUIPMENT

**Dela Security Limited** undertakes an annual maintenance service of all fire fighting equipment.

Weekly: Keith Solly checks that all fire fighting equipment is available for use and operational and for any evidence of tampering.

Defective equipment or extinguishers that need recharging should be taken out of service and reported direct to Dela Security Limited

### EMERGENCY LIGHTING SYSTEMS

These systems will be checked for operation weekly in house by **Keith Solly** recorded as weekly flick tests in the fire log and annually by **Dela Security Limited**

Test records are located in the Premises manager's fire log book.

### MEANS OF ESCAPE

Daily: Keith Solly checks for any obstructions on exit routes and ensures all final exit doors are operational and available for use.

<b>FIRST AID AND MEDICATION</b>
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It is the schools policy to ensure that there are an adequate number of competent first aiders. Although some LAs still promote the 3 day course this is no longer required. Schools are classed as low risk environments (compared to factories) and therefore the one-day Emergency First Aid at Work course is deemed sufficient cover for staff and secondary age pupils. It is **no longer necessary** for staff to do the full 3 day First Aid at Work Course.

In addition, in primary schools, there should be some staff that hold the 2 day Paediatric award to provide cover for children (paediatric is defined as 'up to puberty').

In terms of numbers, there must always be a qualified person on the premises, so schools need to allow for staff absences. A typical sized primary would have 'a few' with EFAW and a few with Paediatric.

Many schools now do a 3 hour whole staff inset 'Basic Skills' course. This gives staff the confidence to act in the absence of the main first aider. They get a certificate of attendance, but it's non assessed.

**FIRST AID BOXES ARE LOCATED AT THE FOLLOWING POINTS:**

All classrooms and school office

Rachel Sablon is responsible for regularly checking that the contents of first aid boxes are complete and replenished as necessary. A check should be made at least termly.

The following staff are available to provide first aid-  
**TRAINED TO FIRST AID AT WORK LEVEL (18 hr) :**  
 Fiona Williams, Keith Solly

**TRAINED TO EMERGENCY AID LEVEL (6 hr):**  
 Staff names are displayed in all areas of the school

**TRAINED TO EYFS STANDARD (PAEDIATRIC FIRST AID, 12 hr):**  
 Staff names are displayed in school

The SENco will ensure that first aiders have a current certificate and that new persons are trained should first aiders leave.

**Transport to hospital:** If the first aider or Headteacher considers it necessary, the injured person will be sent directly to hospital (normally by ambulance). Parents and/or guardians will also be informed.

No casualty should be allowed to travel to hospital unaccompanied and an accompanying adult will be designated in situations where the parents cannot be contacted.

The school will follow the procedure for completion of incident/accident records in accordance with LBTH guidance.

### **Administration of medicines**

All medication will be administered to pupils in accordance with the DfE document ["Supporting pupils at School with medical conditions"](#)

The only medication kept and administered within school are those prescribed specifically for a pupil at the request of the parent / guardian and with the consent of the Headteacher. Records of administration will be kept by Clare Paris and Rachel Sablon.

No member of staff should administer any medicines unless a request form has been completed by the parent / guardian.

\*All medications kept in school are securely stored in the medical cupboard in the office or the office medical fridge with access strictly controlled. Where children need to have access to emergency medication i.e. asthma inhalers, epi-pen etc., it will be kept in a clearly labelled cupboard in each class in a red first aid bag and clearly labelled.

### **Health Care Plans**

Health care plans are in place for those pupils with complex medical needs e.g. chronic or ongoing medical conditions (e.g. diabetes, epilepsy, anaphylaxis etc)

These plans are reviewed annually by the school nurse and SENDco and written precautions / procedures made available to staff.

Staff undergo specific training related to health conditions of pupils and administration of medicines (e.g. diabetes, epilepsy, anaphylaxis etc) by a health professional as appropriate.

The templates are available from the DfE website;

["Supporting pupils at School with medical conditions"](#)

- **During the Coronavirus pandemic – school will not be administering medication other than children with specific conditions in accordance with their individual RA**

<b>ACCIDENT REPORTING PROCEDURES</b>
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In accordance with the LA's accident/incident reporting procedure employees must report accidents, violent incidents, dangerous occurrences, and near misses on the relevant LBTH Council forms. (AIR accident and Incident Report forms)

Copies of these forms are available via the school office.

- A local accident book located in the office is used to record all minor incidents to pupils, any more significant incidents must also be reported to London Borough of Tower Hamlets.
- School accident reports will be monitored for trends and a report made to the Governors, as necessary.
- The Headteacher, or their nominee, will investigate accidents and take remedial steps to avoid similar instances recurring. Faulty equipment, systems of work etc. must be reported and attended to as soon as possible.

#### **Reporting to the Health and Safety Executive (HSE)**

Incidents involving a fatality or major injury will be reported immediately to the Health and Safety Coordinator 020 7364 2852 or 020 7364 5008. The health and safety team will report these to the Health and Safety Executive (HSE) on 0845 300 9923 or on-line at <http://www.hse.gov.uk/riddor/>.

Incidents resulting in the following must be reported to the HSE within 10 days of the incident occurring, so it is very important to report these to the health and safety team as soon as they occur, by sending the AIR form.

The quickest way of doing this is by completing the AIR form and emailing it to [healthandsafety@towerhamlets.gov.uk](mailto:healthandsafety@towerhamlets.gov.uk)

- A pupil or other non-employee being taken to hospital and the accident arising as the result of a curriculum activity, the condition of the premises / equipment, lack of supervision etc;
- Employee absence, as the result of a work related accident, for periods of 3 days or more (including W/E's and holidays).

<b>HEALTH AND SAFETY INFORMATION &amp; TRAINING</b>
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**Consultation**

The Governing Body sub-committee meets termly / half termly to discuss health, safety and welfare issues affecting staff, pupils or visitors. Action points from meetings are brought forward for review by school management.

**Communication of Information**

Detailed information on how to comply with LBTH health and safety policy is located the school office.

The Health and Safety Law poster is displayed in the staff room and the office.

The Children Services Health and Safety Coordinator, Tel: 020 7364 2852 will provide competent health and safety advice.

**Health and Safety Training**

Health and safety induction training will be provided and documented for all new employees by Bridget Clark.

The Headteacher is responsible for ensuring that all staff are provided with adequate information, instruction and training and identifying the health and safety training needs of staff.

All employees will be provided with:

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

Training records are held by Tom Dunford-Crozier who is responsible for co-ordinating health and safety training needs and for including details in the training and development plan. This includes a system for ensuring that refresher training (for example in first aid) is undertaken within the prescribed time limits.

The Headteacher will be responsible for assessing the effectiveness of training received.

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

<b>LONE WORKING</b>
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Staff are encouraged **not to work alone** in school. Work carried out unaccompanied or without immediate access to assistance should be risk assessed to determine if the activity is necessary.

Work involving potentially significant risks (for example work at height) **should not** be undertaken whilst working alone.

Where lone working cannot be avoided staff should:

- Obtain the Headteacher's/senior member of staff's permission and notify him/her on each occasion when lone working will occur.
- Ensure they do not put themselves or others at risk.
- Ensure they have means to summon help in an emergency e.g. access to a telephone or mobile telephone etc.
- When working off site (e.g. when visiting homes) notify a colleague of their whereabouts and the estimated time of return. [staff undertaking home visits to obtain as much background information as possible about the child/family being visited]
- Key holders attending empty premises where there has been an incident or suspected crime should do so with a colleague if possible. They should not enter the premises unless they are sure it is safe to do so.
- Report any incidents or situations where they may have felt "uncomfortable".

<b>PREMISES AND WORK EQUIPMENT</b>
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**Statutory inspections**

Regular inspection and testing of school equipment is conducted by appropriate contractors according to timescales specified by London Borough of Tower Hamlets. Records of such monitoring will be kept in / by Keith Solly

Keith Solly is responsible for identifying all plant and equipment in an equipment register and ensuring that any training or instruction needs, personal protective equipment requirements are identified and relevant risk assessments conducted.

