




The LETTA Trust

Health & Safety Policy incl. Security Procedures

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Reviewed by:	TB Resources	Signed:	

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The LETTA Trust

The LETTA Trust is a multi-academy trust comprising five schools; Bygrove Primary, Stebon Primary, Hermitage Primary, Columbia Primary and Virginia Primary.

1. Statement of intent

The Trust board of the Letta Trust schools will strive to achieve the highest standards of health, safety and welfare consistent with their responsibilities under the Health and Safety at Work etc Act 1974 and other statutory and common law duties.

This statement sets out how these duties will be conducted and includes a description of the establishment's organisation and its arrangements for dealing with different areas of risk. This policy will be brought to the attention of all members of staff, available on shared drives and the schools websites. This policy statement and the accompanying organisation and arrangements will be reviewed on an annual basis.

Our schools aim to:

- Provide and maintain a safe and healthy environment
- Establish and maintain safe working procedures amongst staff, pupils, contractors and all visitors to the school site
- Have robust procedures in place in case of emergencies
- Ensure that the premises and equipment are maintained safely, and are regularly inspected

2. Legislation

This policy is based on advice from the Department for Education on [health and safety in schools](#) and the following legislation:

- [The Health and Safety at Work etc. Act 1974](#), This requires employers to provide a safe place of work that is without risk to health and to ensure the health and safety of others who may be affected by their undertakings.
- [The Management of Health and Safety at Work Regulations 1999](#), This places a duty on employers to assess and manage risks to their employees and others arising from work activities.
- [The Corporate Manslaughter and Corporate Homicide Act 2007](#), This came into force on the 6th April 2008. The Act sets out a new offence for convicting an organisation where a gross failure in the way activities were managed or organised results in a person's death. Courts will look at management systems and practices across the organisation, providing a more effective means for prosecuting the worst corporate failures to manage health and safety properly.
- [The Health and Safety \(Offences\) Act 2008](#), This Act increased the penalties that the courts can impose for breaches of health and safety legislation. This Act serves to remind everyone of the importance of ensuring that systems for effectively managing health and safety are implemented and the consequences of not doing so.
- [The Control of Substances Hazardous to Health Regulations 2002](#), which require employers to control substances that are hazardous to health
- [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations \(RIDDOR\) 2013](#), which state that some accidents must be reported to the Health and Safety Executive and set out the timeframe for this and how long records of such accidents must be kept

- [The Health and Safety \(Display Screen Equipment\) Regulations 1992](#), which require employers to carry out digital screen equipment assessments and states users' entitlement to an eyesight test
- [The Gas Safety \(Installation and Use\) Regulations 1998](#), which require work on gas fittings to be carried out by someone on the Gas Safe Register
- [The Regulatory Reform \(Fire Safety\) Order 2005](#), which requires employers to take general fire precautions to ensure the safety of their staff
- [The Work at Height Regulations 2005](#), which requires employers to protect their staff from falls from height

The school follows [national guidance published by Public Health England](#) when responding to infection control issues.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Trust Board, Chief Executive Officer & Tower Hamlets Schools Limited [PFI contract holder]

The Trust Board has ultimate responsibility for health and safety matters in each school alongside THSL for Columbia & Virginia while they remain in the PFI contract. The Trust Board will delegate day-to-day responsibility to the headteacher or head of school for the non-PFI schools. There is joint day-to-day responsibility in the PFI schools. Headteachers & heads of school are directly responsible to the CEO & to the Local Governing Board (LGB). The CEO (Jo Franklin) reports to the Trust Board

The Trust Board has a duty to take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off the school premises.

In the PFI schools, both THSL, through their appointed contractor, G4S and the Trust Board are required to take reasonable steps to manage health & safety.

