

STAFF INDUCTION HANDBOOK 2025/2026



Contents

Introduction and Aims	4
Management Structure	4-5
Policies	5
School Times	5-6
Staff Room	6
PPA Room	7
Important Forms	7
Staff Corridor	7
Moving and Handling	7-8
Dress	8
Child Protection and Confidentiality	8
Behaviour	8
Health and Safety	9
Fire Procedure	9
First Aider and Nurse	10
Hepatitis B	10
Accidents and Injuries	10
Telephone Calls	10
Security	10
Swimming	11
Staff Absence	11
Minibuses	11
Meetings	12
Performance Management	12
Professional Development	12-13
Intimate care procedures	13
Staff Code of Conduct	13-14
Miscellaneous	14-15
Open Door Policy	15
Appendices	16-57
Appendix 1 – Accident Form	16
Appendix 2 – ABC Form	17-18
Appendix 3 – Violent Incident Form	19-20

Contents continued

Appendix 4 – Return to Work Form	21
Appendix 5 – Absence Form	22
Appendix 6 – Adverse Event Report and Investigation form	23
Appendix 7 – Record of Concern	24-25
Appendix 8 – Pool Induction	26-28
Appendix 9 – Induction Programme	29-33
Appendix 10 – Health and Safety Policy	34-57

Welcome to Lakeside

Introduction

Lakeside welcomes you to our staff team. This handbook forms the initial part of your induction. A member of the leadership team will take you through it on your first day.

Covid-19: For school protocol and best practice guidance on infection limitation please see your separate “Covid-19 Staff Handbook”.

Aims

Our motto is: ‘Learning for Life’, Lakeside aims to:

- ✓ Provide stimulating teaching and a curriculum which motivates pupils, enabling them to enjoy school and develop a positive attitude to learning and life
- ✓ Provide opportunities which will encourage, support and challenge pupils to develop as independent young people.
- ✓ Provide a safe and supportive yet challenging environment in which all members of the school community are valued, respected and helped to succeed
- ✓ Promote partnerships with parents and the wider community which will enable pupils to become valued members of society.

The curriculum and learning environment emphasise the value placed upon each individual child; fostering self-esteem and respect for others, establishing sound attitudes and values and encouraging purposeful patterns of behaviour.

The school promotes self-advocacy and aims to provide the means and opportunities for pupils to develop as assertive individuals who know and understand their own needs and desires. The school as a whole adopts an open mind-set. We are all learning together.

Management structure

The school believes in clear and fair roles, responsibilities, and accountability. Without these, we cannot provide a safe environment and thriving learning atmosphere. We expect all staff to develop awareness of and responsibility for the learning and emotional well-being of pupils. In each class, there is a teacher or learning lead, an H5/H4 learning support assistant and at least 4 other learning support assistants with varying levels of experience. In some classes there are also H6 learning support assistants. As a new member of staff, you will be assigned a mentor who shares your job role. This person can answer your questions and support you to become confident in your role. If you are an LSA, you are expected to follow the lead of both the teacher and the H5/H4 LSA, you are expected to do as they ask and listen to their advice. You will be working within a 6-month probationary period during which the school has the right to terminate your contract if it is felt that there is a cause for concern regarding your work or cooperation with the school’s values and management structure.

Teachers, please note that in accordance with the teacher's standards, it is your responsibility to support and train LSAs so that you can deploy them in your classroom to promote outstanding learning.

There are two learning support assistants who form the autism team. These LSAs have a whole school responsibility and are senior members of staff. They are there to help with challenging behaviour and learning resources. Teachers and LSAs are expected to consult with them and use their knowledge and expertise in order to plan and sustain progress.

There are 5 Assistant Head Teachers, Middle leaders: Primary, Middle school, Extended learning, PE and movement, Autism and Sensory/profound and multiple learning difficulties. These teachers form part of the senior leadership team, led by the Head Teacher and Deputy Head Teacher.

Governors:

Lakeside has a governing body to oversee its work. These are members of the public, parents of the school and school staff who work together to act as critical friend to the school. While the day to day running of the school is delegated to the head teacher, the governors have a strategic overview of our work. Working in committees, the governors monitor the work of the school to ensure compliance with law and to ensure pupils are helped to make good progress.

Staff can have access to the governing body through the teacher or staff governor – see Chloe Chapman. Formal complaints against the school will be dealt with by the governors in the first instance.

Policies

The work of the school is guided by the policies written for each aspect. Many of these are required by law e.g. Child Protection, Health and Safety, Whistle Blowing. Others are school specific.

To ensure everyone has access to the latest version all policies are kept electronically on the Teachers' Shared drive. All staff have access to this drive with a link on all computer desktops.

Policies are also available on the school website.

The following books are also kept in the Head teacher's office:

- Incident book
- Racial Harassment book
- Physical Intervention

School Times

The school is opened at the latest at 7.00. Teachers should be in class at the latest by 8.45 a.m. to enable adequate preparations for the day. Other staff should arrive in school at the allocated/agreed time with teachers to facilitate staggered pupil arrival/leaving arrangements.

Arrival:

Pupils arrive by taxi or minibus at 8.50/9.00/9.10am. The class registers are taken as close to 9.15 as possible. If a pupil arrives after 9.15, they are officially late.

Departure:

Children depart between 2.50 and 3.30. They are called per bus over the loud speaker system. Pupils should be ready to go.

Breaks:

Staff are given 45 minutes break within a full working day

When these breaks are taken is at the discretion of the class teacher and planning for them will take account of staff levels/health and safety in the class.

NB: If you bring fizzy/sugary drinks into school these need to be kept in the staffroom fridges or a locked cupboard in the classroom. Staff may only have water bottles out in the classroom. Drinks bottles are to be labelled.

Staff Room

We hope that the staff room is somewhere where you can relax and unwind. We have put together a few basic ground rules for happy staff room life:

- There are no 'special' chairs. The mugs in the staff room are communal property and should not be taken away. The water heater above the sink is used for making drinks and hot water is always available. There is always chilled water, coffee, tea, sugar and milk available in the staff room for morning break and lunchtime drinks – this is provided free.
- A lot of what is said in the staff room between members of staff may be confidential. Because we often have a lot of visitors in school who use the staff room it is important to be aware of who is in the staff room when you are having conversations.
- Notices, copies of staff memos, staff meeting minutes and diary dates are displayed on the white board in the staff room. Daily timetables and urgent messages are placed on the whiteboard daily.
- Please keep the staffroom as clean as possible throughout the day – remember to clear away your cups/plates/cutlery etc after you have used them – do not leave them for others to clear up after you. If the dishwasher needs filling or emptying – please do it!

PPA Room

The Planning Preparation and Assessment room is available for use by all teachers during their PPA time. The computers in this room are connected to the Internet and may be used by all staff. Union information can be found on the noticeboard in this room.

Resource catalogues:

These can be found on the shelves in the PPA room. They may be taken away for use but should be returned ASAP

Staff development books:

These can be found on the shelves in the PPA room. You may borrow any of the books from these shelves to further your own personal development work

Pigeon holes:

Teachers have a named drawer in the PPA room. TAs not assigned to a particular class have one of the blue wall pockets in the staff corridor. Other TAs will get message in the register.

Important Forms

The current versions of these forms can be found in Appendices 1-7. They can be found in the corridor outside the office.

Accident Record

ABC Forms

Violent Incident Forms

Return to Work Forms

Absence request forms

Adverse event report and investigation form

Record of Concern

Staff Corridor

You will find a copy of the school development plan on the board and any health and safety information.

Moving & Handling

All job descriptions require members of staff to be physically fit and capable of working with children with disabilities and to handle those with challenging behaviour. Our Moving and Handling trainers train all staff in safe procedures and you should not undertake these procedures until you are trained.

There are copies, in each class, of risk assessments for each pupil who may need moving and handling, outlining the methods to use. Ensure that you follow the correct procedure for moving pupils either manually (NEVER ALONE) or with a hoist.

Full use must be made of hoists, which are provided in all areas. Staff must ensure that they are aware of the regulations concerning moving and handling and must never put themselves or others at risk. Staff should never attempt to lift a child single handed unless the risk assessment stipulates that the child is light enough and the lift easy enough for this to happen.

Dress

All members of staff must dress in a manner that is compatible with their professional duties. Staff should be positive role models in all areas of their contact with pupils including dress.

All clothes must be suitable for working with children, hoisting, manual handling and restraint procedures. Staff must remember that watches and jewellery must be removed for restraint procedure.

Teachers should also consider how their dress reflects their professional standing and make decisions on dress for occasions such as annual reviews and parent evenings that may be more formal than their day-to-day classroom wear which has to be practical.

Please see attached Dress Code linked to Health & Safety.

Child Protection and confidentiality

Staff should refer to the policy regarding child protection and should always abide by the procedures as stated. You will receive full training in this important area of our work. The two designated senior persons for Child Protection are named in the staff list attached. They are responsible for child protection and any concerns should be taken to them immediately.

Confidentiality is essential when dealing with all child protection issues and any other matters pertaining to any personal, social and medical matters of children and their families. These matters should only be discussed on a 'need to know' basis - that is with other professionals who will be disadvantaged in their role if information is withheld.

Behaviour

Some of our pupils display challenging behaviour and this can be difficult for staff new to the school. It is essential to realise that in most cases these children are using behaviour as their only means to communicate that they have a problem and it is our job to understand the causes of behaviour and not make judgements.

We use the Therapeutic Thinking (Hertfordshire Steps) as a programme to help us understand and manage behaviour and where necessary to use safe holds to restrain or move children to safety. No-one should attempt to be part of a physical intervention until they have received training except where health and safety would be put at risk if they do not intervene. Teachers will slowly introduce staff to our more challenging young people.

Health and Safety

The following points are only key issues related to day to day working. All staff are expected to read the health and safety policy. It is available on the website and at Appendix 10.

Staff must never put themselves or other people at risk during the course of their work. This is your responsibility. It is the school's responsibility to ensure you have the time, training and equipment to do your job safely. You have to make use of these resources.

Fire Procedure

All staff should be aware of these procedures which are explained fully in the Health and Safety policy. Fire escape routes are well signposted. The assembly point is at the rear of school, in the playground. All routes are signposted - take the most direct route out of the school building

When the fire bell rings please observe the following procedure:

- Immediately close the door of your classroom to prevent the fire spreading.
- Leave the classroom or work area by the nearest external exit.
- Encourage the children to move quietly and without panic.
- Assemble the children in class groups on the school rear playground
- One member of class staff to call the register - brought by the secretary - and check that all children and staff are out of the building.
- Remain on the school playing field until the head teacher or deputy informs you that it is safe to return.
- Do not walk back through the school to help classes if you are on your break. Make sure you follow procedure by leaving through your nearest fire exit and assembling at the front of the school where a role will be taken.
- If you are working with children, it is your main responsibility to get them to safety.