Equipment restricted to those users who are authorised / have received specific training

All staff are required to report to Keith Solly any problems found with plant/equipment. Defective equipment will be clearly marked and taken out of service by storing in a secure location pending repair / disposal.

**Curriculum areas**

Heads of department are responsible for ensuring maintenance requirements for equipment in their areas are identified and implemented.

**Electrical safety**

All staff should monitor the condition of plugs, cables and electrical equipment and conduct a quick visual inspection prior to use.

All portable items of electrical equipment will be subject to PAT (portable appliance testing) annually, conducted by Keith Solly

Personal items of equipment (electrical or mechanical) should not be brought into the school without prior authorisation and subjected to the same tests as school equipment.

Major fixed wiring circuits will be checked at least once every five years.

**External play equipment**

The external play equipment will only be used when supervised, equipment will be checked daily before use for any apparent defects, and Keith Solly will conduct a formal termly inspection of the equipment. PE and Play equipment is subject to an annual inspection by R& B Inspectors

## FLAMMABLE AND HAZARDOUS SUBSTANCES

Every attempt will be made to avoid, or choose the least harmful of, substances which fall under the “**Control of Substances Hazardous to Health Regulations 2002**” (the COSHH Regulations).

Within curriculum areas (in particular science and DT) then heads of department are responsible for COSHH and ensuring that an up to date inventory and model risk assessments contained in the relevant national publications (CLEAPSS, Association for Science Education's "Topics in Safety" etc.) are in place.

In all other areas the establishment's nominated person(s) responsible for substances hazardous to health is Keith Solly.

They shall ensure:

- an inventory of all hazardous substances used on site is compiled and regularly reviewed.
- material safety data sheets are obtained from the relevant supplier for all such materials. Remember the safety data sheets are not your risk assessments for that chemical but information only
- risk assessments are conducted for the use of hazardous substances (where generic risk assessments are available e.g. for products purchased from approved Suppliers, these are adapted to suit specific use of material on site)
- all chemicals are appropriately and securely stored out of the reach of children.
- all chemicals are kept in their original packaging and labelled (no decanting into unmarked containers).
- suitable personal protective equipment (PPE) has been identified and available for use.

PPE is to be provided free of charge where the need is identified as part of the risk assessment.

### **RADIOACTIVE SOURCES**

The school follows CLEAPSS guidance L93 in Managing Ionising radiations and Radioactive sources.

- London Borough of Tower Hamlets Radiation Protection Officer is the Health and Safety Coordinator Children Schools and Families
- CLEAPSS provide the Radiation Protection Adviser (RPA) service for London Borough of Tower Hamlets
- Member of staff in charge of radioactive sources (RPS) is Keith Solly. and is responsible for ensuring all records pertaining to radioactive sources are maintained. Ensure detailed list of Radiation held, sent to [Raziul.haque@towerhamlets.gov.uk](mailto:Raziul.haque@towerhamlets.gov.uk)



<b>LIFTING AND HANDLING</b>
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Generic risk assessments for regular manual handling operations are undertaken and staff provided with information on safe moving and handling techniques.

**Staff should ensure they are not lifting heavy items and equipment unless they have received training and/or equipment in order to do so safely.**

All manual handling activities which present a significant risk to the health and safety of staff, will be reported to Keith Solly and where such activities cannot be avoided a risk assessment will be conducted to ensure such risks are adequately controlled. A copy of this assessment will be provided to employees who must follow the instruction given when carrying out the task.

**Paediatric Moving and Handling**

All staff who move and handle pupils have received appropriate training (both in general moving and handling people techniques and specific training on any lifting equipment, hoists, slings etc. they are required to use).

All moving and handling of pupils has been risk assessed and recorded by a competent member of staff.

Equipment for moving and handling people is subject to inspection on a 6 monthly basis by a competent contractor.

<b>ASBESTOS</b>
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It is the schools policy that the London of Tower Hamlets asbestos policy will be followed.

The asbestos register is held in the school office and will be made available to all staff and visiting contractors prior to **any** work commencing on the fabric of the building or fixed equipment.

The Establishment's Asbestos Authorising Officers is Fanoula Smith & Keith Solly refresher training is required 3 yearly.

The Headteacher shall ensure:

- The asbestos log is maintained and that any changes are notified to the asset management team.
- **All** work on the fabric of the building or fixed equipment is checked with the asbestos management plan and advise sought from the asset management team before any undertaking of work.
- An annual visual inspection of asbestos containing materials on site is conducted and recorded in the asbestos log.

Please note that even drilling a hole or pushing a drawing pin into asbestos containing materials may result in the release of fibres into the air.

**Under no circumstances must staff drill or affix anything to walls without first obtaining approval from the Headteacher with reference being made to the school's asbestos management plan of knowing locations, actions required and control measures in place.**

Any damage to materials known or suspected to contain asbestos should be reported to the Headteacher who will contact the LA for advice

Any contractor who is suspected to be carrying out unauthorised work on the fabric of the building should be reported to Keith Solly.

## CONTRACTORS

All contractors used by the school shall ensure compliance with relevant health and safety legislation, guidance and good practice.

All contractors must report to school office where they will be asked to sign the visitors' book and wear an identification badge. Contractors will be issued with guidance on fire procedures, local management arrangements and vehicle movement restrictions.

Keith Solly is responsible for monitoring areas where the contractor's work may directly affect staff and pupils and for keeping records of all contractor work.

### **School managed projects**

Where the school undertakes projects direct the Governing Body would be considered the 'client' and therefore have additional statutory obligations.

These are managed by the Headteacher and Business Manager who will ensure that landlords consent has been obtained and, where applicable, all statutory approvals, such as planning permission and building regulations have been sought. This would include whether CDM<sup>2</sup> regulations will apply.

To ensure contractor competency the school uses London Borough of Tower Hamlets registered contractors. These contractors have satisfied the London Diocesan Board of Schools that they understand and abide by health and safety regulations.

Contractors will be asked to provide risk assessments and method statements specific to the site and works to be undertaken. The school, contractor(s) and any subcontractor(s) involved will agree the risk assessment and safe systems of work to be used prior to works commencing on site.

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<sup>2</sup> CDM refers to the Construction (Design and Management) Regulations 2015 and apply to any building, demolition, maintenance or refurbishment work.

Such projects are notifiable to the HSE where the work exceeds 30 days or involves more than 500 person days of work. In addition two specific and specialist roles of CDM Co-ordinator and principal contractor must be appointed.

In such instances it is recommended that an agent be used to work on the schools behalf.

# PERMIT TO WORK

For all operation involving flame, welding and hot cutting

**This permit is valid only for the job described and the timescales provided**

**Description of work**

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**Location of Work**

Building	Floor	Room	Location
Date required (max duration 1 day)		Valid From (time)	
		To	

**Contact Details (method of Contact)**

Mobile Phone		Site telephone		Co. Office No.	
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Potential Hazards			
Control Measures			
Other Identified Hazards		Controls Measures	

**Mandatory Safety Requirements (See reverse for further guidance)**

**Actioned**

All areas to be checked and combustibles removed or protected before commencement of work	
All areas to be screened, protected, roped off as necessary and warnings signs displayed	
All systems associated with the work to be isolated, inclusive of smoke alarms	
Assistant to standby with fire extinguisher suitable for task. (Competent in use)	
Building Facilities Manager notified	
Area to be checked/inspected for combustion <b>1 Hour</b> after completion of work	

**Person entering work area**


Permit issued by		Date		Time	
Permit Received by		Date			

**Permit cancellation (Estates Dept.)**

Name		Date		Time	
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For all operation involving flame, welding and hot cutting

<b>WORK AT HEIGHT</b>
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It is the schools policy that all working at height (WAH) activity is properly planned, supervised and carried out by competent people. This includes using the right type of equipment for working at height.

The Premises Manager is responsible for producing a suitable and sufficient assessment of the risk supported by a Safe System of Work (SSoW) factoring in:

- the height of the task; the duration and frequency; and
- The condition of the surface being worked on. However there will also be certain low-risk situations where common sense tells you no particular precautions are necessary.