Trust board responsibilities;

- Formulate a health and safety statement detailing the responsibilities for health and safety within the establishment
- Review of the health and safety policy annually and implementation of new arrangements where necessary
- Monitor, review, and evaluate the school's health and safety performance
- Provide appropriate resources within the establishment's budget to meet statutory requirements
- Receive health and safety reports from the CEO promote a positive health and safety culture via the LGB governor nominated for health & safety
- Ensure that when awarding contracts, health and safety is included within specifications and contract conditions.
- Safety training is given priority for both governors and staff

PFI/G4S [Columbia & Virginia] **in bold where responsibility is joint**

- **Formulate a health and safety statement detailing the responsibilities for health and safety within the establishment**

- **Review of the health and safety policy annually and implementation of new arrangements where necessary**
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- Provide appropriate resources within the establishment's budget to meet statutory requirements
- Receive health and safety reports from the CEO promote a positive health and safety culture via the LGB governor nominated for health & safety
- Ensure that when awarding contracts, health and safety is included within specifications and contract conditions.
- **Safety training is given priority for both governors and staff**

The academy trust, as the employer, also has a duty to:

- Assess the risks to staff and others affected by school activities in order to identify and introduce the health and safety measures necessary to manage those risks
- Inform employees about risks and the measures in place to manage them
- Ensure that adequate health and safety training is provided

Each LGB has one governor who is responsible for overseeing health & safety matters.

3.2 Headteacher [in bold where responsibility lies with PFI/G4S]

The headteachers, are responsible for health and safety day-to-day. This involves:

- Implementing the health and safety policy
- Ensuring there is enough staff to safely supervise pupils
- First aid equipment and supplies are correctly maintained and readily available
- **Ensuring that the school building and premises are safe and regularly inspected**
- Providing adequate training for school staff
- Reporting to the governing board on health and safety matters
- Ensuring appropriate evacuation procedures are in place and regular fire drills are held
- Ensuring that in their absence, health and safety responsibilities are delegated to another member of staff
- Ensuring all risk assessments are completed and reviewed
- Ensuring accidents and incidents (including near misses) are reported on time, in the correct format, and local investigations are completed promptly
- **Monitoring cleaning contracts, and ensuring cleaners are appropriately trained and have access to personal protective equipment, where necessary**
- **Arrange for the repair, replacement, or removal of any item of furniture or equipment which has been identified as unsafe.**
- Consultation arrangements are in place for staff and their trade union representatives (where appointed); recognising the right of trade unions in the workplace to require a health and safety committee to be set up

In the headteacher's absence, the most senior member of staff on site assumes the above day-to-day health and safety responsibilities.

3.3 Health and safety lead

The nominated health and safety lead for all schools is Hasib Hikmat (chief operating officer).

The lead will;

- Assist with annual inspections and safety audits;
- Investigating and advising on hazards and precautions;
- Having a general oversight of health and safety matters;
- Making recommendations to the Head teacher for matters requiring immediate attention, e.g. changes to legislation or outcomes from premises safety inspections;
- Making recommendations to the Head teacher on matters of safety policy in compliance with new and modified legislation;
- Liaising with PFI/G4S schools and other outside bodies concerned with safety and health e.g. Occupational Health consultants;
- Ensuring that reports on health and safety matters with respect to the School premises are prepared;
- Ensuring all accidents and incidents (including near misses) are reported and records kept
- Monitoring accidents to identify trends and introduce methods of reducing accidents

3.4 Senior premises manager

- For the PFI schools there is no senior PM and the functions below are managed by G4S
- The senior premises manager, Gika Conceicao, is responsible to the chief operating officer, in ensuring compliance with all health and safety regulations in respect of matters affecting cleanliness, security and maintenance of all school buildings and grounds, including:
- Ensuring compliance by periodic inspection of all areas
- Ensuring that appropriate signs and notices have been displayed
- Ensuring that hazards are removed
- Ensuring that fire exits are accessible and that fire-fighting equipment is correctly positioned and serviced
- The premise, plant, and equipment are maintained in a serviceable condition
- The provision and maintenance of all 'fire' equipment and for the preparation and review of Fire Risk Assessments (FRA)
- Ensuring that premises safety inspections are undertaken where necessary weekly, bi-termly, and keeping records of any faults identified (if appropriate)
- Ensuring that all portable electrical equipment is tested on an annual basis

- Ensuring equipment, including personal protection equipment is maintained in a safe condition and that substances hazardous to health are stored in a safe place
- Notifying appropriate agencies where there is a pest or vermin problem and dealing with the problem

3.5 Staff

School staff have a duty to take care of pupils in the same way that a prudent parent would do so.