Do not put your back at risk trying to move children who need to be returned to wheelchairs. Safety rules for moving and handling must still be followed. There may be no time to use hoists but ensure that there are sufficient people to complete any emergency lifts that may have to be made. Roll children on to mats and drag them outside, if necessary, until more people can be summoned to help. If the door is shut, you have half an hour before fire can reach you unless of course the fire is in your classroom.

If you find a fire set off the alarms. Please ensure you know where the alarm points are. You should know where the fire extinguishers and fire blankets are and what they should be used for. However other than using the blanket on a cooker fire you are not expected to fight fires.

First Aider and Nurse

The nurse is responsible for the health of the children. A First Aider at Work will administer first aid to adults. In an emergency all of these people will try to help whoever the injured person. There are first aid kits in each room

Accidents and Injuries

Any accident or incident occurring on the school premises or elsewhere during the course of your work should be recorded in the accident book and the headteacher informed. The relevant forms for accidents or injuries caused through violence are held by Laura Gould.

Telephone Calls

Mobile phones must be turned off, or put on silent, and must not be used during working hours. Emergency contacts must be made through the school office. Please ensure that family members who may need to contact you in an emergency have the school number and office staff will bring you to the phone immediately or relay a message.

Security

The main school building and outbuildings each have their own alarm systems which are set after hours. All areas of the school have motion detectors so mobiles or other moving objects should not be left hanging in classrooms at the end of the day as they could set off the alarm system. There is one security number for all keypads except the front door. This will be changed regularly for security Please ensure that you know the codes and keep them confidential.

The caretaker is responsible for security and staff wishing to use the premises out of school hours should consult with him. Several members of staff are officially key holders. Staff should always ensure that windows, doors and gates are locked or closed as far as possible when they leave the premises. Spare keys to most areas of the school are kept in the office key press.

Staff must ensure that they do not stand on chairs to work/reach above head height. Step ladders are provided throughout the school. See the caretaker if you need a taller ladder.

Always lock the outside doors if working alone in the building out of school hours. Do not use ladders or work at an unsafe height unless someone is there to assist you or to summon help. If working alone, make sure a telephone is close to hand so that you can summon assistance in case of emergency. Do not confront intruders/vandals on the school site.

Swimming

All staff must ensure that they are aware of the safety rules to follow when using the pool. They are displayed on the wall in the pool. The pool induction policy is included in this pack at Appendix 8. Ensure someone (a member of HCC staff) on the side has the whistle. Pool side staff are to be vigilant. Everyone should be up to date with resuscitation and pool safety training. Ensure there are sufficient staff for the numbers of pupils. Staff must be appropriately dressed for working in the pool area i.e. shorts and tee shirt if on the side and not swimming. You will receive separate pool induction from our swimming teacher.

Staff Absence

Always notify the school/deputy head as soon as possible. The reason for absence should be given and the expected date of return should be stated. When it is not possible to give an expected date of return staff should telephone the deputy head or bursar before 8.00 a.m. each morning of absence.

All staff returning to school from any absence should inform the deputy head of their return to duties, and complete a return-to-work form obtained from the office corridor.

Members of staff becoming unwell whilst at school and wishing to return home should see the school nurse or member of SLT. It is essential that all staff provide the office with the self-certification form or doctor's certificate as appropriate.

All staff should take their holidays during the specified school holidays.

If an accident or incident occurring on the school premises or elsewhere during the course of your work is the cause of absence it should be recorded on the appropriate form and the headteacher informed.

Minibuses

Staff who drive the minibus must undertake the Hertfordshire Minibus Driving Assessment. Staff who wish to drive the minibus should have a current full driving licence with category D1 on it, with no more than 3 penalty points currently in force. Drivers must be over 21 years of age (preferably over 25) and must have held a full driving licence for not less than 3 years. Those who passed their test after 1st Jan 1997 must hold a PSV licence.

The school is entitled to the concessions for parking granted by the "Blue Badge" Scheme to disabled people. The parking disc must be displayed when parking on yellow lines or in a reserved place for badge holders which has a time limit. Drivers are personally liable for penalties arising from any infringement of parking and traffic regulations

Rear doors should always be unlocked for access in the event of an accident. As far as possible staff should always position themselves near the side door and rear doors. The 'minibus checks' form must be filled in and signed. For long journeys, driver hours are carefully regulated. Staff receive regular training re the clamping of wheelchairs. Please ensure that you attend.

The 'log' should always be completed at the end of a journey. Defects should be reported to the caretaker or teacher with responsibility for the minibus. The driving assessor is responsible for the purchase of petrol; please inform him if the petrol is low or if you anticipate making a long journey.

Meetings

Staff Meetings:

These form part of directed hours for teachers and nursery nurses.

Wednesday 3.45 p.m. to 5.00 p.m. Part-time staff attend on a pro-rotas basis; however, if an important topic is to be discussed, please make every effort to attend. Staff should make sure they read minutes of meetings they miss.

Briefings:

Thursday 8.30-8.45 a briefing on the issues due to arise that week, all welcome.

Department Meetings – Teachers:

These form part of the staff meeting rota.

Teaching Assistant Meetings:

To be confirmed.

Class Meetings:

Class teams are expected to meet regularly to discuss issues relevant to themselves (equivalent of ½ hour each week, organised at discretion of teachers). Minutes to be given to SLT.

Performance Management

Teachers:

You will have a formal interview with your member of SLT in the autumn term when you will set targets for improvement. Your reviewer will then observe you teach through the year and have ongoing discussions with you about your progress towards your targets. There will be a summative meeting at the end of the school year to report on progress.

Support staff:

Your terms and conditions require you to achieve performance targets to progress through the pay scale. You will have an interview with a member of SLT. Your teacher will provide feedback regarding your performance. From this we will set your future targets.

Professional Development

All staff are encouraged to improve their knowledge, skills and training. Better trained staff provide better teaching for our pupils – so there is a very real reason why we encourage all staff to attend training. Staff development work must be linked to the priorities in the school development plan.

There is a rigorous induction programme which can be seen at the back of this document at Appendix 9. It lasts 6 months. At the end of which probation is discussed. If the induction has been covered and performance is satisfactory then the appointment becomes permanent after a short review meeting with a member of SLT.

The training we offer is all linked to the school development plan. Development work may involve going on a course away from school. There will also be formal training arranged in

school – either with outside trainers or school staff. However, some of the best opportunities for development occur informally – asking a question of another member of staff and receiving on the job training. This is quick, focussed, and effective.

Training can also come from reading professional journals, magazines and books. The school has several useful subscriptions and the magazines are displayed in the staff room. Make use of them. The staff library is kept on the shelves in the staff corridor.

If you wish to attend a course, please speak to the deputy head. You will be asked to state your reasons for wanting the training and how it will relate to your work. On your return you will be asked to evaluate the course. After a period of several months, you will be asked how the course has affected your work and what improvements have been made for the benefit of the pupils as a result. You should keep a record of all training in your portfolio.

Intimate Care Procedures

Intimate care and toileting procedures should always be carried out in a discrete manner for the sake of the privacy of the child. Except in emergency or exceptional circumstances male members of staff should not change or toilet female students. Due to the nature of our staffing female staff may be involved in these procedures with boys of all ages, but every effort should be made for the older males to be dealt with by a male adult.

Two members of staff will deal with changing a pupil on a changing bed for both health and safety and protection reasons. As only one member of staff needs to accompany a more physically able pupil to the toilet, to minimise risks for staff and students, staff should aim to do this whilst other people are present in adjacent areas. Different staff should work with a range of pupils. Staff must always ensure that other adults in the team know that they are with a child.

Staff Code of Conduct

Staff are the role models for our young people. It is essential that staff working with pupils adhere to this code of conduct to ensure the safety and wellbeing of the young people and to prevent allegations of misconduct against staff.

Physical Contact:

We have no wish to ban staff from having physical contact with pupils. It would be inappropriate to refrain from physical contact with very young pupils, who require nurturing. Pupils working at lower cognitive levels need sensory input and this will often require physical contact. However, it must be carried out in a way that is appropriate to the age of the child. Cuddling a toddler who is hurt, or sitting a young child on a lap for a story is acceptable. However, the same would not be appropriate with an older pupil, no matter how severe their learning or physical disability. *Physical contact must always be acceptable to both the adult and child.*

Out of School Contact:

No member of staff should make arrangements to meet children out of school hours for private meetings. Some members of staff are employed by parents to provide care for pupils out of school under the Direct Payments scheme. All members of staff who undertake such work **must** notify the head.

Our children are vulnerable and we owe them a duty of care. We take our duties in respect of Child Protection very seriously. No breach of conduct will be tolerated. All instances of child abuse, of any kind, by any person, are reported and all staff are trained and required to be vigilant for signs of distress or abuse. Inappropriate behaviour will not go unnoticed or be tolerated, excused or ignored.

Miscellaneous

Staff off site:

Individual staff who are going off-site during the day should indicate this by signing out on the Inventory System in the foyer. Please remember to sign back in when you return back to school.

Photocopying:

Please be aware of copyright restrictions – see the secretary for details. Further supplies of paper can be found in the cupboard in the PPA room. If you jam the photocopier up, please do not attempt to sort it yourself – ask for help in the office. Personal copies must be paid for – see the secretary.

Parking of Cars:

If parked on the school grounds, cars are parked at the owner's own risk. Cars should not be parked on the verges and/or where they can obstruct views. The Welwyn Hatfield Council has warned the school that owners could be liable to fines. There are (September 21) resident's only restrictions in some of the surrounding roads. There are also parking facilities at the local rugby club and Stanborough School, please speak to the office for information.

Diary:

All teachers will have their own school email address and therefore will have access to their own diary and be able to view the whole school diary. Email admin if you want something put in the main diary or send a diary invite straight from your own outlook calendar.

White Board outside staff room:

This is the caretakers' noticeboard, where messages can be left for him.

Crossing the Hall:

Please do not cross the hall when lessons are in progress. Go quietly through the side of the hall and the corridor behind. Do not stop and talk.

Interrupting lessons:

Only interrupt a class lesson if it is unavoidable. Disturbing a settled class can waste a whole lesson in re-settling and re-focusing the pupils. Wait until break times.