### **Competence**

The Premises Manager must ensure that all person undertaking an activity where they are working at height have sufficient skills, knowledge and experience to undertake the task, or, if they are being trained, that they work under the supervision of somebody competent to do it.

In the case of low-risk, short duration tasks (short duration means tasks that take less than 30 minutes) involving ladders, competence requirements may be no more than making sure the person(s) undertaking the task receive instruction on how to use the equipment safely (e.g. how to tie a ladder properly) and appropriate training.

When a more technical level of competence is required the Premises Manager seek advice from the Corporate Health and Safety team.

Staff should not use the higher step ladder, this is to be used by the Premises Manager who has had training on the use of high ladders. Staff may only use the lower ladders with support outside of pupil hours.

Pupils must never use ladders.

### **Must do's**

Avoid work at height where it is reasonably practicable to do so and where working at height cannot be avoided:

- prevent falls using either an existing place of work that is already safe or the right type of equipment;
- minimise the distance and consequences of a fall, by using the right type of equipment where the risk cannot be eliminated;
- do as much work as possible from the ground;
- ensure workers can get safely to and from where they work at height;
- ensure equipment is suitable, stable and strong enough for the job, maintained and checked regularly;
- make sure you don't overload or overreach when working at height;

- take precautions when working on or near fragile surfaces;
- provide protection from falling objects; and
- Consider your emergency evacuation and rescue procedures.

### **Safe Use of a Ladder**

- suitable access is provided where appropriate;
- all ladders, stepladders and other access equipment is regularly inspected and maintained by a competent person and paper copy or electronic records are maintained;
- Relevant staff have received adequate training in the safe use of ladders and stepladders and hazards associated with their use;
- ladders are not used in adverse weather conditions or areas where there is a significant risk from moving vehicles;
- where the specific risk assessment records that a ladder can be used, in areas where there is vehicle movement the preventative and protective measure will include a prohibition on vehicle movement and close supervision of the activity;
- ladders are only used on a surface that is flat and in good condition;
- ladders are secured when in use; either at the top or bottom; and
- an arrangement is in place for the suitable storage of ladders.

### **Roof Work**

The Premises Manager is responsible for implementing a process for contractors to undertake maintenance work or other activities at roof height or on the roof or in roof void. The following precautions must be taken:

- a Permit To Work (PTW) must be put in place;
- a suitable and sufficient risk assessment and method statement (RAMS) must be produced and approved by the Premises Manager;
- anyone going onto the roof must be competent and given sufficient information, instruction and training, and be supervised; and
- prohibition on lone working;

### **Anchorage Points Eye-Bolts and Fixing Points**

The eye-bolts/fixings are tested annually in accord with the WAH and the Provision and Use of Work Equipment 1998.

The Premises Manager is responsible for making available the maintenance records either in paper copy or electronically.

For further information relating to the PUWER or the Management of Contractors refer to the relevant section of this Policy.

<p><b>DISPLAY SCREEN EQUIPMENT (DSE)</b></p>
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All staff who use habitually use computers as a significant part of their normal work (significant is taken to be continuous / near continuous spells of an hour at a time) e.g. admin staff, bursars, Senior leadership team etc should have an assessment.

Those staff identified as DSE users shall be entitled to an eyesight test for DSE use every 2 years by a qualified optician (and corrective glasses if required specifically for DSE use).

Schools should have a trained DSE assessor to complete and manage and monitor DSE assessments

Advice on the use of DSE is available from Corporate Health and Safety team.

<b>TRAFFIC MANAGEMENT</b>
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It is the policy of the school that all vehicles and pedestrians should operate in a safe manner and be effectively managed and controlled.

This policy includes the safety of all vehicle and pedestrian routes both internal and external; to include the access routes used by the emergency services i.e. Fire Brigade and Ambulance Service.

Vehicular access to the school is restricted to school staff and occasional visitors only and not for general use by parents/guardians when bringing children to school or collecting them.

The vehicle access gate must not normally be used for pedestrian access. If an event is being held outside of normal school activities for which this is the sole access, then all due care must be taken to ensure the safety of those passing through this entrance, and a suitable and sufficient risk assessment completed for pedestrian and vehicular movement.

The Premises Manager is responsible for:

- upkeep and maintenance of all external/internal pedestrian and vehicle routes and car parks
- location and maintenance of road and pedestrian traffic safety signs;
- lighting for road and pedestrian routes;
- routine safety checks and inspections;
- suitable gritting of these routes both internally and externally;
- provision of suitable signage;
- **parking bays for persons with a disability**; and
- liaising with and managing contractors undertaking activities on site that involve the movement of vehicles, to include, the review of risk assessments and method statements (RAMS).

### **Speed limit**

- The maximum speed limit in the school is **5mph**.



## **Vehicle escort**

All vehicles entering the establishment will require an escort, the escort must:

- maintain visual contact with their driver;
- assist drivers carrying out reversing manoeuvres;
- do not walk or stand directly in front or behind vehicles; and
- Do not assist drivers, vehicle or plant operators in manual handling operations.

The car park gates are locked by 8:30am

The inner gate to school is locked by 8:30am

The back car park gate is shut and locked by 9:30am

**LETTINGS / SHARED USE OF PREMISES**

St Saviour's governing Body does not let the premises.

<b>STRESS / WELLBEING</b>
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The school and Governing Body are committed to promoting high levels of health and well being and recognise the importance of identifying and reducing workplace stressors through risk assessment, in line with the HSE and Tower Hamlets Council management standards.

The HSE Management Standards define the characteristics, or culture, of an organisation where the risks from work related stress are being effectively managed and controlled.

The Management Standards cover six key areas of work design that, if not properly managed, are associated with poor health and well-being, lower productivity and increased sickness absence. In other words, the six Management Standards cover the primary sources of stress at work. These are:

- **Demands** – this includes issues such as workload, work patterns and the work environment.
- **Control** – how much say the person has in the way they do their work.
- **Support** – this includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.
- **Relationships** – this includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.
- **Role** – whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.
- **Change** – how organisational change (large or small) is managed and communicated in the organisation.

The Management Standards represent a set of conditions that, if present, reflect a high level of health well-being and organisational performance.

**Useful link**

<http://www.hse.gov.uk/stress/standards/index.htm>

Detail systems in place within the school for responding to individual concerns and monitoring staff workloads e.g. Performance Management, mentoring, staff able to speak to headteacher / senior management, having an open door policy. Counselling is available via the Local Authority and our own insurance provider.

<p><b>PLAY SAFETY</b></p>
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The following should be arranged and managed by the School Premises Manager

Daily Recorded Site Inspections to ensure that visual checks completed and recorded:

- play equipment is not damaged;
- play equipment is free of algae, weeds etc.;
- there are no potentially dangerous trees (e.g. broken or dead branches);
- there are no accessible drains or damaged drainpipes;
- sheds and other storage areas are secured so children may not get unauthorised access;
- all rubbish has been removed – in particular sharps such as hypodermic needles;
- dead animals are removed;
- vermin control boxes are suitably stocked and have not been tampered with;
- fences are intact and secure (including around ponds); and
- no potentially hazardous plants have seeded into the area e.g. Nettles, Foxgloves. Laburnum, bind weed or Chinese knotweed etc.

**General advice**

- Any pooling water following rainfall or leaks should be cleared or cordoned off.
- Where there may be ice or snow, clear paths should be made using grit/salt and shovelling should be carried out as necessary to reduce the level of water.
- Six- monthly safety checks of trees should be made by a professional arboriculture specialist. For further information relating to Grounds Management refer to the relevant section of this Policy.
- Ponds and other water features should be cleaned annually or more frequently. Consider how the Chilean Rhubarb is watered in the summer.
- if hot weather looks like it may lead to increased levels of Botulism or other bacteria.

- We advise that all ponds are fenced and locked to ensure total access control is achieved with appropriate supervision in place at all times.
- Attention should be given to ensure that any pesticides used on sports fields or cleaners/Algaecides used on playground equipment are not accessible to children either before or after application.