Staff will:

- Take reasonable care of their own health and safety and that of others who may be affected by what they do at work
- Cooperate with the school on health and safety matters
- Work in accordance with training and instructions
- Inform the appropriate person of any work situation representing a serious and immediate danger so that remedial action can be taken
- Ensure regular health and safety risk assessments are undertaken for the activities for which they are responsible and that control measures are implemented
- Report all accidents and incidents in line with the reporting procedure.
- 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.
- Model safe and hygienic practice for pupils
- Understand emergency evacuation procedures and feel confident in implementing them
- Report all defects in condition of premises or equipment and any health and safety concerns immediately to the headteacher
- Report immediately to the headteacher any shortcomings in the arrangements for health and safety

3.5 Pupils and parents

Pupils and parents are responsible for following the school's health and safety advice, on-site and off-site, and for reporting any health and safety incidents to a member of staff.

4. Fire

Emergency exits, assembly points and assembly point instructions are clearly identified by safety signs and notices. Fire risk assessment of the premises will be reviewed regularly.

Emergency evacuations are practised at least once a term. It is the responsibility of the school office manager to keep the fire evacuation document up to date.

The fire alarm is a loud continuous bell.

Fire alarm testing will take place once a week by the premises team and a record kept in the fire log book.

New staff will be trained in fire safety and all staff and pupils will be made aware of any new fire risks.

An outline of evacuation procedures is made available to all contractors / visitors and are posted throughout the site. This includes an off-site plan. Emergency lighting systems will be checked regularly by the premises team and annually by an external contractor.

In the event of a fire:

- The alarm will be raised immediately by whoever discovers the fire and emergency services contacted. Evacuation procedures will also begin immediately
- Fire extinguishers may be used by staff only, and only then if staff are trained in how to operate them and are confident they can use them without putting themselves or others at risk
- Staff and pupils will congregate at the assembly points. These are in the playground
- Form tutors/class teachers will take a register of pupils, which will then be checked against the attendance register of that day
- The heads designate will take a register of all staff
- Staff and pupils will remain outside the building until the emergency services say it is safe to re-enter. Schools will have special arrangements in place for the evacuation of people with mobility needs and fire risk assessments will also pay particular attention to those with disabilities.

Additional measures to support the evacuation of people with mobility needs are agreed with those involved & recorded in personal emergency evacuation plans (PEEPs).

An inventory of flammable and other hazardous substances are kept by the premises staff and is available in the school office & premises office for emergency services to access if required.

A full fire risk assessment is carried out once every three years and a review is carried out at least annually, following any minor alterations, or concerns regarding fire safety. The PFI schools have a full FRA annually.

For the non-PFI schools, the fire risk assessment and annual reviews are in the fire logbook which is kept at each school site. The fire logbook also contains all relevant fire related documentation and checks including the below;

Checks	Frequency	Completed by
Fire alarm break glass call point	Weekly	Premises Team
Emergency lighting	Monthly	Premises Team
Fire doors/ shutters	Monthly	Premises Team
Manual fire fighting appliances	Monthly	Premises Team
Fire Drills	Termly	Premises Team
Servicing/Inspection	Frequency	Completed by
Fire Alarm Service	6 monthly (major/minor)	Contractor
Emergency Lights	Annually	Contractor
Fire doors/shutters	Per manufacturer guidance	Contractor

Should any defects be identified during weekly and monthly checks, these are to be escalated to the appropriate contractor for remedial works to be carried out. A fire safety checklist can be found in appendix 1.

For the PFI schools the above checks are carried out and recorded by G4S.

5. Incident/Accident reporting

The School will record all accidents and incidents including physical assault, dangerous occurrences and near misses on Medical Tracker. Accident reports will be monitored for trends and a report made to the Governors as necessary. The Head teacher, 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.

5.1 Medical Tracker

- All accidents will be logged on Medical Tracker as soon as possible after the accident occurs by the member of staff or first aider who deals with it. As much detail as possible will be supplied when reporting an accident

5.2 Reporting to the Health and Safety Executive

Schools will use Medical Tracker to log all accidents, verbal and physical assaults, dangerous occurrences and near misses

Incidents resulting in the following must be reported to the Corporate Health and Safety Service as soon as possible as they have a statutory duty to report to the HSE within 10 days of the incident occurring (or sooner in the case of a fatality). Delays can result in fines imposed by the HSE

Incidents involving a Fatality will be reported **immediately** to the Corporate Health and Safety

Service 07912 480686 (Edward Farrelly) and 020 7364 5008

Reportable injuries, diseases or dangerous occurrences include:

- Death
- Specified injuries. These are:
 - Fractures, other than to fingers, thumbs and toes
 - Amputation
 - Any injury likely to lead to permanent loss of sight or reduction in sight
 - Any crush injury to the head or torso causing damage to the brain or internal organs
 - Any burn injury (including scalding) which covers more than 10% of the whole body's total surface area or causes significant damage to the eyes, respiratory system or other vital organs
 - Any scalping requiring hospital treatment
 - Any loss of consciousness caused by head injury or asphyxia
 - Any other injury arising from working in an enclosed space which leads to hypothermia or heat-induced illness, or requires resuscitation or admittance to hospital for more than 24 hours
- Injuries where an employee is away from work or unable to perform their normal work duties for 7 days or more (including weekends and holidays)
- Where an accident leads to someone being taken to hospital direct from the scene of the accident and receiving treatment
- Where something happens that does not result in an injury, but could have done
- Near-miss events that do not result in an injury, but could have done. Examples of near-miss events relevant to schools include, but are not limited to:
 - The collapse or failure of load-bearing parts of lifts and lifting equipment
 - The accidental release of a biological agent likely to cause severe human illness
 - The accidental release or escape of any substance that may cause a serious injury or damage to health
 - An electrical short circuit or overload causing a fire or explosion

The chief operating officer (COO) will have access to Medical Tracker reports produced by each school for reportable incidents as defined in the RIDDOR 2013 legislation (regulations 4, 5, 6 and 7).

5.3 Notifying parents

All parents should receive an email from Medical Tracker, notifying of an accident or incident. For more significant injuries such as, large cuts, bruises & significant bleeding, where the child can stay at school, parents must be called as well.

5.4 Reporting to Ofsted and child protection agencies

The CEO will notify Ofsted of any serious accident, illness or injury to, or death of, a pupil while in the school's care. This will happen as soon as is reasonably practicable, and no later than 14 days after the incident.

The CEO will also notify The Local Authority Designated Officer (LADO) of any serious accident or injury to, or the death of, a pupil while in the school's care.

6. First aid

Schools carry out a documented 'provision for first aid needs' assessment. It is the schools policy to ensure that there are an adequate number of competent first aiders. The first aid needs assessment will consider the first aid provision for pupils as well as that for staff. Key first aiders are qualified to a three-day first aid at work (FAW) level and a suitable number of two-day paediatric first aid qualified staff are employed to meet the Ofsted requirement for early years.

In terms of numbers, there must always be a qualified person on the premises, so schools need to allow for staff absences.

School medical leads are responsible for regularly checking that the contents of first aid boxes are complete and replenished as necessary.

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

The Headteacher will ensure a list of all first aiders which includes their level of training is displayed throughout the school.

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

No casualty should be allowed to travel to hospital unaccompanied and an accompanying adult will be designated in situations where the parents cannot be contacted. The school will follow the procedure for completion of incident/accident records in accordance with LBTH guidance.

The nearest accident and emergency dept is;

The Royal London Hospital, Whitechapel Rd, London E1 1BB

Call 999 for emergencies and 111 for non emergency medical help & advice

7. Occupational stress

We are committed to promoting high levels of health and wellbeing and recognise the importance of identifying and reducing workplace stressors through risk assessment.

Systems are in place within the school for responding to individual concerns and monitoring staff workloads

Confidential counselling for staff affected by stress caused by either work or external factors is available via the Employee Assistance Programme (EAP) and referral to Occupational Health. The School will ensure there are adequate resources to enable line managers to implement the stress management strategy.

Individual stress risk assessments for staff showing signs of stress and will be done with line managers, Human Resources and Occupational Health.

8. New, and expectant mothers

Risk assessments will be carried out to assess any risks to new and expectant mothers (for example, from working conditions, or the use of physical, chemical or biological agents). The risk assessment process will determine appropriate local measures, which is a management function

The Trust's occupational health advisor on notification that an employee is pregnant or has given birth within the last six months, will undertake a New and Expectant Mothers risk assessment.

If risks are identified during the pregnancy, in the first six months after birth or while the employee is still breastfeeding, appropriate, sensible action will be taken to reduce, remove or control them and take advice from the occupational health provider.