Cleaning: (Please also refer to attached Protocol for health and safety – COVID)

For daily cleaning, chairs should be stacked at the end of each day to allow for the cleaning of floors. Sinks will be cleaned once or twice a week but only if left clear. Please routinely wipe surfaces, door handles, iPads and whiteboards during the school day to prevent germs from spreading. The cleaning of classroom equipment, personal posture/seating, aids and specialized bathroom equipment is the responsibility of classroom staff. The school cleaners are responsible for the cleaning of the beds in the communal bathrooms - but please ensure that you clean the mattress after each change.

Refrigerators in Classrooms:

Please ensure that these are always in a hygienic condition and are functioning at the correct temperature according to the thermometer supplied. Fridge temperatures must be recorded twice daily on the forms provided. Ensure that all food is within its date code.

Laundry:

Karen A (Willow Class) is responsible for the laundry and will ensure washing is cycled through the process. Please collect laundry when it is finished.

Open Door Policy

The Headteacher and the Deputy Head operate an open-door policy. You can come and talk to them about anything at any time. Obviously check they are free first but we take staff well-being very seriously at Lakeside. We want staff to be happy and proud of their workplace and we want them to feel that they will be listened to and valued.

Appendix 1 – Accident Record

+ Accident Record

1. About the person who had the accident

Name _____
Address _____
_____ Postcode _____
Occupation _____

2. About you, the individual filling in this record

If you did not have the accident write your address and occupation.

Name _____
Address _____
_____ Postcode _____
Occupation _____

3. Details of the accident (Continue on the back of this form if you need to)

When it happened. Date ____ / ____ / ____ Time _____
Where it happened. State location _____

How did the accident happen? _____

Give the cause if possible _____

If the person who had the accident suffered an injury, give details _____

4. Sign and date

Person filling in the record.

Print Name _____ Sign _____ Date ____ / ____ / ____

Person who has had the accident (as confirmation they agree the accident has been recorded accurately).

Print Name _____ Sign _____ Date ____ / ____ / ____

5. For the employer only

Complete this box if the accident is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR).

How was it reported? _____

Print Name _____ Sign _____ Date ____ / ____ / ____

Appendix 2 – ABC Form

ABC FORM

Pupil Name:	Member/s of staff involved:	Location: Classroom, Hall, Playground, corridor, individual classroom area, music room, swimming pool, bathroom area, individual teaching or breakout area,
Date:	Also Present Staff and pupils	Physical restraint used? Yes or No Restrictive physical intervention book log number
Duration of incident Number of Minutes:		Was anyone hurt as a result of the incident? Yes or No Violent incident form completed? Yes or No Accident form completed? Yes or No
Number of individual behaviours such as kicking or hitting if behaviour is constant a day		

Antecedent

What was happening immediately before?	Tick as many as are needed
Change or absence of staff in class	
Change to timetable or routine	
Change in room or outside room	
Urgent request to comply	
Infringement of personal space	
Being in room for long period	
Restricted access to activity/place	
Termination/ending preferred activity	
Termination to a different place in classroom or school	
Unpredictable event/interruption	
Task too challenging	
Other (please specify)	

Behaviour describe- don't			
Hit/punch /slap	Smearing	Swearing	
Yell or scream	Running away	Self-injury	
Pinch or scratch	Undressing in public place	Throwing furniture or objects	
Go to bed/withdrawn/freeze	Urinating in public place	Dropping to floor	
Stare	Masturbating or touching genitals in public place	Hair pull	
Grabbing	Touching genitals or breasts of others	Kicking	
Other please specify in one or two words			

Appendix 2 – ABC Form reverse

Consequence – Including intervention strategies
 What did you do and how did the pupil respond to what you did?

What did you do? – tick which applies	Tick	What did the child do? Was your intervention successful?	Tick
Offered visual support to clarify		Calm but sat away from group	
Spoke quietly		Calm different activity away from group.	
Used agreed script		Complied with requests	
Distracted		Return to group	
Swapped staff		Return to task	
Ignored		Returned to challenging behaviour- ie your intervention was not successful.	
Gave a warning re consequence			
Carried out warning			
Reduced challenge of task			
Gave limited choice			
Disempowered behaviour eg: "you can listen from there"			
Removed from group using: RPI* PI** Verbal or visual support			
		Is de-brief needed? (time to talk about incident in confidence)	

PI** – Physical intervention – Guide, light touch etc.

RPI* - Restrictive intervention – holding using agreed restrictive physical methods to prevent injury or damage.

Appendix 3 – Violent Incident Form Reverse

DETAILS OF INJURY AND TREATMENT Was injury sustained? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes please specify injury type <input type="checkbox"/> Sprain <input type="checkbox"/> Bruising/swelling <input type="checkbox"/> Cuts/scratches <input type="checkbox"/> Puncture Wound <input type="checkbox"/> Fracture <input type="checkbox"/> Dislocation <input type="checkbox"/> Scalds/burns <input type="checkbox"/> Concussion <input type="checkbox"/> Shock <input type="checkbox"/> Internal injury <input type="checkbox"/> Eye Injury Other (please specify) _____ Type of treatment <input type="checkbox"/> Hospital <input type="checkbox"/> Doctor <input type="checkbox"/> First Aid <input type="checkbox"/> Rest <input type="checkbox"/> None Details of treatment _____																	
WITNESS(ES) (Please attach statements). Forename: _____ Surname: _____ Address: _____ Postcode: _____ Tel No: _____																	
EMPLOYEE ABSENCE DUE TO INJURY Has the injury resulted in absence from work? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> TBC (inform H&S Officer once known) If yes, did he/she do any work on the day of the incident after it happened? <input type="checkbox"/> Yes <input type="checkbox"/> No What time did he/she stop work? _____ am/pm Anticipated duration of absence _____ days	HSE STATUTORY REQUIREMENTS (See Departmental Safety Arrangements) Is the incident notifiable to HSE? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> TBC (inform H&S Officer once known) If Yes How was the accident reported to the HSE? <input type="checkbox"/> Internet <input type="checkbox"/> Telephone <input type="checkbox"/> F2508 form (Please attach a copy to the accident) RIDDOR Number _____																
INVESTIGATION - THIS SECTION MUST BE COMPLETED Please refer to County Council Incident Reporting General Policy and Guidance Has this incident been reported to the Police? <input type="checkbox"/> YES <input type="checkbox"/> NO Police Incident No _____ Name and Number of Officer _____ Describe the causes of the incident _____ _____ Describe any action that has since been taken to prevent a similar incident _____ _____ Please continue on separate sheet(s) if necessary																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Have there been any similar accidents?</td> <td style="width: 5%;"></td> <td style="width: 5%; text-align: center;">Yes</td> <td style="width: 5%; text-align: center;">No</td> </tr> <tr> <td>As a result of these incidents have you reviewed your risk assessment / procedure?</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td>Is training or re-training required?</td> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td>Have the control measures / procedures been effectively communicated to staff?</td> <td></td> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> </table>		Have there been any similar accidents?		Yes	No	As a result of these incidents have you reviewed your risk assessment / procedure?	N/A	Yes	No	Is training or re-training required?		Yes	No	Have the control measures / procedures been effectively communicated to staff?		Yes	No
Have there been any similar accidents?		Yes	No														
As a result of these incidents have you reviewed your risk assessment / procedure?	N/A	Yes	No														
Is training or re-training required?		Yes	No														
Have the control measures / procedures been effectively communicated to staff?		Yes	No														
Investigating Officer: Name: <u>Lynnette Johnson</u> Signature: _____ Position: <u>Head Teacher</u> Tel No: <u>01707 32740</u> Date: _____																	
THE MANAGER MUST SIGN HERE TO INDICATE THAT THEY ARE AWARE OF THE INCIDENT DETAILED OVERLEAF AND ABOVE. Manager's Name: _____ Signature: _____ Date: _____																	
RETURN THE COMPLETED FORM TO YOUR DEPARTMENTAL HEALTH & SAFETY TEAM Details on Connect > People > Health and Safety > Who's Who in Health and Safety Completion of this form does not constitute a claim against the County Council Data Protection Act 1998 Fair Processing Information Notice. This information will be held by Hertfordshire County Council for the management of health and safety and to meet statutory reporting requirements.																	

Appendix 4 – Return to Work Form

SELF CERTIFICATION SICKNESS ABSENCE AND RETURN TO WORK MEETING FORM

Part (1): To be completed by the employee

This form must be completed for all periods of sickness absence. If the absence is for less than 7 calendar days the form can be completed upon the Return To Work. However, if the absence continues for longer, the form should be completed by the Headteacher/line Manager and confirmed by the employee at the earliest opportunity.

Personal Details										
Employee Name					Personnel Number					
School Name					Job Title					

I certify that I was absent from work due to sickness during the period stated below:

Details of Sickness																				
Date became unfit for work										Last date unfit for work										
Date of first full day of absence from work										Date resumed work										
Number of days absent	Working Days				If the absence was for more than 7 calendar days, please attach a Fit Note from your GP to this form.															
	Calendar Days																			

My reason(s) for absence were as follows:

<input type="checkbox"/> Back Problems	<input type="checkbox"/> Muscular Skeletal	<input type="checkbox"/> Stress / Depression / Anxiety	<input type="checkbox"/> Carcinoma
<input type="checkbox"/> Colds	<input type="checkbox"/> Flu	<input type="checkbox"/> Infections	<input type="checkbox"/> Headache / Migraine
<input type="checkbox"/> Eye Disorder	<input type="checkbox"/> Ear, Nose & Throat	<input type="checkbox"/> Urinary Tract Infection	<input type="checkbox"/> Pregnancy Related
<input type="checkbox"/> Stomach Ailments	<input type="checkbox"/> Heart Problems	<input type="checkbox"/> Respiratory / Chest / Asthma	<input type="checkbox"/> Work related Injury/ Disease
<input type="checkbox"/> Other (Please explain below)			

Signature of employee					Date									
-----------------------	--	--	--	--	------	--	--	--	--	--	--	--	--	--

Please note: Knowingly making a false statement may result in disciplinary action being taken and sick pay being terminated.

Part (2): To be completed by the Manager:

I certify that I have:

- Discussed this absence with the employee
- Ensured that the necessary certifications are completed and retained on the personnel file
- Ensured that the information is passed to Payroll on the Time Sheet Monthly Return

Signature of Manager					Date									
----------------------	--	--	--	--	------	--	--	--	--	--	--	--	--	--

The purpose of the record will be to monitor general absence levels and reasons for the absence across the school and to enable the Headteacher to monitor individual absence levels. All records are kept confidentially.