### **Weekly recorded checks – play equipment**

All play equipment should be visually inspected for any damage; this should be recorded with detailed action completed.

### **Quarterly play equipment inspections**

Operational Quarterly Play Inspections should be undertaken by a qualified RplI Inspector.

Schools/children centres should ensure that these are completed each quarter, this service is available from the SLA online, or for children centres [healthandsafety@towerhamlets.gov.uk](mailto:healthandsafety@towerhamlets.gov.uk)

### **Annual outdoor play equipment inspections**

Annual Outdoor Play Inspection should be undertaken by Qualified RplI Inspector.

All outdoor equipment/areas should have a full annual inspection by a qualified RPII Inspector, and to ensure that **ALL** actions are completed within the recommended timescale.

### **Useful link**

Register of Play Inspectors International <http://www.playinspectors.com/>

**BLOOD BORNE VIRUSES**

The school will manage the risk associated with staff coming into contact with blood and/or other body fluids that may contain Blood Borne Viruses (BBVs) in the course of their work by undertaking a risk assessment and implementing the preventative and protective measures, to include immunisation where appropriate.

BBVs are viruses that some people carry in their blood. The main BBVs are hepatitis B (HBV), hepatitis C and D, human immunodeficiency virus (HIV).

These viruses can also be found in body fluids other than blood e.g. urine, faeces, saliva and vomit, however, they do carry a minimal risk of BBV infection, unless contaminated with blood; for this reason, care should still be taken as the presence of blood is not always obvious.

BBVs are most likely to be transmitted by direct exposure to infected blood or other body fluids contaminated with infected blood, such as, through contamination of an open wound or skin condition or through a splash to the eyes, nose or mouth or a bite or accidental contamination with a needle stick or other sharps.

**Staff immunisation**

All staff should undergo a full occupational health check prior to employment; this includes ensuring they are up to date with immunisations. All staff aged 16 – 25 years should be advised to check they have had 2 doses of MMR.

Prevent the spread of infections by ensuring: routine immunisation, high standards of personal hygiene and practice, particularly hand washing, and maintaining a clean environment.

**Preventing or controlling the risk**

The following preventative and protective measures should be taken to reduce the risk from BBVs, to include:

- Participate in the vaccination programme
- Use good basic hygiene practices, such as hand washing;
- Cover all breaks in exposed skin by using waterproof dressings and suitable disposable gloves;
- Where splashing is possible, protect the eyes and mouth by using appropriate personal protective equipment;
- Use the first aid equipment provided e.g. first aid face shield for mouth-to-mouth resuscitation but only if you have been trained to use them;
- Control contamination of surfaces by using the appropriate decontamination procedure e.g. dirty protest procedure and use of body fluid spillage kits; and

- Dispose of contaminated waste safely.

### **Coughing and Sneezing**

Children and adults should be encouraged to cover their mouth and nose with a tissue. Wash your hands after using or disposing of tissues. Spitting should be discouraged.

### **Handwashing**

Handwashing is one of the simplest and most important ways of controlling the spread of infection. Staff are advised to wash their hands before they eat, drink, take or administer medicine or after any work activity where you may have become contaminated with blood or any other body fluid.

You should:

- use soap and water, under running warm water;
- wash all surfaces thoroughly, to include, the palms, back of hands, fingers and thumbs and under the finger nails;
- rub hands together for at least 10 – 15 seconds; and
- rinse and dry hands; if towels are used these should be disposable.

### **Cleaning**

Cleaning of the environment, including toys and equipment should be frequent, thorough, and follow national guidance e.g. use colour coded equipment, COSHH, correct decontamination of cleaning equipment.

Monitor cleaning contracts and ensure cleaners are appropriately trained with access to Personal Protective Equipment PPE.

### **Cleaning of blood and body fluid spillages**

All spillages of blood, faeces, saliva, vomit, nasal, and eye discharges should be cleaned up immediately (always wear PPE). When spillages occur, clean using a product which combines both a detergent and a disinfectant.

Use as per manufacturer's instructions and ensure it is effective against bacteria and viruses, and suitable for use on the affected surface. NEVER USE mops for cleaning up blood and body fluid spillages use disposable paper towels and discard clinical waste as described below. A spillage kit should be available for blood spills.

### **Personal Protective Equipment (PPE)**

Disposable non powdered vinyl or latex free CE marked gloves and disposable plastic aprons, must be worn where there is a risk of splashing or contamination with blood/body fluids. (E.g. nappy or pad changing) Goggles should also be available for use if there is a risk of splashing to the face. Correct PPE should be used when handling cleaning chemicals.

For further information relating to PPE refer to the relevant section of this Policy.

## **Laundry**

Laundry should be dealt with in a separate dedicated facility. Soiled linen should be washed separately at the hottest wash fabric will tolerate. Wear PPE when handling soiled linen. Soiled children's clothing should be bagged to go home, never rinse by hand.

Ensure that the washing machine or dryer is plan maintained in accordance with the manufacturers recommendations.

## **Clinical waste**

Always segregate domestic and clinical waste in accordance with local policy. Used nappies/pads, gloves, aprons and soiled dressings should be stored in correct clinical waste bags in foot operated bins.

All clinical waste must be removed by a registered waste contractor. All clinical waste bags should be less than 2/3rds full and stored in a dedicated, secure area whilst awaiting collection.

## **Immediate action to take after exposure to blood or other body fluids**

If you are contaminated with blood or other body fluids, take the following action without delay:

- wash splashes off your skin with soap and running water;
- if your skin is broken, encourage the wound to bleed, do not suck the wound and rinse thoroughly under running water;
- wash out splashes in your eyes using tap water or an eye wash bottle, and
- your nose or mouth with plenty of tap water, do not swallow the water;
- report the incident to your line manager or other manager; and
- **immediately** go to the nearest Accident and Emergency (A&E) department in transport provided by the establishment;
- School admin officer to organise transport for the employee to the A&E department;
- A member of SLT to stay in touch with the employee to assess their needs and provide advice and assistance with the post exposure prophylaxis (PEP); and
- record the incident on the LA's AIR form and follow the LA's Accident and Incident reporting procedure in this policy.

## **Location of the local NHS Trust**

Prompt advice from a medical doctor is very important, to enable any treatment that is appropriate following the risk of infection with a BBV to be started quickly.



For this reason, staff should go **immediately** to Whitechapel **Hospital**.

### **Aftercare**

Occupational Health can provide support, advice and reassurance for staff contaminated with a BBV or undergoing post exposure prophylaxis (PEP).

### **Useful links**

[www.hpa.org.uk](http://www.hpa.org.uk)•[www.dh.gov.uk](http://www.dh.gov.uk)•[www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)•[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)  
[www.defra.gov.uk](http://www.defra.gov.uk)•[www.hse.gov.uk](http://www.hse.gov.uk)•[www.dfes.gov.uk](http://www.dfes.gov.uk)•[www.immunisation.nhs.uk](http://www.immunisation.nhs.uk)

Fact Sheets and further information are also available at [www.hpa.org.uk](http://www.hpa.org.uk),  
[www.healthcareA2Z.org.uk](http://www.healthcareA2Z.org.uk)•[www.buginvestigators.co.uk](http://www.buginvestigators.co.uk)

**GROUNDS AND TREE MANAGEMENT**

**Grounds Maintenance**

It is the schools policy that the seasonal trimming of hedges, grass areas and other foliage which may block or obstruct either the vehicle or pedestrian routes or street/pedestrian routes or lighting, and various other horticultural activities is carried out by competent people.

It is the responsibility of the Premises Manager and assistant school keeper in consultation with the Senior Leadership Team to:

- select a competent arboriculturist to manage the individual trees, shrub and perennial/annual plants;
- in particular to undertake a risk assessment to determine the health and safety of the trees; and
- production of risk assessments and safe systems of work, to include: working at height, control of substances hazardous to health, use of work equipment and movement of vehicles etc.

The horticultural activities are undertaken by premises assistant and the contract is monitored by the Premises Manager.