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

9. Display screen equipment

- All staff who use computers daily as a significant part of their normal work have a display screen equipment (DSE) assessment carried out. 'Significant' is taken to be continuous/near continuous spells of an hour or more at a time and relevant to staff groups such as administrative team and senior leadership team
- Staff identified as DSE users are entitled to an eyesight test for DSE use every 2 years by a qualified optician (and corrective glasses provided if required specifically for DSE use)
- Schools will need to complete the DSE assessment form for relevant staff and send it to the H&S Lead.

10. Manual handling

It is up to individuals to determine whether they are fit to lift or move equipment and furniture. If an individual feels that to lift an item could result in injury or exacerbate an existing condition, they will ask for assistance.

The school will ensure that proper mechanical aids and lifting equipment are available in school, and that staff are trained in how to use them safely.

Staff and pupils are expected to use the following basic manual handling procedure:

- Plan the lift and assess the load. If it is awkward or heavy, use a mechanical aid, such as a trolley, or ask another person to help
- Take the more direct route that is clear from obstruction and is as flat as possible
- Ensure the area where you plan to offload the load is clear
- When lifting, bend your knees and keep your back straight, feet apart and angled out. Ensure the load is held close to the body and firmly. Lift smoothly and slowly and avoid twisting, stretching and reaching where practicable

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

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

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

11. Working at height [G4S for PFI schools]

We will ensure that work is properly planned, supervised and carried out by competent people with the skills, knowledge and experience to do the work. This includes using the right type of equipment for working at height.

In addition:

- The premises team retain ladders for working at height
- Pupils are prohibited from using ladders
- Staff will wear appropriate footwear and clothing when using ladders
- Contractors are expected to provide their own ladders for working at height
- Before using a ladder, staff are expected to conduct a visual inspection to ensure its safety
- Access to high levels, such as roofs, is only permitted by trained persons

All ladders, stepladders and other access equipment is regularly inspected and maintained by the premises team and paper copy or electronic records are maintained.

11.1 Roof work

The Premises Manager [G4S for PFI schools] in consultation with the contractor as appropriate is responsible for implementing a process for contractors to undertake maintenance work or other activities at roof height or on the roof or in roof void. The following precautions are taken:

- a Permit to Work (PTW) is put in place
- A suitable and sufficient risk assessment and method statement (RAMS) is produced and approved by the chief finance officer
- Anyone going onto the roof must be competent and will be given sufficient information, instruction and training, and be supervised
- Prohibition on lone working on the roof

12. Control of Substances Hazardous to Health – COSHH

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

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

In all other areas the establishment's nominated person (Gika Conceicao or G4S) is responsible for COSHH.

They shall ensure:

- An inventory of all hazardous and flammable substances used on site is compiled and regularly reviewed.
- Material safety data sheets are obtained from the relevant supplier for all such materials (these sheets are not risk assessments for that chemical but information only)

- Risk assessments are conducted for the use of hazardous substances (where generic risk assessments are available e.g. for products purchased from approved suppliers, these are adapted to suit specific use of material on site)
- All chemicals are appropriately and securely stored out of the reach of children
- All chemicals are kept in their original packaging and labelled (no decanting into unmarked containers)
- Suitable personal protective equipment (PPE) has been identified and available for use.

13. Industrial kitchen

All schools have LBTH Contract Services as their food provider. Premises manager [G4S for the PFI schools] will ensure he has knowledge of their documentation such as up to date risk assessments, valid staff training records, food hygiene inspection reports, gas safety certificates, pest control information and accident data. These are required for the Health and Safety Audit annually. All external audits from the contract kitchen are to be communicated with the school, to ensure a good level of contract compliance/monitoring.

Kitchen staff will be briefed on first aid, any presence of asbestos in their work areas, fire safety arrangements and be familiarised with the school's allergy and medicine policy. All reports of accidents and near misses in the kitchen are provided to the school office, this may include the contractor completing the school's accident report as well as their own company accident report.

The School management is responsible for sharing information to the kitchen staff of individual child needs such as allergies when preparing and serving food. The school documents how this is communicated to the kitchen staff.

14. Off-site visits

All offsite visits will be planned following guidance contained in the Trust Education Visits Policy.