A copy of this form should be given to the employee and a copy should be kept on the employee's personnel file. All records are kept confidentially.



Appendix 5 – Leave of Absence Form

Application for Leave of Absence

Name _____

Today's date _____

Date leave required _____
(inc times if part day)

Reason for Request – (give as much detail as possible)

.....

Office Use:

Is supply cover available? Yes / No

Is this compassionate leave? Yes / No

Is this unpaid leave? Yes / No

Can the class be adequately covered if supply not available? Yes / No

.....

Paid Leave approved Unpaid Leave approved Leave cannot be granted

Signed

Comments.....

Appendix 6 – Adverse Event Report and Investigation Form

Adverse event report and investigation form Part 1 Overview

Ref no:

Adverse event report and Investigation form

The purpose of this form is to record all adverse events. The term **accident** is used where injury or ill health occurs. The term **incident** includes **near misses** and **undesired circumstances**, where there is the potential for injury.

Part 1 Overview Staff

Reported by:			Date/time of adverse event	
Incident	Ill health	Minor injury	Serious injury	Major injury
Brief details (What, where, when, who and emergency measures taken)				
Signed:		Name print:		
Contact details				
Witness :		Name print:		
Contact details				

Appendix 7 – Record of Concern

Record of Concern			
Name of CYP:	Date of Birth	Age	Disability Y/N
Male/Female	Ethnic Origin	Religion	
Time & Date of Incident:	Time & Date Recorded/Reported:		
Nature of concern/disclosure: Factual; use of open ended questions to clarify e.g. Who, what, when, how; How are they feeling? How is their behaviour? Are there signs of injury or pain? (If so illustrate on body map) Are any other children or adults involved?			
Additional Information: Your views on what you know about CYP e.g. any previous concerns? How are they doing in school? Any comments on their presentation, their personal circumstances (health, additional needs, race, religion, social relationships with their family, friends and wider networks?).			
Your response and actions to the concern: What you have done/said to CYP or agreed to do?			
Reporter's (your) Name & Signature	Name:	Signature	
DSL's immediate response and actions taken: Include sharing and gathering information, speaking to CYP, parents or carers and gauging their response. Has any immediate risk assessment been carried out. If so what?			
Information shared with Parents/Carers? Are they aware of school's concern/actions carried out to support/safeguard CYP? Do you have consent for this? If not rationale for not sharing information?			
Request for Support made to Children's Services? No/Yes, Which agency/service: Rationale for actions and above decision: Continuum of Need: Level 1 Universal/Level 2 Additional/Level 3 Intensive/Level 4 Specialist			
Feedback given to reporting staff member: This is to be an overview omitting any confidential information, consider 'need to know'			
Further Action:			
Name of DSL:		Role/Position:	
Time and date form completed		Signature:	

Appendix 7 – Record of Concern Reverse

Checklist for DSL (to be printed on back of record of concern form)

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date, day and time of any incidents or when a concern was observed?
- ✓ Date, day and time of written record?
- ✓ If a third party has raised concerns, are details of this person included (name, relationship to the child and their contact details if relevant)?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim)
- ✓ Are the names of all parties who were involved in the incident, including any witnesses to an event included? Is it clear what their relationship is to the child?
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ What did the member of staff say or do in response to the concern?
- ✓ Record of concern completed in a timely manner?
- ✓ Record of concern passed to DSL in a timely manner?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries (body map available at www.thegrid.org.uk/info/welfare/child_protection/proformas/index.shtml)
- ✓ Is any additional paperwork, e.g. handwritten notes of conversation with parents attached securely to this record?
- ✓ Has DSL completed their sections in full- including action taken and outcome, feedback to staff and information sharing?
- ✓ If the concerns have not been referred to Children's Services/Police, are the reasons clearly recorded by the DSL?

Audit date:	Audited completed by:		
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

RED	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
AMBER	Indicates that key information is included but recording could be further improved
GREEN	Indicates that the recording meets the above required standards

If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1, i.e. the actual record of concern form which contains confidential details.

Appendix 8 – Pool Induction

Swimming pool induction

General points to remember:

If it is swimming day. You need your costume. Staff are expected to be able to go into the pool unless there is a good reason why not.

When bringing the children down to the pool, ensure there is sufficient staff, this means you need to check with Rod regarding who is in etc. She will be able to tell you whether or not it is safe to go swimming.

Please make sure each child has their swimming costume, any toileting items such as pads and wipes etc. in a bag clearly marked. There is not time to keep going backwards and forwards to collect items.

When you arrive at the pool Rod will be there and the door will be unlocked.

The children must come into the swimming pool lobby area (NOT THE CHANGING ROOMS), sit on the chairs and take off shoes and socks. These must then be placed into the boxes with the child's name on them.

Changing rooms

There must be allocated staff in the changing room area. You should know who you are responsible for in the swimming pool area.

Children who can should go to the toilet.

Children should be encouraged to get undressed as independently as possible. Please use visual support for this. Pupils or you, should place clothing into individually named bags and hang them onto the pegs.

Once pupils and staff are ready, let Rod know, he will tell you if it is ok to go onto the poolside and sit on blue benches.

Pool

All pupils that need swim aids must have them put on at this point before they have a shower.

Rod will allocate staffing at this point.

Pupils and staff will proceed through the shower. Do not forget to use visual support to help pupils understand this as they are often very keen to get into the water!

We enter the pool via the steps. Younger pupils wait in the shallow end, older pupils wait in the deep end. We all hold onto the bar.

Rod runs the lesson and uses symbols to tell pupils what he wants them to do, e.g. swim on back, front etc.

When the lesson has finished, there is a contrasting activity and the pupils are able to choose items to use in the water and choose which adult they may want to work with.

When the lesson is finished, Rod will say “have you all got your listening ears on?” and the ‘squistle’ will go once. The finish symbol will be shown. If you are allocated to poolside, squeezing the squistle will be your responsibility.

All pupils must come to the side with their chosen items and give them to the person on poolside who will put them away.

Rod will ask you to walk up the steps, have a shower and get dried and dressed. Same rules apply in changing rooms for getting dressed re staff allocation. Staff do not get dressed themselves until pupils are mainly dressed and there are enough staff to keep changing rooms safe.

The eyes on the side of the pool are responsible for noticing anything unsafe such as children bobbing under the water, staff not paying attention or pupils or staff becoming unwell.

PMLD pupils

These pupils get ready in the changing rooms on the beds. All their clothes must be placed into their named bags. The bags should be left on the bed or hung on a hook in the changing room area.

There are specific moving and handling issues with each of these pupils. Some are hoisted back into their own wheelchair, others are hoisted into the school white chair hoist and wheeled into the pool area. Rod has the moving and handling plans for each child so that staff are aware of needs.

The children in wheelchairs DO NOT get put through the shower.

There is specific induction for safely using the pool chair hoist – Rod will show you how this is done and watch you do it a couple of times.

The pupils in wheelchairs are hoisted using the pool hoist. Rod will show you how to use it and watch you to make sure you are safe.

If there is an incident in the pool

Before you do any swimming support. Please make sure you know where the relevant call alarms and fire alarms are situated.

In the event of a fire, Rod will give you instructions. You need to remain calm and listen to her.

The pupils will be evacuated through the fire exit. You may need to do a manual lift onto poolside and then into chair. Rod knows how to do this and will instruct you.

By the fire door there is a box containing foil blankets, towels etc. in order to keep children and staff warm before going outside into cold air.

If the pool is fouled, the person on the side will be asked to press the pump button to prevent the fouling being distributed around the system. Rod will ask everyone to exit the pool quickly, quietly and calmly. Everyone must shower.

If anyone has a seizure or goes unconscious in the water, the person on the side will press the call alarm. Help will come. Rod is a first aider and will deal with the casualty. All other staff will get pupils out of the pool to get dressed calmly and quietly.

Please note:

If Rod is not in school, then a class teacher must be in the pool area at all times and someone with an up-to-date RLSS qualification must be in the pool area for swimming to take place. The teacher must follow the rules as above in the same way that Rod would. Teachers should check their staffing allocation with SLT before going swimming in Rod's absence.

Appendix 9 Induction Programme

Induction Policy

Overview

The Induction process is essential both for new recruits (temporary and permanent), and existing staff members who have been allocated a new role. It is important that staff members are helped to become active and efficient contributors to the school as quickly as possible. This has obvious benefits for the member of staff, the pupils and the school as a whole.

New members of staff will need to have an initial training period in order to understand the procedures and policies of the school and to take on their new role and begin to develop in it. Existing members of staff will need to have training in their new roles and responsibilities. The deputy head is responsible for ensuring that the induction process takes place and acting as a mentor to guide new staff through this familiarisation process.

The essential elements of the induction programme are:

- ✓ to give general and 'domestic' information about the school to explain the aims and ethos of the school
- ✓ to explain fully the job description and give or plan for specific job-related training
- ✓ to identify the role that the individual will play in the school and how that role will help the school to meet its aims.
- ✓ to ensure that the individual is aware of relevant legislation and regulations
- ✓ to identify the strengths and areas of development for the individual and to set targets for the future.

Although much of the training will occur in informal ways it is important that a formal process of induction takes place so that all necessary training occurs. The use of the induction checklists will help ensure this.

Once this familiarisation period is completed the new post holder can consider training to further his/her own professional development and the training needs of the school.

Teachers

The teacher will be invited for a visit prior to taking up post to become familiar with the physical layout of the school - storage of resources and facilities. On this visit s/he will meet his/her mentor (usually the deputy head) to discuss the programme of induction.

The staff handbook and the induction pack will be given on this occasion along with the job description.

On starting school, the teacher and the mentor will agree a schedule of meetings together. The mentor will also arrange a series of meetings with other relevant members of staff. These may be lengthy meetings or may only need to be a brief chat. Teachers will have the induction pack which consists of information pages which have been prepared to accompany these meetings as an aide-memoir. The induction pack and meetings will give a complete picture of their role and the organisation of the school.

Meetings will be arranged with:

The Head

To discuss the curriculum, the teacher's role as subject leader and lesson planning.

The Deputy Head

To discuss the assessment procedures and to arrange for further practical help when the new teacher has to begin to write annual reports.

Timetabling arrangements.

Fire drill procedures and health and safety.

To discuss training needs and the process of applying for training.