Requests for dealing with any outbreaks of infestation should be reported to the Premises Manager.

For further information relating to COSHH or the Management of Contractors refer to the relevant section of this Policy.

**Useful link**

Arboricultural Association <http://www.trees.org.uk/>

## APPENDIX 24

### STATUTORY COMPLIANCE

The following table is a guidance document to assist schools in their statutory compliance. Sometimes the recommended frequency may state quarterly but the legislative recommendation could state at least annually, the guidance below takes into consideration the maintenance requirements to assist in ensuring the maintenance systems support the statutory compliance. It should be noted that an operations folder should be in place that is mirrored with the Premises manager and Business Manager, that details the last service, the required next service, and the actions required for all remedial works.

## APPENDIX 25

### BUSINESS CONTINUITY EMERGENCY PLAN

REFER to Appendix A for Template Emergency/Critical Incident Plan.

## APPENDIX 26

### LEGIONELLA

It is the LA's and schools policy to comply with our duties under the HSWA and COSHH Regulations as it extends to the risks from legionella bacteria, which may arrive from our activities.

As an employer, or a person in control of the premises, we will:

- identify and assess sources of risk;
- manage any risks;
- prevent or control any risks;
- keep and maintain the correct records; and
- carry out any other duties that we may have.

The school complies with advice on the potential risks from legionella as identified in the schools legionella water risk assessment and water log records.

A water risk assessment of the school has been completed by Apex Limited and Keith Solly is responsible for ensuring that operational controls are being conducted and recorded in the water log book. Keith Solly will be responsible for undertaking

basic operational controls in lieu of a water risk assessment being conducted by named company.

This will include, with reference to the risk assessment:

- all remedial action identified in reports is undertaken within the timescale identified;
- identifying and flushing rarely used outlets on a weekly basis and after school holiday periods;
- conducting necessary water temperature checks (monthly);
- disinfecting / descaling showers, or other areas where water droplets are formed (quarterly);
- Thermostatic mixing valves(TMV) to form part of the regular test and inspection process and procedure;
- microbiological testing of the system, in accord with the risk assessment e.g. every six months;
- annual chlorination of the water system; and
- the Legionella risk assessment to be reviewed at least every two years by a competent persons.

#### **Useful link**

The Approved Code of Practice: [Legionnaires' disease: The control of Legionella bacteria in water systems \(L8\)](#) contains practical guidance on how to manage and control the risks in your system.

## APPENDIX 28

### WORK EXPERIENCE

The school retains a duty of care for all students undertaking work experience and must ensure the placement is appropriate, therefore:

- All students are briefed before taking part in work experience on supervision arrangements and health and safety responsibilities.
- All placements (including private placements) are subject to pre-placement checks, the LA's 'preferred' suppliers Tower Hamlets Education Business Partnership should be used for assessing the suitability of all placements. No work experience placement will go ahead if deemed unsuitable.
- Where work placements form part of the vocational qualification offered by a FE college then the college is responsible for ensuring equivalent placement checks are conducted.
- Every student will receive a placement job description highlighting tasks to be undertaken and any necessary health and safety information which is passed onto the parent / carer.
- Arrangements will be in place to visit/monitor students during the placement.
- Emergency contact arrangements are in place (including out of school hours provision) in order that a member of school staff can be contacted should an incident occur.
- All incidents involving students on work placement activities will be reported to the placement organiser / Education H&S Team at the earliest possible opportunity.

<b>NOISE AT WORK</b>
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**Noise at Work**

It is the schools policy to either eliminate or reduce risks to health and safety from noise at work where the risk assessment identifies noise as a significant risk. Depending on the level of risk, preventative and protective measures will be put on place to reduce the noise exposure and provide employees with personal hearing protection.

In accordance with the Control of Noise at Work Regulations, the following action will be taken:

- designated areas and items of plant/equipment will be demarcated and identified by mandatory blue signs;
- line managers responsible for any processes, plant and equipment, coming within the scope of the Regulations, must ensure that noise hazards are addressed;
- reduce or minimise noise levels according to the hierarchy of controls as stated in the Regulations i.e. by engineering out so as to eliminate, reduce, contain or isolate, effective maintenance of equipment;
- reduce time exposure wherever possible;
- where this is not reasonable to do so, suitable personal protective equipment should be considered, but as a last resort; and
- Put in place a strategy to replace 'noisy equipment' over a period (may be long term, but not open ended).

For further information relating to Personal Protective Equipment (PPE) refer to the relevant section of this Policy.

For further information relating to PPE refer to the relevant section of this Policy.

<b>HOUSEKEEPING</b>
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**Housekeeping**

The expectation is that all staff and others will play their part in maintaining a decent level of hygiene and housekeeping within the school.

**Departments**

Every employee is responsible for his/her own work area on a day-to-day basis. Bulky items should be broken down into manageable loads, where possible and put into the bins.

If excessive/heavy volumes of waste requires disposal, each employee/department should make arrangements to get the waste cleared with the Premises Manager.

No waste materials may be placed in walkways or any fire escape route.

Each manager is also responsible for the safety of his/her department, including housekeeping matters.

Waste bins are provided for recycling and residual type waste. Bins should be emptied on a daily basis.

**Kitchenettes**

Every employee is required to observe basic housekeeping rules i.e. to clean and wash up crockery etc. after themselves.

Any spillage should be cleared immediately and reported as soon as possible to the Premises Manager who will arrange for the cleaning staff to undertake remedial action.

Fridges/freezers/microwave ovens should be kept clean by the users and completely emptied each week.

**Rest and Meeting Rooms**

Rest room, meeting rooms - everyone is expected to apply general principles of good housekeeping in all areas.

All walkways must be kept clear of obstructions or combustible materials or trailing cables. Combustible or flammable materials must not be stored in the Boiler/electrical intake rooms; only authorised persons are permitted access to these high risk areas.



**Food Safety**

Food items - all unwanted food/drink should be disposed of by its use-by/ best before date to prevent waste accumulation and to reduce the risk of contamination.

The school reserve the right to dispose of uncovered or other food/drink stored or found on the premises, if it is considered to be a hazard. Open containers should not be left lying around as it increases the risk from pests, such as fruit flies and mice.

<b>PERSONAL PROTECTIVE EQUIPMENT</b>
--------------------------------------

**Personal Protective Equipment (PPE)**

It is the schools policy to put in place all necessary safe systems of work, control measures and engineering solutions so that use of PPE is minimised.

Where PPE is needed it must be the most appropriate for the identified risk and it will only be issued where the risk assessment identifies that it will further reduce the level of risk as low as is reasonably practicable as PPE is recognised as a safeguard of last resort since it only protects the individual wearer.

**Common Selection and Use of PPE**

- PPE should be labelled to show what it protects against and is resistant to; and
- always use PPE according to the manufacturer's instructions.

The Personal Protective Equipment Regulations 2002 state that PPE on the market must be supplied with relevant information on:

- storage, use, maintenance, servicing, cleaning and disinfecting;
- the level of protection provided by the PPE;
- suitable PPE accessories and appropriate spare parts;
- limitations on use; and
- the obsolescence period for the PPE or certain of its components.

Ensure items of PPE used together are compatible with each other to ensure they continue to be effective against the risks.

Do not:

- reuse disposable PPE;
- leave contaminated work areas without removing the contaminated clothing in appropriate changing areas;
- store PPE in direct sunlight or in hot humid places as this can cause damage to some equipment; and
- Use PPE if it is damaged, heavily worn, unfit for use or past its usable protective life. You should dispose of it properly and replace it.

For further information relating to COSHH refer to the relevant section of this Policy.

<b>NEW AND EXPECTANT MOTHERS</b>
----------------------------------

**Pregnant Workers and Nursing Mothers**

It is the schools policy to assess any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). The risk assessment process will determine appropriate local measures, which is a management function.

**Notification**

The Line Manager or Business Manager on notification that an employee is pregnant, breastfeeding or has given birth within the last six months, should undertake a New and Expectant Mothers risk assessment and check your workplace risk assessment to see if any new risks have arisen.