When taking pupils off the school premises, we will ensure that:

- Risk assessments will be completed where off-site visits and activities require them
- All off-site visits are appropriately staffed
- Staff will take a school mobile phone, a portable first aid kit, information about the specific medical needs of pupils along with the parents' contact details

Early Years Foundation Stage

- There will always be at least one first aider with a current paediatric first aid certificate on school trips and visits, as required by the statutory framework for the Early Years Foundation Stage.

15. Transport & Driving

The premises assistants at each site ensure that all vehicles and pedestrians operate in a safe manner and are effectively managed and controlled. This includes the safety of all vehicle and pedestrian routes both internal and external; and includes the access routes used by the emergency services i.e. Fire Brigade and Ambulance Service.

Vehicular access to the school is restricted to school staff and visitors only and not for general use by parents/guardians when bringing children to school or collecting them. Gika Conceicao is responsible for completion of the traffic management plan and risk assessment.

The vehicle access gate is not normally used for pedestrian access. If in any event it needs to be used, then all due care is taken to ensure the safety of those passing through this entrance, and a suitable and sufficient risk assessment completed for pedestrian and vehicular movement.

The Premises Manager is responsible for:

- Upkeep and maintenance of all internal pedestrian routes and car park
- Lighting for car park and internal pedestrian routes;
- Routine safety checks and inspections;
- Suitable gritting of these routes both internally and externally;
- Provision of suitable signage;
- Parking bays for persons with a disability; and
- Liaising with and managing contractors undertaking activities on site that involve the movement of vehicles, to include, the review of risk assessments and method statements (RAMS).

Speed limit

- The maximum speed limit on school grounds is 5mph.

Vehicle escort

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

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

16. Premises security, personal safety and Lone working

Hasib Hikmat [chief operating officer], Gika Conceicao (premises team leader) & G4S for the PFI schools are responsible for the security of the school site in and out of school hours. They are responsible for visual inspections of the site, and for the intruder and fire alarm systems.

The non-PFI schools have an SLA for Keyholding services who will respond to an emergency and also alert Gika Conceicao, the premises team leader, of any issues.

16.1 Violence at work

We believe that staff should not be in any danger at work, and will not tolerate violent or threatening behaviour towards our staff.

All staff will report any incidents of aggression or violence (or near misses) directed to themselves to their line manager/headteacher immediately. This applies to violence from pupils, visitors or other

staff. Incident needs to be reported by completing the AIR form and handing it into the school office.

16.2 Lone working

Work carried out unaccompanied or without immediate access to assistance will be risk assessed by the headteacher/chief operating officer/G4S for the PFI schools to determine if the activity is necessary. Work involving potentially significant risks (for example work at height) **should not** be undertaken whilst working alone. If there are any doubts about the task to be performed then the task will be postponed until other staff members are available.

Lone working may include:

- Late working
- Home or site visits
- Weekend working
- Site manager duties
- Site cleaning duties
- Working in a single occupancy office

Where lone working cannot be avoided staff should:

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

Report any incidents or situations where they may have felt "uncomfortable".

17. Asbestos

- Staff are briefed on the hazards of asbestos, the location of any asbestos in the school and the action to take if they suspect they have disturbed it
- Arrangements are in place to ensure that contractors are made aware of any asbestos on the premises and that it is not disturbed by their work

- Contractors will be advised that if they discover material which they suspect could be asbestos, they will stop work immediately until the area is declared safe
- A record is kept of the location of asbestos that has been found on the school site
- The Trusts Asbestos Authorising Officer is Hasib Hikmat (chief operating officer) for the non-PFI schools.
- Refresher training is required 3 yearly.
- The Asbestos Management Plan is completed and managed/monitored by Gika Conceicao (Premises Manager).
- A re-inspection on all identified asbestos/current asbestos management survey (and plan) will be completed every 3 years, organised by Gika Conceicao (Premises Manager).
- Under no circumstances must staff drill or affix anything to walls without first obtaining approval from the Head teacher and premises manager with reference being made to the school's asbestos management plan of knowing locations, actions required and control measures in place.
- Any damage to materials known or suspected to contain asbestos should be reported to Gika Conceicao (Premises Manager) who will contact a specialist for advice.
- For PFI schools, G4S lead on all matters relating to management of asbestos. Any damage to areas where asbestos is present should be reported to the G4S Helpdesk, ths.helpdesk@uk.g4s.com or 08453006560
- Any contractor who is suspected to be carrying out unauthorised work on the fabric of the building should be reported to Gika Conceicao (Premises Manager) or G4S for the PFI schools

18. Gas safety

- Installation, maintenance and repair of gas appliances and fittings will be carried out by a competent Gas Safe registered engineer
- Boilers are maintained yearly under the Boiler Maintenance (Gas Safety and Use Regulations 1998).
- Annual gas safety checks are required on each appliance and flue. All rooms with gas appliances are checked to ensure that they have adequate ventilation
- Gika Conceicao (Premises Manager) and G4S for the PFI schools are responsible for arranging and managing/monitoring the statutory compliance gas requirements for Trust schools.