To discuss completion of the pupils' Progress Files and multi-media records for Annual Reviews

The Sensory Room Teacher

To discuss provision for pupils with PMLD and the role of the mealtime support team.

The Autism Manager

To discuss provision for pupils with autism.

The Designated Senior Person (DSP) for Child Protection

To discuss procedures in the case of suspected abuse.

The Physiotherapists/OT/ Moving and Handling trainer

To discuss safe methods of moving children. To plan training in the safe movement of children and the use of hoists and other equipment

The Speech Therapist

To discuss the speech and language therapy needs of the pupils in the class and the role of the speech therapists in school. To plan for any training needs e.g. Signing.

The School Nurse

To discuss the medical needs of the class and first aid and emergency procedures in general.

All teachers will need to meet with the above people. Depending on the particular needs of the class taught there may be other people who could help. The mentor will be aware of these particular needs and arrange other meetings as necessary.

The teacher will be encouraged to add their own needs to the programme. These will then become items that must be covered before the induction process can be said to be complete. These should be items of in-house management rather than specific training needs, which will be dealt with separately.

The mentor will also arrange a series of lesson observations. The mentor will undertake some of these and will arrange for the head and head of department to carry out others. There should be at least one observation each half term for the first two terms in post. Time for feedback is often difficult to find but there **must be** constructive feedback even if this can only be written for some of the sessions.

NQT's must be given access to the LA support network and enabled and encouraged to attend these sessions. NQT's must also be given a 10% reduced teaching timetable in addition to their entitled amount of planning, preparation and assessment time (PPA). Observations for NQT's will be as set out by the LA.

Training should be balanced with the needs of the class and it should be staged according to priority. The timing of offsite courses should take into account the class need for stability and should not involve the teacher being away for too long at a time. The teacher has an important role in establishing him/herself in the class and this should not be ignored in planning training.

Support Staff

The mentor for Nursery Nurses and Teaching Assistants (either the deputy or assistant head) will arrange the induction programme, and, along with the class teacher and head of department, provide support for the new member of staff.

The class teacher will always be on hand to supervise and direct the activities of new members of support staff. They will provide/facilitate much of the necessary training.

The staff handbook and the induction pack will be given on the first day, along with the job description.

The nursery nurse/teaching assistant and the mentor will agree a schedule of meetings together. The mentor will also arrange a series of meetings with other relevant members of

staff. These may be lengthy meetings or may only need to be a brief chat. The new member of staff will have the induction pack which consists of information pages, which have been prepared to accompany these meetings as an aide-memoir. The induction pack and meetings will give a complete picture of their role and the organisation of the school.

The mentor must ensure that the nursery nurse/teaching assistant is given information on all items on the induction programme.

One of the most important of these items is the 'Your class' item. It is imperative that the class teacher takes the time to inform the new member of staff about each child and to ensure that s/he knows where IEPs and children's files are kept and what they contain.

Teachers must also ensure that they explain exactly what the role of the new member of staff will be in the context of that particular class, as this can vary with the different ways of working of different members of staff.

The deputy head will arrange for the nursery nurse/teaching assistant to meet with other people to receive training e.g. on moving and handling, gastrostomy feeding etc.

If in the course of the daily routines of the class the member of support staff has to use equipment in the school - e.g. sensory equipment, it is essential that the teacher ensures that training is given in its use.

The deputy head's role will be to ensure that relevant training is being facilitated

MSA's

As MSAs are rarely assigned to just one class the deputy head will mentor new MSAs and ensure that they receive the training they need.

The MSA and the mentor will agree a schedule of meetings together. The mentor will also arrange a series of meetings with other relevant members of staff. These should not need to be lengthy meetings. The MSA will be given an induction pack, which consists of information pages, which have been prepared to accompany these meetings as an aide-memoir. The induction pack and meetings will give a complete picture of their role and the organisation of the school.

A checklist of essential training will support the process and the deputy head will either give or facilitate the training.

Most training will be given 'on the job'. Setting up the dining room will be demonstrated by other MSA's. Teachers and teaching assistants will show the new MSA how to toilet the children and teachers will show how to feed particular children or explain the class rules for eating at their table. All feeding programmes will be available at the table during meal times for guidance.

However, the MSA will need to talk to a member of the Mealtimes Support Team (Sensory teacher or speech therapist) about feeding in general, and the deputy head will need to talk to the MSA about other training that could help to make him/her a more efficient member of the staff - Signing for example. MSA's will also need to be aware of the school policy on behaviour and to understand what is acceptable in terms of discipline.

Supply, students, Volunteers

The assistant head, or senior member of staff, will meet with all new supply staff, students and volunteers for an initial induction meeting, and ensure they receive the necessary and appropriate training. Induction for supply staff, students and volunteers will vary depending on their role/length of time to be spent in school.

Supply staff, students and volunteers will be given a school prospectus and induction pack. The induction pack will consist of an induction checklist and relevant information pages which have been prepared to give basic information about the school and provide a picture of their role in school.

Students on placements will be asked to complete an evaluation form at the end of their placement in order to provide feedback so that we can monitor the effectiveness of our placement programme.

Others

Induction will be given to staff from outside agencies who will be completing longer term work in school. The deputy head will meet with all new employees, of other employers, who are working in the school. This will include the school nurse, physiotherapists, occupational therapist, speech therapists and kitchen staff.

Employees will be given a school prospectus and induction pack. The induction pack will consist of an induction checklist and relevant information pages which have been prepared to give basic information about the school and provide a picture of their role in school.

The deputy head will arrange an initial induction meeting at which the induction pack, and school policy information, will be given and discussed. The induction programme will also ensure that the new employee is able to access the necessary and appropriate training. The induction programme will allow for the employee to be able to discuss their own policy procedures, given to them by their employers, and thus ensure that school and external agencies can work together effectively.

Appendix 10 – Health and Safety Policy



Lakeside
School
Learning for life

Lakeside school Health and Safety Policy

Updated
January 2023
Lynnette Johnson, Headteacher

Lakeside adopts the model policy provided by the Local Authority

HEALTH AND SAFETY POLICY

Lakeside School

PART 1. STATEMENT OF INTENT

The Governing Body of Lakeside School 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 school's organisation and 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 *insert location on the* shared drive and on the school website.

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

This policy statement supplements:

Hertfordshire County Council's (HCC) Health and Safety Policy.

Educational visits, supporting pupils with medical needs, behaviour, physical intervention policy, induction policy.



Mr Eric Diment, **Chair of Governors**

1/1/23



Mrs Lynnette Johnson, **Headteacher**

1/1/23

PART 2. ORGANISATION

As the employer the Local Authority has overall responsibility for Health and Safety in Community and Voluntary Controlled Schools.

At a school level duties and responsibilities have been assigned to staff and governors as detailed below.

Responsibilities of the Governing Body

The Governing Body are responsible for ensuring health and safety management systems are in place and effective. They fulfil a strategic role in health and safety and are not expected to be involved in day-to-day management of the school.

As a minimum these management systems should adhere to the LA's health and safety policy, procedures and standards as detailed on the H&S pages of the [Hertfordshire Grid](#) and follow the HSE's '[Managing for health and safety](#)' (HSG65) (hse.gov.uk), namely:

- **Plan**-set the strategic direction for effective H&S management.
- **Do**-ensure management systems deal with risks sensibly, responsibly and proportionately.
- **Check**-monitoring and reporting processes are in place to ensure the school is compliant.
- **Act**-undertake a formal review of health and safety performance.

A Health & Safety Governor, **Patrick Taylor**, has been appointed to receive relevant information, monitor the implementation of policies and procedures and to feedback health and safety issues and identified actions to the Governing Body.

The Governing body will receive regular reports from the Headteacher in order to enable them to provide and prioritise resources for health and safety issues.

Where required the Governing body will seek specialist advice on health and safety which the establishment may not feel competent to deal with.

HCC's Health and Safety Team, Tel: 01992 556478 healthandsafety@hertfordshire.gov.uk provide competent health and safety advice for Community, Community Special and VC schools.

Responsibilities of the Headteacher

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

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.
- Communicating the policy and other appropriate health and safety information to all relevant people including contractors.
- Ensuring effective arrangements are in place to pro-actively manage health and safety by conducting and reviewing inspections and risk assessments and implementing required actions.

- Reporting to the Governing body on health and safety performance and any safety concerns/ issues which may need to be addressed by the allocation of funds.
- Ensuring that the premises, plant and equipment are maintained in a safe and serviceable condition.
- Reporting to the LA Governing Body any significant risks which cannot be rectified within the establishment's budget.
- 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.
- Monitoring purchasing and contracting procedures to ensure health and safety is included in specifications & contract conditions.

Whilst overall responsibility for health and safety cannot be delegated the Headteacher may choose to delegate certain tasks to other members of staff.

The task of overseeing health and safety on the site has been delegated by the head to Mr Greg Jackson, Site Manager.

Responsibilities of other staff holding posts of special responsibility

Deputy Headteacher: Lynne Frewin, responsible for all training organisation and recording.

Senior Teacher: Hannah Scarborough, responsible for EVOLVE risk assessment and health and safety in PE

- Apply the school's health and safety policy to their own department or area of work.
- Ensure staff under their control are aware of and follow relevant published health and safety guidance (from sources such as CLEAPSS, AfPE etc.)
- Ensure health and safety risk assessments are undertaken for the activities for which they are responsible and that identified control measures are implemented.
- Ensure that appropriate safe working procedures are brought to the attention of all staff under their control.
- Take appropriate action on health, safety and welfare issues referred to them, informing the head of any problems they are unable to resolve within the resources available to them.
- Carry out regular inspections of their areas of responsibility and report / record these inspections.
- Ensure the provision of sufficient information, instruction, training and supervision to enable staff and pupils to avoid hazards and contribute positively to their own health and safety.
- Ensure that all accidents (including near misses) occurring within their area of responsibility are promptly reported and investigated.

Responsibilities of employees

Under the Health and Safety at Work Act etc. 1974 all employees have general health and safety responsibilities. All employees 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.
- 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. LOCAL ARRANGEMENTS

Further detailed information and guidance on the LA's expectations are provided via [Health and safety - Hertfordshire Grid for Learning \(thegrid.org.uk\)](http://thegrid.org.uk)

- 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 - Personal safety / lone Working
- Appendix 10 - Premises Work Equipment
- Appendix 11 - Flammable and Hazardous Substances (COSHH)
- Appendix 12 - Asbestos
- Appendix 13 - Contractors
- Appendix 14 - Work at Height
- Appendix 15 - Moving and Handling
- Appendix 16 - Display Screen Equipment
- Appendix 17 - Vehicles
- Appendix 18 - Lettings
- Appendix 19 - Minibuses
- Appendix 20 - Stress
- Appendix 21 - Legionella
- Appendix 22 - School Swimming and pools
- Appendix 23 - Work Experience
- Appendix 24 - Infectious diseases

RISK ASSESSMENTS

General Risk Assessments

The school conducts and documents risk assessments for all activities presenting a significant risk. These are co-ordinated by Hannah Scarborough and Lynnette Johnson following guidance contained on the H&S pages of the [Hertfordshire Grid](#) and are approved by the Headteacher.