If risks are identified during the pregnancy, in the first six months after birth or while the employee is still breastfeeding, you must take appropriate, sensible action to reduce, remove or control them and take advice from the LA's Occupational Health provider.

The Business Manager is responsible for undertaking a regular review of this assessment throughout the pregnancy and when they return to work as a nursing mother.

**Rest Room**

We will provide somewhere for pregnant or breastfeeding employees to rest and lie down. Although there is no legal requirement for us to provide an environment for staff to express and store milk, please direct any enquiry of this nature to the Business Manager.

<b>MANAGING VIOLENCE AND AGGRESSION</b>
---

It is the schools policy that all work-related violence and intimidation is unacceptable and will take all steps to avert the risk of violence through physical security measures, safe working practices and staff training. The risk assessment process will determine appropriate local measures, which is a management function.

However it is recognised that even with proactive measures, incidents of violence may still occur. Therefore it is also the schools policy that appropriate support mechanisms exist for all members of staff who may be subjected to incidents of violence during their work, including access to legal guidance where appropriate.

The Health and Safety Executive define violence as: 'any incident in which an employee is abused, threatened or assaulted in circumstances relating to their work'.

The school will take into account both the nature and level of the risk of violence to staff into account when assessing risk and where necessary undertake a specific violence risk assessment.

When undertaking such risk assessment the opinions and views of staff must be sought by consultation. The assessments will evaluate the adequacy of measures to reduce the risk of violence and where necessary develop plans to further improve these precautions.

Preventative measures will include those relating to:

- the environment;
- physical security precautions;
- means of raising an alarm;
- emergency response procedures;
- safe systems of work;
- training and information; and
- Individual measures identified in specific risk assessments such as new and expectant mothers, stress etc.

The school will ensure that staff and others as appropriate will receive adequate information, instruction and training in handling potentially or actual violent situations relevant to the degree of contact. The emphasis of all information, instruction and training will be on prevention and defusion/de-escalation.

When faced with an imminent threat to their personal safety, staff will be expected to immediately leave the area. (N.B. All staff have a legal right to leave in such circumstances and provided this was justified, it will not result in disciplinary action).

Should an employee be in a situation where they are being prevented from leaving an area (and the employee is in immediate fear for their personal safety), or they are actually being physically attacked (or reasonably believe they are about to be

attacked), they are entitled by law to use such force as is absolutely necessary to defend themselves and create a window of opportunity to escape.

The school recognises that on very rare occasions such as these, an employee may need to use physical force for the purpose of their own (or others) protection. However the use of physical force must always be justified in its application (i.e. absolutely necessary) and solely to escape from a situation (never for retribution or retaliation).

The school will support any employee who acts in an appropriate manner in accordance with this policy and their training, including legal guidance where appropriate.

However, staff must be aware though that any unjustified use of force may result in internal disciplinary action and/or legal action being taken against them by the injured party.

Following a violent incident Paula Prichard-Duggan will be expected to immediately provide initial sympathetic support to affected members of staff. This may include ensuring medical treatment, providing reassurance, de-briefing, and/or allowing an immediate short period of time away from the workplace to recover.

In cases of actual physical assault the Senior Leadership Team will be expected to ensure the actions below are taken:

- appropriate treatment of injuries is given to the assaulted member of staff by a first aider or emergency services (if necessary);
- where the injuries suffered are serious enough or where the assaulted member of staff wishes to, the assaulted member of staff attends Hospital as soon as possible;
- a member of staff attending Hospital must be accompanied by a member of staff;
- the taking of photographs should be considered/offered as it may help with any police prosecutions etc in the future;
- the Senior Leadership Team informed as soon as possible.

Where an affected member of staff is unable (or unwilling) to remain at work, managers will be expected to ensure the member of staff is able to get home safely. This may involve arranging for them to be collected by a relative or friend or to be taken home by another member of staff or by taxi.

(NB dependant on the severity of the incident and the individuals wishes, if they are returning to an empty house, it may be advisable for another member of staff to remain with them for a period of time).

The school will encourage prosecution in all cases of violence but will always press for prosecution in cases of actual physical violence. Where appropriate, access to legal guidance will be provided to staff who are victims of violence.

All staff have a duty to report incidents of violence in accordance with school and LA accidents/incident reporting procedures using the AIR form.

Ideally this should include all incidents of swearing or verbally abuse to staff. However it is appreciated that some people can swear or be verbally abusive during without necessarily intending to be aggressive and on such occasions staff do not necessarily feel threatened or offended and are reluctant to report these as violent incidents. The school accepts this and therefore permits staff individual discretion to determine the nature of the incident and whether it requires reporting.

However, the school still requires all incidents that exceed a staff member's personal threshold or is personally directed at an individual staff member or another employee to be reported.

For incidents where e.g. parents or others are overtly aggressive, intimidating or threatening there is no staff discretion and these must be reported as should any occasion of physical assault (this would include any incident of physical contact during an aggressive outburst e.g. poking a finger in the chest, pushing etc).

All reported incidents of violence should as soon as possible be investigated by the Senior Leadership Team to determine the support necessary for the staff involved and any action necessary to minimise the risks of a recurrence.

All reported incidents will be reviewed by the Corporate Health and Safety Team to ascertain if any further follow up or more detailed investigation is needed.

For further information relating to Risk Assessment, Offsite Visits, Lone Working and New and Expectant Mothers, refer to the relevant section of this Policy, Corporate Health and Safety Team and the HSE website: <http://www.hse.gov.uk/violence/>

<p><b>PEST CONTROL</b></p>
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**Pest Control**

The pest control contract is undertaken by Ecolab Limited and the contract is monitored by the Premises Manager.

Requests for dealing with any outbreaks of infestation should be reported to the Premises Manager.

The school is responsible for confirming that all pest control activities are in accordance with the Control of Substances Hazardous to Health (COSHH) Regulations and the Biocidal Products (BPR) Regulations i.e. disinfectants and pest control products.

For further information relating to COSHH or the Management of Contractors refer to the relevant section of this Policy.

## St Saviour's CofE Primary EMERGENCY PLAN

This plan is protected. Do not give any contact details or sensitive information to the media, pupils, parents / carers or members of the public.

The following plan is in template form and should be tailored to your school site, you may remove the whole emergency plan from this guidance policy and refer to it as an appendix.

Plan administration	
	Business Continuity Plan
Date of issue	September 2021
Electronic copies of this plan are available from	Bridget Clark
Hard copies of this plan are available from	Bridget Clark
Location of emergency grab bag(s)	School Office – Clare Paris & Rachel Sablon
Date of next review	September 2022
Person responsible for review	Bridget Clark



**Note: LBTH Corporate Health and Safety use and promote the School Emergency plan that is copyright of Nottinghamshire County Council. This is ideal for all schools to use, as in template form, with guides for the school to ensure all areas of their emergency plan is detailed.**

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## SECTION 1 - CONTACT DETAILS

### 1.1 School information

School details	
Name of school	St Saviour's C of E Primary School
Type of school	Primary
School address	Chrip Street Poplar E14 6BB
School operating hours (including extended services)	06:00 – 18:00
Approximate number of staff	40
Approximate number of pupils	240
Age range of pupils	3-11

Office contact details	
Office telephone number	0207 987 4889
Office email address	admin@st-saviours.towerhamlets.sch.uk

Useful websites	
School website / extranet	Stsavioursschool.org
Local authority	Tower Hamlets
Department for Education	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
Foreign & Commonwealth Office	<a href="http://www.fco.gov.uk">www.fco.gov.uk</a>
Environment Agency	<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>
Met Office	<a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>
Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Teacher Support Network	<a href="http://www.teachersupport.info">www.teachersupport.info</a>

## 1.2 Contact details - school staff and governors

---

\* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)

## 1.3 Contact details - extended services

---

\* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)

## 1.4 Contact details - local authority

\* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number				
Children's services				
Media / communications				
Property				
Transport				
Catering				
Educational visits				
Emergency planning				
Health and safety				
Risk / insurance				
Legal				
Human resources				
Educational psychology				
Occupational health				

## 1.5 Contact details - local radio stations

---

\* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)

## 1.6 Contact details - other organisations

\* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour)		
Health and Safety Executive		Infoline: 0845 345 0055  Incident contact centre: 0845 300 9923  Duty officer: 0151 922 9235 (24 hour)  Duty press officer: 0151 922 1221 (24 hour)		
Insurance company				



Trade union				
Supplier (transport)				
Supplier (catering)				
Supplier (cleaning)				
Supplier (temporary staff)				
Utility supplier (gas)				
Utility supplier (water)				
Utility supplier (electricity)				
Utility supplier (heating)				
Teacher Support Network		<p>England: 08000 562 561 (24 hour)</p> <p>Wales: 08000 855 088 (24 hour)</p> <p>Scotland: 0800 564 2270 (24 hour)</p>		<p>The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.</p>



## SECTION 2 - ACTIVATION

### 2.1 Notification of incident

---

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

- + **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in section 1.**
- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

Date and time of call:

.....