19. Electricity

- All staff are responsible for ensuring that they use and handle electrical equipment sensibly and safely. Staff should monitor the condition of plugs, cables and electrical equipment and conduct a quick visual inspection prior to use
- Any pupil or volunteer who handles electrical appliances does so under the supervision of the member of staff who so directs them

- Personal items of equipment (electrical or mechanical) should not be brought into the school without prior authorisation and subjected to the same tests as school equipment
- Any potential hazards will be reported to Hasib Hikmat (chief operating officer), Gika Conceicao (senior premises manager) or G4S for the PFI schools immediately
- Permanently installed electrical equipment is connected through a dedicated isolator switch and adequately earthed
- All isolators switches are clearly marked to identify their machine
- Electrical apparatus and connections will not be touched by wet hands and will only be used in dry conditions
- Contractors who carry out electrical works within the school are checked they are registered with the NICEIC (National Inspection Council for Electrical Installation Contracting).
- Each school's fixed electrical installation is inspected periodically in line with the current IET (The Institute of Engineering and Technology) Wiring Regulations requirements. A full inspection is carried out every five years.
- All portable electrical appliances (PAT Testing) are inspected annually by a suitably trained and competent contractor. This is a school responsibility for PFI schools.
- Gika Conceicao (premises manager) or G4S for the PFI schools are responsible for the management of all statutory compliance inspections (which includes electrical), records of these inspections and if required remedials can be found in the premises drive.

20. Legionella

- A Legionella water risk assessment of the schools has been completed by Water Monitoring Ltd. Gika Conceicao, the premises manager is responsible for ensuring that the identified operational controls are conducted and recorded in the school's water log book and recommendations completed within the timescales. For the PFI schools this responsibility lies with G4S.
- This risk assessment will be reviewed every 2 years and when significant changes have occurred to the water system and/or building footprint
- The risks from legionella are mitigated by the following: temperature checks, heating of water, disinfection of showers, water samples collected by an external company and checked, inspection of water tanks, descaling of cylinders and weekly/monthly flushing of taps/water outlets.

21. Outdoor play equipment

Equipment will be checked daily before use for any apparent defects, and premises assistants will conduct a weekly visual inspection of the equipment. PE and Play equipment is annually inspected, repaired and maintained by a qualified specialist contractor. Annual and Operational **Quarterly** Play Inspections are undertaken by a qualified RPII Inspector.

The premises manager is responsible for organising the above inspections and ensuring all inspections (weekly visual, Quarterly Operational, and Annual) are completed to the above specification, and remedial works are completed within the timescales.

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

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

22. Outdoor areas

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

It is the responsibility of the Premises Manager in consultation with the headteacher to:

- Select a competent arboriculturist to manage the individual trees, shrub and perennial/annual plants;
- To undertake a tree risk assessment to determine the health and safety of the trees

The horticultural activities are undertaken by NEUK the contract is monitored by the Premises Manager.

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

For the PFI schools, G4S manages all aspects within this area.

23. Indoor Play Equipment

- Pupils are taught how to carry out and set up PE equipment safely and efficiently. Staff check that equipment is set up safely
- Any concerns about the condition of the gym floor or other apparatus will be reported to any member of the premises team
- PE and Play equipment is annually inspected, repaired and maintained by a qualified specialist contractor. Annual and Operational **Quarterly** Play Inspections are undertaken by a qualified RPII Inspector.
- The person responsible for organising the above inspections is Gika Conceicao, Premises manager The PE lead is responsible for replacing any non-fixed play equipment i.e. mats

24. Management of Contractors

Contractors will agree health and safety practices with the headteacher before starting work. Before work begins the contractor will provide evidence that they have completed an adequate risk assessment of all their planned work.