Risk assessments are available for all staff to view and are held centrally on the shared drive these assessments will be reviewed on an annual basis or when the work activity changes, whichever is the soonest. Staff will be made aware of any changes to risk assessments relating to their work.

As part of the review process previous versions of risk assessments are clearly dated and securely kept. Risk assessment records will be kept for a minimum of 5 years (any relevant risk assessments linked to pupil incidents and subsequent investigations will be retained for a minimum of 3 years after their 18th Birthday).

Individual Risk Assessments

Specific assessments relating to staff member(s) or pupil(s) are held on that individual's file and will be undertaken by relevant line manager or Headteacher. Such risk assessments will be reviewed on a regular basis.

It is the responsibility of all staff to inform their line manager of any medical conditions (including pregnancy) which may impact upon their work.

Curriculum Activities

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

Whenever a new course is adopted or developed all activities are checked against these and significant findings incorporated into texts in daily use such as schemes of work.

All LA schools have a subscription to [CLEAPSS](#) and their publications are used as sources of model risk assessment within Science, Art and DT.

See

- CLEAPSS technology site <http://dt.cleapss.org.uk/>;
- CLEAPSS science site <http://science.cleapss.org.uk/>
- CLEAPSS primary school's site <http://primary.cleapss.org.uk/>

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

- [Safe Practice in Physical Education, School Sport and Physical Activity 2020' Association of PE 'AfPE' <http://www.afpe.org.uk/>]

OFFSITE VISITS

HCC has adopted the Outdoor Education Advisory Panel's (OEAP) [national guidance](#) for learning outside the classroom and offsite visits and all offsite visits will be planned following this guidance available via <https://oeapng.info/>

Responsibilities of key roles are outlined by the OEAP here:

[Visit leader](#)

[EVC](#)

[Headteacher](#)

See HCC's policy for the [management of Learning outside the classroom and offsite visits](#)

The LA's Offsite Visits Advisor must be notified of all level 3 trips, which include self-led adventurous activities, fieldwork trips to open or "wild" country, and all trips overseas. This will be done via the use of Evolve, the online notification and approvals system.

The school use Evolve for all offsite visits, relevant risk assessments, participant's names etc. will be attached electronically as required. The school also have their own set of standard operating procedures and risk assessments for local learning areas.

The member of staff planning the trip (visit leader) will submit all relevant paperwork and risk assessments relating to the trip to the school's Educational Visits Co-ordinator, Hannah Scarborough who will check the documentation and planning of the trip and if acceptable refer the visit for approval to the headteacher, Lynnette Johnson.

HCC recommends that the EVC should attend training and refresher training every 3 -5 years.

HEALTH AND SAFETY MONITORING AND INSPECTION

A formal inspection of the site will be conducted on a termly basis and be undertaken / co-ordinated by Greg Jackson and Lynnette Johnson.

The person(s) undertaking inspection will complete a report in writing and submit this to the Governors. Responsibility for following up items detailed in the safety inspection report will rest with Greg Jackson, Site Manager and Lynnette Johnson, Headteacher

A named governor Patrick Taylor will be involved in monitoring the school's health and safety management systems on at least an annual basis and report back to both the relevant sub-committee and full governing body meetings.

Advice and pro forma inspection checklists to assist the monitoring process can be found on the [Grid](#).

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

FIRE EVACUATION AND OTHER EMERGENCY ARRANGEMENTS

The headteacher is responsible for ensuring the school's fire risk assessment is undertaken by a competent person and implemented following guidance contained in ['Fire safety risk assessment: Educational premises'](#) and the [Grid](#)

The fire risk assessment is located in the school's fire logbook and will be reviewed on an annual basis.

Emergency Procedures

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 and are made available to all staff as part of the school's induction process. This training is supported by regular termly drills.

Evacuation procedures are also made available to all other users of the building (contractors / visitors/ hirers etc.).

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

Emergency contact and key holder details are maintained as part of the school's emergency response plan by Laura Gould, office manager *and* updated to the LA via Solero.

Fire Drills

- Fire drills will be undertaken termly and results recorded in the fire logbook.

Fire Fighting

- Staff must ensure the alarm is raised BEFORE attempting to tackle a fire.
- 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 firefighting equipment.
- Staff are made aware of the type and location of portable fire fighting equipment, and receive basic instruction in its correct use at induction.

Details of service isolation points (i.e. gas, water, electricity) Outside by PPA room door, 2 isolation valves, one in server room in the hall and also archive cupboard in the hall, both are marked, electricity is in the server cupboard in the hall marked with hazard symbol.

Details of chemicals and flammable substances on site.

An inventory of these will be kept by site manager as appropriate, for consultation. (See COSHH Appendix 11)

APPENDIX 5

INSPECTION /MAINTENANCE OF EMERGENCY EQUIPMENT

Greg Jackson, Site manager, is responsible for ensuring that the school's fire log is kept up to date and that the following inspection / maintenance is undertaken and recorded in the fire logbook located in Site manager's office.

FIRE ALARM SYSTEM

Fire alarm call points will be tested weekly in rotation. This test will occur on Fridays, 8am.

Any defects on the system will be reported immediately to the alarm contractor / electrical engineer: Clymac.

A fire alarm maintenance contract is in place with CLYMAC and the system tested quarterly by them.

FIRE FIGHTING EQUIPMENT

Weekly in-house checks are undertaken to ensure that all firefighting equipment remains available for use and operational.

Fire Solve undertakes an annual maintenance service of all firefighting equipment.

Defective equipment or extinguishers that need recharging should be taken out of service and reported direct to Fire Solve.

EMERGENCY LIGHTING SYSTEMS

Emergency lighting will be checked for operation monthly in house and these tests recorded. Annually a full discharge test for the duration of the batteries and certification of the system will be undertaken by Herts County electrical.

MEANS OF ESCAPE

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

FIRST AID AND MEDICATION

The school has assessed the need for first aid provision and identified the following staff to provide first aid (both on site and where required for trips/visits and extra-curricular activities).

TRAINED TO FIRST AID AT WORK LEVEL (3 days /18 hrs):

January 2024

Reeves, Rod
 Scarborough, Hannah
 Stevens, Jess
 Turpin, Mel
 Williamson, Debbie

TRAINED TO EYFS STANDARD (PAEDIATRIC FIRST AID, 2 days/ 12 hrs):

July 2023

Benhacene, Ivana
 McMillan, Lucy
 Moore, Pip
 Reeves, Rod
 Rendall, Becky
 Wake, Karen

TRAINED TO EMERGENCY FIRST AID AT WORK (1 day / 6 hrs):

All teaching staff, September 2021

First aid qualifications remain valid for 3 years. Lynne Frewin, Deputy Head will ensure that refresher training is organised to maintain competence and that new persons are trained should first aiders leave.

FIRST AID BOXES ARE LOCATED AT THE FOLLOWING POINTS:

All classrooms, swimming pool, both minibuses, school car and school office

Laura Gould is responsible for regularly checking (termly) that the contents of first aid boxes, (including travel kits/ those in vehicles) are complete and replenished as necessary.

[AEDs (automated external defibrillators) ARE LOCATED AT THE FOLLOWING POINTS¹: In Lobby by front door. LG responsible for checks.

Transport to hospital: Where a first aider considers it necessary, the injured person will be sent directly to hospital (normally by ambulance). Parents / carers will be notified immediately of all major injuries to pupils.

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

Where there is any doubt about the appropriate course of action, the first aider will consult with the Health Service helpline (NHS Direct 111) and, in the case of pupil with the parents/carers.

School nurses are Melanie Johnston and Montana Golding. One of them is on site at all times.

¹ DfE intending to provide a defibrillator to all schools without one [by end of 22/23 academic year](#). Currently no mandatory requirement for schools to purchase a defibrillator it continues to be dependent on your own risk / needs assessment.

Administration of medicines

All medication will be administered to pupils in accordance with the DfE document [Supporting pupils at school with medical conditions](#). Detailed arrangements are provided in a separate school policy.

No member of staff will administer **any** medication (prescribed or non-prescribed) to children under 16 without a parent's written consent except in exceptional circumstances.

Melanie Johnston and Montana Golding, school nurses, are responsible for accepting medication and checking all relevant information has been provided by parents / carers prior to administering.

Records of administration will be kept by Melanie Johnston and Montana Golding.

All non-emergency medication kept in school is securely stored in lockable cupboards in the nurse's office, refrigerated meds kept in clearly labelled container within fridge in nurse's office with access strictly controlled. Under no circumstances will medication be stored in first aid boxes.

Emergency medication and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens are always readily available to children and not locked away. These are kept in the nurse's office and clearly labelled. The code to the door is 999.

Individual Health Care Plans (IHCP)

Parents / carers are responsible for providing the school with up to date information regarding their child's health care needs and providing appropriate medication.

IHCPs are in place for those pupils with significant medical needs e.g., chronic or ongoing medical conditions such as diabetes, epilepsy, anaphylaxis etc.

The IHCP is developed with the pupil (where appropriate), parent/carer, designated named member of school staff, specialist nurse (where appropriate) and relevant healthcare services. These plans will be completed at the beginning of the school year / when child enrolls / on diagnosis being communicated to the school and will be reviewed annually by School nurses.

All staff are made aware of any relevant health care needs and copies of health care plans are available on the shared drive.

Staff will receive appropriate training related to health conditions of pupils and the administration of medicines by a health professional as appropriate.

ACCIDENT REPORTING PROCEDURES

Accidents to employees

Employees must report all accidents, violent incidents and near misses.

Where HCC is the employer then **all** employee incidents must be reported to HCC using the online accident/incident reporting system hosted on Solero.

Employee accident / incident forms are to be retained for a minimum of 3 years.

Accidents to pupils and other non-employees (members of public / visitors to site etc.)

A local accident book outside school office is used to record all minor incidents to non-employees, more significant incidents as detailed below must also reported to HCC using the online accident reporting system hosted on Solero.