.....

Contact details of informant:

Date and time of incident:

.....

.....

Exact location of incident:

.....

.....

.....

Details of incident:

.....

.....

.....

Where is the informant now and where are they going?

.....

.....

.....

People affected (including names, injuries, where they are, where they are being taken to):

.....

.....

.....

What arrangements are in place for people not directly involved in the incident?

.....

.....

.....

What advice have the emergency services given?

.....

.....

.....

Who has been informed?

- Headteacher
- School staff
- Governors
- Pupils
- Parents / carers
- Extended services

- Police
- Fire & Rescue Service
- Ambulance Service
- Local authority
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media
- Insurance company
- Trade union

Does anyone else need to be informed?

.....

.....

.....

Are any other actions required?

.....

.....

.....

**+ If the incident happened on an educational visit please ask the questions below. You might already have these details but it could be useful to seek confirmation.**

Name of educational visit leader:

.....

Number of pupils on educational visit:

.....

Nature of educational visit:

.....

Number of staff on educational visit:

.....

Location of educational visit:

.....

.....

.....

If the incident happened abroad, do the Foreign & Commonwealth Office need to be notified?

.....

.....

.....

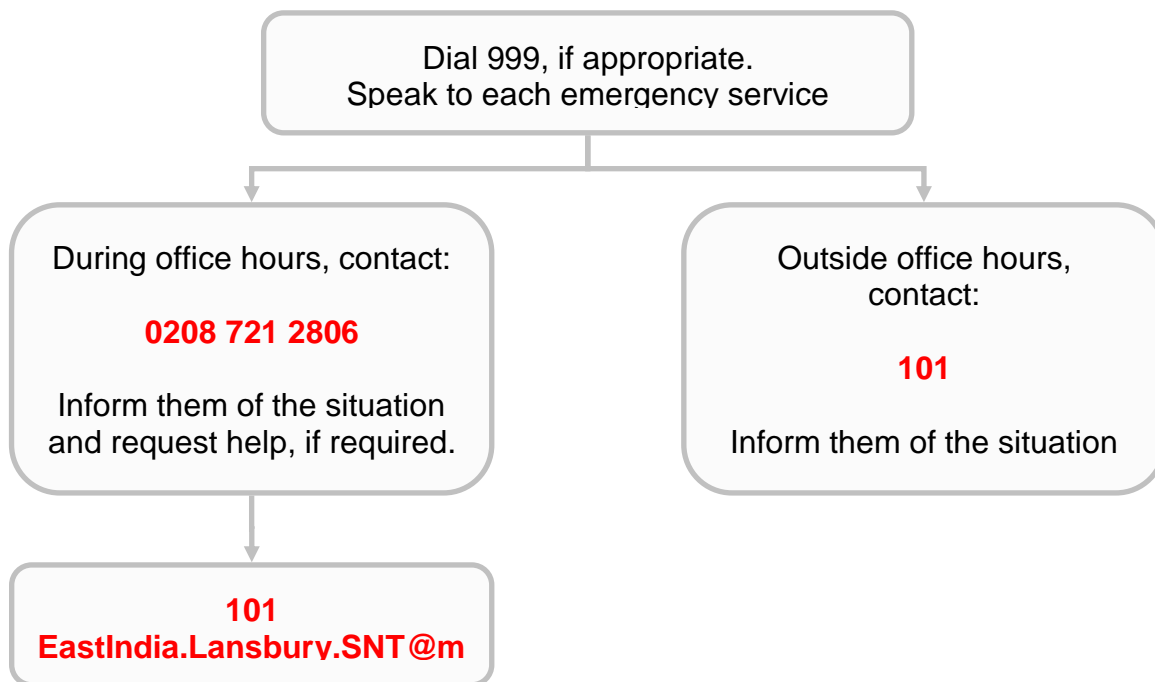
## 2.2 Initial action

---

Immediately inform the headteacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

- + **Assess the situation and establish a basic overview of the incident.**
- + **Take immediate action to safeguard pupils, staff and visitors.**
- + **Attend to any casualties and administer first aid, if appropriate.**
- + **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.



These contact details should only be used in an emergency. Do not give them to the media, pupils, parents / carers or members of the public.

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.**
- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible, avoid closing the school and try to maintain normal routines.**

## SECTION 3 - ROLES AND RESPONSIBILITIES

### 3.1 Roles and responsibilities - co-ordination

Ref <sup>a</sup>	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> <li>• Liaise with the educational visit leader on a regular basis</li> <li>• Consider sending extra staff to support the educational visit leader</li> <li>• Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>• Consider how parents / carers and pupils will be reunited.</li> </ul>	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> <li>• Business continuity</li> <li>• Communications</li> <li>• Log-keeping</li> <li>• Media management</li> <li>• Resources</li> <li>• Welfare.</li> </ul>	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> <li>• Allocate tasks amongst the SEMT</li> <li>• Ensure that staff are clear about their designated responsibilities</li> <li>• Establish the location and frequency of SEMT / staff briefings</li> <li>• Ask staff to maintain a log of actions made and decisions taken</li> <li>• Assign a log-keeper to provide administrative / secretarial support.</li> </ul>	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Pupils</li> <li>• Parents / carers</li> <li>• Governors</li> <li>• Extended services.</li> </ul>	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	



## 3.2 Roles and responsibilities - business continuity

Please refer to appendix 2 for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> <li>• Loss of utility supply</li> <li>• Loss of supplier</li> <li>• Loss of premises</li> <li>• Loss of personnel</li> <li>• Loss of telecommunications.</li> </ul>	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

### 3.3 Roles and responsibilities - communications

Please refer to appendix 6 for more information on communication arrangements.

Ref'	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> <li>• Pupils</li> <li>• Parents / carers</li> <li>• Governors</li> <li>• Extended services.</li> </ul>	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> <li>• What has happened</li> <li>• How their child was involved</li> <li>• The actions taken to support those involved</li> <li>• Who to contact if they have any concerns or queries.</li> </ul>	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

### 3.4 Roles and responsibilities - log-keeping

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Please refer to appendix 9 for more information on log-keeping.

Ref'	Log-keeping - initial response	Tick / sign / time
LK1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref'	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SEMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	

Ref'	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

### 3.5 Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

### 3.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> <li>• Advise staff and governors that they might have to prove their identity before the emergency services will grant them access.</li> <li>• Provide authorised visitors with identification badges and ensure they sign-in and sign-out.</li> <li>• Ensure that media access to the site is controlled.</li> </ul>	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> <li>• SEMT briefing room</li> <li>• Briefing area for parents / carers</li> <li>• Media briefing room.</li> </ul>	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

### 3.7 Roles and responsibilities - welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> <li>• Those with Special Educational Needs (SEN)</li> <li>• Those with medical needs</li> <li>• Those with Personal Emergency Evacuation Plans (PEEPs)</li> <li>• Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).</li> </ul>	

Ref'	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils..	
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

Ref'	Welfare - recovery	Tick / sign / time
W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

## 3.8 Roles and responsibilities - educational visit leader

Ref <sup>a</sup>	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> <li>• Contact details</li> <li>• Consent forms (including medical and next-of-kin details)</li> <li>• Maps</li> <li>• Tickets</li> <li>• Insurance policies</li> <li>• Proof of identity</li> <li>• Passports (if abroad).</li> </ul>	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> <li>• Records of expenditure</li> <li>• Medical certificates / hospital admission forms</li> <li>• Police incident number.</li> </ul>	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	



## APPENDIX 1 - POST INCIDENT SUPPORT

Ref <sup>a</sup>	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> <li>• The nature of the incident</li> <li>• How their child was notified of the incident</li> <li>• Arrangements for support organised by the school</li> <li>• Who to contact if they would like additional support.</li> </ul>	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> <li>• Teacher Support Network</li> <li>• Samaritans</li> <li>• Cruse Bereavement Care.</li> </ul>	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> <li>• Initial part-time attendance</li> <li>• Alternative methods of teaching</li> <li>• A sanctuary that pupils could use if upset during the school day.</li> </ul>	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> <li>• Missed work</li> <li>• Rescheduling projects</li> <li>• Exams.</li> </ul>	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> <li>• Closing the school on the day of the funeral as a mark of respect</li> <li>• A senior member of staff attending the funeral on behalf of the school</li> <li>• If staff and pupils can be allowed time off school to attend the funeral</li> <li>• Providing transport to take pupils and staff to the funeral</li> <li>• Providing pupils with information about what happens at funerals</li> <li>• Arranging floral tributes and / or donations.</li> </ul>	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> <li>• Garden</li> <li>• Seating area / bench</li> <li>• Tree</li> <li>• Book of condolence</li> <li>• Fountain</li> <li>• Sculpture</li> <li>• Painting</li> <li>• Photograph</li> <li>• Prize (e.g. a sporting / academic trophy for older children).</li> </ul>	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> <li>• Birthdays</li> <li>• Christmas</li> <li>• Mother's day</li> <li>• Father's day</li> <li>• Anniversary of the event.</li> </ul>	
P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> <li>• Commemorative service</li> <li>• Special assembly</li> <li>• Concert</li> <li>• Display</li> <li>• Sports event.</li> </ul>	
P32	Be aware of renewed media interest near anniversaries of the event.	

## APPENDIX 2 - BUSINESS CONTINUITY

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Examination papers			
Asset registers / equipment inventories			
Insurance documentation			

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Contact details			
Financial information			
Medical information			

Remote learning	Notes / instructions
Website / extranet	
Email	
Post	

## APPENDIX 3 - SITE INFORMATION

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Utility supplies	Location	Notes / instructions
Gas		
Water		
Electricity		
Heating		

Internal hazards	Location	Notes / instructions
Asbestos		
Chemical store(s)		

Pre-designated areas	Location	Notes / instructions
SEMT briefing area		
Media briefing area		

## APPENDIX 4 - EVACUATION

### Signals

Signal for fire evacuation	
Signal for bomb evacuation	
Signal for all-clear	

### Assembly points - fire evacuation

Fire evacuation assembly point A	
Fire evacuation assembly point B	

### Assembly points - bomb evacuation

Bomb evacuation assembly point A	
Bomb evacuation assembly point B	

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

### Pre-identified buddy school / place of safety / rest centre

Name of premise	
Type of premise	
Contact name and details of key holder(s)	
Address	
Directions / map	
Estimated travel time (walking, with pupils)	
Estimated travel time (by coach, with pupils)	
Capacity	
Capacity (sleeping)	
Facilities / resources	
Notes	

## APPENDIX 5 - SHELTER

### Signals

Signal for shelter	
Signal for all-clear	

Upon hearing the shelter signal, take the action below.

Ref'	Initial response - shelter	Tick / sign / time
S1	Ensure all pupils are inside the school building.	
S2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / carers of the situation.	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

## APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	
Signal for all-clear	

Lockdown	
Rooms most suitable for lockdown	
Entrance points (e.g. doors, windows) which should be secured	
Communication arrangements	<ul style="list-style-type: none"> <li>• Two-way radios</li> <li>• Classroom telephones</li> <li>• Mobile phones</li> <li>• Instant messaging / email</li> <li>• Other.</li> </ul>
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref <sup>1</sup>	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> <li>• Block access points (e.g. move furniture to obstruct doorways)</li> <li>• Sit on the floor, under tables or against a wall</li> <li>• Keep out of sight</li> <li>• Draw curtains / blinds</li> <li>• Turn off lights</li> <li>• Stay away from windows and doors.</li> </ul>	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	



## APPENDIX 7 - SCHOOL CLOSURE

Ref <sup>1</sup>	Generic actions - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> <li>• Partially opening the school to some pupils</li> <li>• Asking a buddy school for assistance</li> <li>• Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform:</p> <ul style="list-style-type: none"> <li>• Pupils</li> <li>• Parents / carers</li> <li>• Staff</li> <li>• Governors</li> <li>• Local radio stations</li> <li>• The local authority.</li> </ul>	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period of time, consider the actions below.

Ref <sup>1</sup>	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	

## APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls		
Outgoing calls		

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> <li>• Example of pre-recorded message</li> <li>• Instructions on setting to 'message only' mode</li> <li>• Can it be updated remotely or only from the school site?</li> </ul>
School website / extranet	<ul style="list-style-type: none"> <li>• Log-in details</li> <li>• Who is authorised / trained to edit the website?</li> <li>• Can it be updated remotely or only from the school site?</li> </ul>
Text messaging system	<ul style="list-style-type: none"> <li>• Log-in details</li> <li>• Who is authorised / trained to use the text messaging system?</li> <li>• Can it be used remotely or only from the school site?</li> </ul>
Local radio stations	<ul style="list-style-type: none"> <li>• Instructions for reporting school closures.</li> </ul>
Telephone tree	
Sign at school entrance	
Newsletter	
Email	
Letter	
School notice board	

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Pupils		
Parents / carers		
Governors		
Extended services		

# APPENDIX 9 - BOMB THREATS

---

**+ If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.**

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

**+ Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.**

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

.....

**+ Try dialling 1471. You may get information on where the phone call was made from.**

Did dialling 1471 work?

Time the call ended:

.....

.....

+ **Contact the Police (999) and headteacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

- |                                    |  |                                     |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal    | <input type="checkbox"/> Well spoken   | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud      | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter    |
| <input type="checkbox"/> Quiet     | <input type="checkbox"/> Deep          | <input type="checkbox"/> Lisp       |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched  | <input type="checkbox"/> Slurred    |
| <input type="checkbox"/> Clear     | <input type="checkbox"/> Hoarse        | <input type="checkbox"/> Other      |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal         |                                     |

At what pace did the caller speak?

- |                                 |                                |                               |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- |                                   |                                     |                                    |
|-----------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Normal   | <input type="checkbox"/> Upset      | <input type="checkbox"/> Irritated |
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Angry      | <input type="checkbox"/> Muddled   |
| <input type="checkbox"/> Excited  | <input type="checkbox"/> Rational   | <input type="checkbox"/> Other     |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Irrational |                                    |

Were there any distinguishable background noises?

.....  
.....

Notes:

.....  
.....

## APPENDIX 10 - SUSPICIOUS PACKAGES

Postal bombs or biological / chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> <li>• Do not touch the package further</li> <li>• Do not move it to another location</li> <li>• Do not put the package into anything (including water)</li> <li>• Do not put anything on top of it.</li> </ul>	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

## APPENDIX 11 - LOG-KEEPING GUIDELINES

	Thursday, 19/05/2011
7.40pm	Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.
7.50pm	Rang Philip. Number engaged.
7.55pm	Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.
8.05pm	Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10/15 minutes. Mobile number for Andrew: 07802 388 07802 338 202.
8.20pm	Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).
8.40pm	Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.

Notes should be recorded in chronological order.

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

- + Notes should be clear, intelligible and accurate.
- + Include factual information.
- + Use plain and concise language.
- + Keeps records of any expenditure.
- + Do not remove any pages.
- + Do not use correction fluid.