- Major injuries.
- Accidents where significant first aid treatment has been provided.
- Accidents which result in the injured person being taken from the scene of the accident directly to hospital.
- Accidents arising from premises / equipment defects.

Parents / carers will be notified immediately of all major injuries.

Pupil / student accident forms are to be retained for a minimum of 3 years after their 18th Birthday.

All Accidents

All major incidents will be reported to the Headteacher and the Governing Body.

Accidents will be monitored for trends and a report made to the Governing Body 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. Any relevant learning points will be communicated to relevant staff and pupils / students.

Reporting to the Health and Safety Executive (HSE)

The Headteacher is responsible for ensuring all RIDDOR reportable incidents are reported.

Incidents involving a fatality or major injury will be reported immediately to the Health and Safety Executive (HSE) on 0345 300 9923 and the Education Health and Safety team on 01992 556478.

Incidents resulting in the following outcomes must be reported to the HSE via their online reporting system <http://www.hse.gov.uk/riddor/>

- A pupil or other non-employee being taken directly to hospital for treatment and the accident arising as the result of the condition of the premises / equipment, due to the way equipment or substances were used or due to a lack of supervision / organisation etc. within 10 days of the incident occurring.
- Employee absence or inability to carry out their normal duties as the result of a work-related accident, for periods of 7 days or more (including W/E's and holidays), within 15 days of the incident occurring.

See the HSE information sheet '[Incident reporting in schools](#)' EDIS1 REV 3

For VC and Community schools any incident notified to the HSE must also be reported to the LA's Health and Safety Team.

APPENDIX 8

HEALTH AND SAFETY INFORMATION & TRAINING

Consultation

Employees and/or their representatives will be consulted on all matters that affect their health, safety and welfare. Staff briefing every Thursday morning at 8:30 and teacher's meeting every Wednesday afternoon at 3:45.

The Governing Body Safeguarding committee meets 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.

The teaching Trade Unions appointed Safety Representative on the staff are Lucy Kirsch (NASUWT) and Phred Thompson (UNISON)

Staff meetings are held weekly and Health and Safety is a standing agenda item.

Communication of Information

Information and guidance on how to comply with the LA's health and safety policy is given via the [H&S pages of the Grid](#).

The Health and Safety Law poster is displayed in main corridor opposite school office.

The Education Health and Safety Team, Tel: 01992 556478 provide competent health and safety advice for Community, Community Special and VC schools.

Health and Safety Training

All employees will be provided with:

- A copy of and 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.) matched to their work and responsibilities
- Refresher training where required.

Any new instructions or restrictions will be communicated to all staff in writing, via staff meetings and recorded in minutes] and highlighted as part of the standard cycle of policy review.

Training records will be kept in data base by Lynne Frewin Deputy Head
Lynne 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 is undertaken within the prescribed time limits.

The Headteacher will be responsible for assessing the effectiveness of training received and ensuring staff are competent to undertake their duties.

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

PERSONAL SAFETY / LONE WORKING

The school believes that staff should not be expected to put themselves in danger and will not tolerate violent / threatening behaviour to its staff.

Staff will report any such incidents to the Headteacher. The school will work in partnership with the LA and police where inappropriate behaviour/ individual conduct compromises the school's aims in providing an environment in which the pupils and staff feel safe.

Lone working

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) must not be undertaken whilst working alone.

Staff working outside of normal school hours must obtain permission of the Headteacher /and register with site staff/ sign in and out of the school premises.

Where lone working cannot be avoided staff should ensure they have means to summon help in an emergency e.g., access to a telephone or mobile phone etc.

Home visits will not be undertaken alone.

School staff responding to alarm call outs

Nominated key holders attending empty premises where there has been an alarm activation should do so with a colleague if possible. They should not enter the premises unless they are sure it is safe to do so.

PREMISES AND WORK EQUIPMENT

All staff are required to report to Greg Jackson, Site manager any problems found with the premises or plant/equipment. Defective equipment will be clearly marked and taken out of service by storing in a secure location pending repair / disposal.

Where premises defects are identified, a dynamic assessment is conducted to determine if the area should be isolated / cordoned off whilst awaiting repair.

Greg Jackson, site manager is responsible for identifying all plant and equipment in an equipment register and ensuring that any specific training or instruction needs, personal protective equipment requirements are identified and relevant risk assessments conducted where required.

Equipment is restricted to those users who are authorised.

Planned maintenance / inspection

Regular inspection and testing of school plant and equipment is conducted to legislative requirements by competent contractors. Records of such monitoring will be kept in / by Greg Jackson, Site manager. (Key areas for compliance are outlined in 'Maintenance and inspection requirements on the [Grid](#) and the DfE's [Good Estate Management for schools](#))

Curriculum Areas

Subject leaders are responsible for ensuring maintenance requirements for equipment in their areas are identified and implemented.

Electrical Safety

All staff will conduct a basic visual inspection of plugs, cables and electrical equipment prior to use. Defective equipment will be reported to Greg Jackson, site manager

All portable items of electrical equipment will be subject to formal inspection and testing (Portable Appliance Testing (PAT)) on an identified cycle (dependent upon the type of equipment and the environment it is used in).

All earthed equipment (class 1) and cables attached to such equipment will be tested annually.

This inspection and testing will be conducted by RDJ electrical, frequency of inspection and testing: Yearly.

Debbie Williamson, Bursar, is responsible for keeping an up-to-date inventory of all relevant electrical appliances and for ensuring that all equipment is available for testing

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

An electrical installation condition report (fixed wire test) will be conducted by M, Nik electrical a 5-year cycle, an annual inspection and 20% physical test of wiring will be undertaken in order to provide a full set of results over a 5-year period.

Records of these inspections and certification will be maintained and remedial works arising acted upon in a timely manner.

External play equipment

External play equipment will only be used when appropriately supervised.

This equipment will be checked daily before use for any apparent defects, and Greg Jackson will conduct and record a formal [termly inspection](#) of the equipment.

PE and Play equipment are also subject to an annual inspection by T and B.

APPENDIX 11

COSHH (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**” (COSHH Regulations).

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

In all other areas the establishments nominated person(s) responsible for substances hazardous to health Greg Jackson, site manager and Lynnette Johnson Headteacher.

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.
- If required, full COSHH risk assessments are conducted and communicated to staff exposed to the product/substance.
- All substances are appropriately and securely stored out of the reach of children.

- All substances 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.

Records of exposure to hazardous substances in the workplace should be **kept for up to 40 years**

PPE

All staff required to wear PPE will be provided with suitable information, instruction and training in its use and will use PPE provided accordingly, reporting any defects to their manager.

Where persons may be affected by their use on site, Greg Jackson, site manager is responsible for ensuring that COSHH assessments are available from contractors (*this applies to both regular contracts such as cleaners and caterers and from builders, decorators, flooring specialists, etc*).

An asbestos survey and management plan is in place for the school in accordance with [HCC's asbestos policy](#). The school's most recent asbestos management survey was conducted on 22/1/2014.

The school's asbestos log (including school plans, asbestos survey data and a site-specific management plan) is held in Site manager office by Greg Jackson, Site manager.

The Headteacher will ensure that **all** school staff (and others such as catering and cleaning staff who may not be employed directly by the school) are made aware of the location of asbestos containing materials (ACM) within their work areas.

Under no circumstances must staff undertake any work which could disturb the fabric of the building or fixed equipment, e.g., affixing anything to walls without first obtaining approval from an Asbestos Authorising Officer. (Even stapling / pushing a drawing pin into ACM may result in the release of fibres into the air.)

In the event of any damage occurring to materials known or suspected to contain asbestos this will be reported to one of the school's asbestos authorising officers and the area immediately evacuated and closed / locked off.

Professional advice will be sought and details of the incident reported to HCC's asbestos team asbestos@hertfordshire.gov.uk.

The school's asbestos authorising officers are Greg Jackson, Site manager and Lynne Frewin, Deputy Head refresher training is required 3 yearly.

Prior to **any** work commencing on the fabric of the building or fixed equipment (e.g., boilers, kilns etc.), either by contractors or school staff, one of the asbestos authorising officers **must** check the asbestos log and establish whether permission to work can be given.

The Headteacher / asbestos authorising officers shall ensure:

- That the asbestos log is consulted at the earliest possible opportunity and that **all** work affecting the fabric of the building or fixed equipment is entered in the permission to work log and signed by those undertaking the work.
- A visual inspection of asbestos containing materials remaining on site is conducted and recorded (legal requirement to do so annually as a minimum).
- The limitations of the management survey and areas of the building that have **not** been surveyed are understood and considered as part of the permission to work process e.g., areas above 3m in height, within ceiling voids (where panels / tiles are fixed), floor voids and ducts etc.
- All records pertaining to asbestos are effectively maintained and retained (legal requirement to do so for a period of 40 years).
- The school's asbestos management plan is kept up to date and that any asbestos works (removal, new project specific surveys etc.) are notified to the LA via asbestos@hertfordshire.gov.uk.
- Where more invasive works and / or works which go beyond the limitations of the management survey are planned, a refurbishment / demolition survey will be commissioned to obtain a comprehensive assessment of all ACMs that could be affected prior to the works commencing.

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 visitor's book and wear an identification badge. Contractors will be issued with guidance on emergency procedures, relevant risks, and local management arrangements.

Greg Jackson Site Manager, is responsible for monitoring areas where the contractor's work may directly affect staff and pupils and checking whether expected controls are in place and working effectively.

School managed projects

The [Construction \(Design and Management\) Regulations 2015](#)² applies to all building, demolition, repair and maintenance or refurbishment work.

Where the school undertakes projects direct the governing body are considered the 'client' and therefore have additional statutory obligations. These projects are managed by local authority or designated project manager from contractors in conjunction with head teacher and site manager on the school's behalf who will ensure landlords consent has been obtained and, where applicable, all statutory approvals, such as planning permission and building regulations have been sought.

To ensure contractor competency the school uses a property framework contractor as a method of procuring works. These contractors have satisfied the County Council that they understand and abide by health and safety regulations. Details can be found at [Property contractors and consultants - Hertfordshire Grid for Learning \(thegrid.org.uk\)](#)

Contractors will be required to provide a construction phase plan, risk assessments and method statements detailing the safe systems of work to be used prior to works commencing on site.

Risk assessments and method statements shall be specific to the site and all aspects of the works to be undertaken. The school, contractors and any subcontractors involved will exchange relevant information regarding the work activities and agree the risk assessments.

² Such projects are notifiable to the HSE where the work exceeds 30 days or involves more than 500 person days of work. In such instances and/ or if there will be more than 1 contractor on site at the same time (in which case a principal designer and principal contractor must be appointed in writing by the client) it is recommended that an agent be used to work on the school's behalf.

WORK AT HEIGHT

Working at height can present a significant risk, where such activities cannot be avoided a task specific risk assessment will be conducted to ensure such risks are adequately controlled. A copy of this assessment will be provided to employees authorised to work at height.

Storage above head height is minimised as far as possible, where this cannot be avoided only lightweight and rarely used items are stored there.

When working at height (including accessing storage or putting up displays) appropriate stepladders or kick stools are to be used. Staff must not climb onto chairs etc.

Only those persons who have been trained to use ladders safely may use them.

Basic instruction is provided to all staff who use ladders / stepladders. Please See:

<https://ladderassociation.org.uk/wp-content/uploads/2021/07/LA455-Safe-Use-of-Ladders-and-Stepladders-A-brief-guide.pdf> (Copy attached)

Formal training on work at height, use of ladders, mobile tower scaffolds etc. will be provided where a significant risk is identified as part of an individual's role e.g. site staff, See also [LA455 - The Ladder Association](#)

The establishment's nominated person(s) responsible for work at height is Greg Jackson, Site Manager.

The nominated person(s) shall ensure:

- All work at height is properly planned and organised.
- The use of access equipment is restricted to authorised users.
- All those involved in work at height are trained and competent to do so.
- The risks from working at height are assessed and appropriate equipment selected.
- a register of access equipment is maintained, all equipment is regularly inspected and maintained with any defective equipment taken out of use until repaired / replaced
- Any risks from fragile surfaces are properly controlled.

LIFTING AND HANDLING

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.

Those manual handling activities which present a significant risk to the health and safety of staff, will be reported to Mary-Ann Giddings and Sarah Reid 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 (hoists, slings etc.) is subject to inspection on a 6 monthly basis by a competent contractor.

DISPLAY SCREEN EQUIPMENT (DSE)

All staff who use computers daily, as a significant part of their normal work (*significant is taken to be continuous / near continuous spells of an hour or more at a time*) e.g., admin / office staff shall have a DSE assessment carried out.

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

Advice on the use of DSE is available via the [Grid](#)

VEHICLES ON SITE

Vehicular access to the school is restricted to school staff and visitors only and not for general use by parents / carers when bringing children to school or collecting them. Access to the school must be kept clear for emergency vehicles.

Separate pedestrian and vehicle gates are provided. A risk assessment is in place for pedestrian / vehicle segregation.

LETTINGS / SHARED USE OF PREMISES
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NA

MINIBUSES

Laura Gould maintains a list of nominated drivers who have received training in order to drive a minibus and conducts an annual check of their driving licence via the [DVLA](#).³

[On an annual basis individual staff will be required obtain a check code from the [DVLA](#) and provide this to Laura Gould in order the school can see what vehicles they can drive and any penalty points or disqualifications on their licence]

All minibus drivers should hold a valid HCC minibus permit (valid for 5 years) Issued by the HCC Road Safety Unit.

Greg Jackson is responsible for the undertaking regular checks on the vehicles and the schools operation of minibuses following advice in [Minibuses in Hertfordshire | Hertfordshire County Council](#)

STRESS / WELLBEING

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 in line with the [HSE management standards](#)

The school will

- demonstrate good practice through a step-by-step risk assessment approach
- Allow assessment of the current situation using pre-existing data, staff surveys etc.
- promote active discussion with staff and their UNION representatives, to help decide on practical improvements that can be made

The school's wellbeing / mental health lead⁴ is [insert name]

Detailed systems are in place within the school for responding to individual concerns and monitoring staff workloads.

- Performance Management, is in place for all staff.
- Mentoring is in place for all new staff for the first year
- We pay into SAP insurance for use of free medical help such as physio, counselling and some diagnostics. This is available for all staff.

³ All drivers must be over 21 and hold a full Category B (car) licence, non-employees must have held this for at least two years. Employees must have category D1 entitlement, those who obtained their car licence after 1 January 1997 must additionally obtain Category D or D1 by passing a medical and the Passenger Carrying Vehicle (PCV) theory and practical driving tests. This also applies to all drivers with pre-1997 licences if they intend to drive a minibus abroad.

⁴ **consider suitable training for this role such as mental health first aid training or senior mental health training** The DfE have a grant application process to train a senior mental health lead in schools. See guidance on how to [access and apply for your grant](#). [senior mental health training lead guidance](#). This is a whole school approach with one of the learning outcomes being on staff development / supporting staff with their own mental wellbeing and the importance of staff looking after their own mental health

- We use optima health to assist us in managing any health issues resulting in long term sickness
- We offer one paid day per year for staff to take when they want as wellbeing
- There are wellbeing champions in each department who staff can go to voice concerns
- These staff along with union reps, form wellbeing committee which is convened when staff feel it necessary or when the head teacher needs to consult staff with matters that concern wellbeing and working practices.

APPENDIX 21

LEGIONELLA

A water risk assessment of the school has been completed on May 2008 by Nemco Greg Jackson is responsible for ensuring that the identified operational controls are being conducted and recorded in the school's water logbook.

This risk assessment will be reviewed where significant changes have occurred to the water system and/ or building footprint.

The risks from legionella are mitigated by basic operational controls and thus the following checks are undertaken and recorded.

- Water is heated and stored to 60 deg C at calorifiers (any vessel that generates heat within a mass of stored water).
- Weekly flushing of seldom used outlets and all showers (with all outlets flushed after school holiday periods).
- Monthly temperature checks on sentinel outlets (those nearest and furthest away from calorifiers).
- Quarterly disinfection / descaling of showers.
- Stored cold water tanks are inspected for compliance and safety on an annual basis by May 2008 by Helmore and tank water temperature recorded.

All records relating to the management of Legionella must be kept for 5 years.

SCHOOL SWIMMING

Primary school swimming in public / secondary schools

These will be planned as an offsite visit in line with the school's policy.

The school will obtain a copy of the pool's standard operating procedure (PSOP), sometimes referred to as a normal operating procedure (NOP) and emergency action plan (EAP) which identify the safety arrangements for the host pool.

In addition, the school will obtain assurance over:

- The level of training of the swimming teacher(s) (Swim England level 2 Teaching Swimming (formerly ASA level 2)).
- Pupil / swimming teacher ratios.
- Rescue / lifeguard provision provided.
- Changing provision / arrangements

For schools with swimming pools

The Headteacher will ensure that the pool is managed in accordance with the LA's guidance [Safe Practice in School Swimming](#), HSE Managing Health & Safety in Swimming Pools publication (MHSSP) <https://www.hse.gov.uk/pubns/priced/hsg179.pdf> and [PWTAG](#) (Pool Water Treatment Advisory Group) Standards and Guidance.

A swimming pool risk assessment has been carried out by Rod Reeves, swimming teacher, and Greg Jackson and Lynnette Johnson, Trained pool operator and is reviewed annually.

The PSOP (Normal Operating Procedures (NOP) and Emergency Action Plans (EAP)) are available from Shared drive and reviewed annually.

All staff are to ensure that they are familiar with the PSOP for the swimming pool, check that rescue equipment is available and that the swimming pool is secured to prevent unauthorised access when not supervised.

Pool plant operations and water testing is carried out by a competent person Greg Jackson and Rod Reeves, who hold ISRM National Pool Carers Certificate, and who will ensure that the water quality meets the standards identified by the Pool Water Treatment Advisory Body (PWTAG).

Barnet Pools will ensure that bacterial testing is carried out and, where necessary, carry out any remedial actions.

Swimming lessons will be delivered by a qualified swimming teacher (Swim England level 2 Teaching Swimming. (Formerly ASA level 2)

Rod Reeves (school's swimming coordinator) will ensure adequate provision is made for lifesaving, first aid and resuscitation cover appropriate to the type of swimming sessions.

WORK RELATED LEARNING

Secondary level only

Where students are involved in 'non-qualification' activities as part of their study programme e.g., work shadowing, work experience or other work-related learning, enterprise activities, study visits etc. then the school retains a duty of care for all students undertaking such activities.

Lucy Kirsch is responsible for managing and co-ordinating such activities.

Work shadowing and work experience placements should be suitable and thus proportionate checks on health and safety and suitable insurance cover will be conducted.

Work experience

- All students are briefed before taking part in work experience on supervision arrangements and health and safety responsibilities.
- The school may utilise Youth Connexions to assess the suitability of the placement and relevant supporting documentation. No work experience placement will go ahead if deemed unsuitable. Depending on the nature of the placement and risk this may necessitate a pre-placement visit undertaken by a competent person(s)⁵
- 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 accompany 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.

Any incidents involving students on work placement activities will be reported to the placement organiser / school employer at the earliest possible opportunity.

APPENDIX 24

INFECTION CONTROL

The school follows UKHSA guidance [‘Health protection in education and childcare settings’](#) and the recommended [exclusion periods](#) for specific infectious diseases detailed in this guidance.

In the event of an outbreak the school will review and reinforce existing baseline infection prevention and control measures.

This will include:

- Encouraging all staff and students who are unwell not to attend the setting.
- Ensuring all eligible groups are enabled and supported to take up the offer of [national immunisation](#) programmes including coronavirus (COVID-19) and flu
- Ensuring occupied spaces are well ventilated and let fresh air in
- Reinforcing good hygiene practices such as frequent cleaning
- Considering communications to raise awareness among parents and carers of the outbreak or incident and to reinforce key messages, including the use of clear hand and respiratory hygiene measures within the setting such as [E-Bug](#)

Specialist advice from UKHSA East of England Health Protection Team will be sought in the event of any outbreak or serious or unusual illness as listed in Chapter 4 of [‘Health protection in education and childcare settings’](#) for example:

- A higher than previously experienced and/or rapidly increasing number of staff or student absences due to acute respiratory infection or diarrhoea and vomiting
- Evidence of severe disease due to an infection, for example if a pupil, student, child, or staff member is admitted to hospital
- More than one infection circulating in the same group of students and staff for example chicken pox and scarlet fever.

⁵ In order to be deemed competent an individual should hold a suitable nationally accredited/recognised qualification(s). E.g., IOSH (The Institute of Occupational Safety and Health) Managing Safely qualification. In addition to having occupational competence, knowledge and understanding in relation to sector specific placements. Particularly in high-risk placements such as construction, agriculture, equestrian etc.