All contractors used by the school shall ensure compliance with relevant health and safety legislation, guidance and good practice. All contractors must report to the school office where they will be asked to sign the visitors' book and wear an identification badge. Contractors will be issued with guidance on fire procedures, local management arrangements and vehicle movement restrictions. Premises manager is responsible for monitoring areas where the contractor's work may directly affect staff and pupils and for keeping records of all contractor work.

For the PFI schools this responsibility rests with G4S. If a PFI school would like to undertake works using their own preferred contractor, an ACR [Authority Change Request] needs to be submitted to Ben.Jeffery@towerhamlets.gov.uk , the LA's PFI officer.

24.1 School managed projects

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

These are managed by the chief operating officer who will ensure that landlords consent has been obtained and, where applicable, all statutory approvals, such as planning permission and building regulations have been sought. This would include whether CDM¹ regulations will apply.

Chief operating officer will undertake appropriate competency checks prior to engaging a contractor.

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

The school has a detailed listing of all contractors, with relevant checks completed before works commence, and evidence that includes;

- Health and Safety Policy
- Insurance
- References
- Risk assessments
- Training
- Construction Phase Plans

For PFI schools routine projects that fall under life-cycle will be managed by G4S. Projects requested by a school will need to go through an ACR process.

24.2 Permit to work system

1

A Permit to Work system is a formal safety control document designed to prevent injury to employees, contractors and third parties as well as to property, particularly when work with foreseeable high hazard content is undertaken. The Permit sets out the work to be done, precautions to be taken and the responsibilities of individuals.

Permit to work systems are not required for routine maintenance activities in a non-hazardous environment.

Permit to work systems are considered where:

- Works where two or more individuals need to coordinate activities to complete the job safely
- Jobs where there is a transfer of work and responsibilities from one contractor to the other
- Non-routine operations or activities

As a general guide a permit to work system may be required for work activities that involve:

- Work near asbestos
- Confined space working
- Hot works such as welding, flame cutting and grinding
- Working at height
- Working on fragile roofs
- Maintenance work on lifts, conveyors, hoists etc
- Work on high voltage electrical equipment or other work on electrical
- Equipment which may give rise to potential dangers
- Work involving the use of hazardous/dangerous substances

25. Personal protective equipment

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

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

Use of PPE;

- Wear disposable non-powdered vinyl or latex-free CE-marked gloves and disposable plastic aprons where there is a risk of splashing or contamination with blood/body fluids (for example, nappy or pad changing)
- Wear goggles if there is a risk of splashing to the face
- Use the correct personal protective equipment when handling cleaning chemicals

26. Work Experience

The school is responsible for managing and coordinating work related learning within the school following guidance contained in the LA guidelines for work experience and in accordance with the Quality Standard for Work Experience.

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

- All students are briefed before taking part in work experience on supervision arrangements and health and safety responsibilities.
- All placements (including private placements) are subject to pre-placement checks. No work experience placement will go ahead if deemed unsuitable.
- Where work placements form part of the vocational qualification offered by a FE college then the college is responsible for ensuring equivalent placement checks are conducted.
- Every student will receive a placement job description highlighting tasks to be undertaken and any necessary health and safety information which is passed onto the parent / carer.
- Arrangements will be in place to visit/monitor students during the placement.
- Emergency contact arrangements are in place (including out of school hours provision) in order that a member of school staff can be contacted should an incident occur.
- All incidents involving students on work placement activities will be reported to the placement organiser / CHSS at the earliest possible opportunity.
- If the school has volunteers or students on placement who are under eighteen years of age, then a risk assessment must be completed for them.

27. Animals

Please refer to appendix 7. Zoonosis risk assessments are completed to identify hazards and implement control measures. Animals may bite, cause allergies to children and carry infectious diseases and transmit worms.

Zoonoses are diseases that can be transmitted from animals to humans. There are approximately 40 potential zoonoses in the UK. For further information, please contact the Corporate Health and Safety Services.

When the pupils are to visit farms or have contact with animals the following safety measures are followed;

- Wash hands before and after handling any animals
- Keep animals' living quarters clean and away from food areas
- Dispose of animal waste regularly, and keep litter boxes away from pupils
- Supervise pupils when playing with animals
- Seek veterinary advice on animal welfare and animal health issues, and the suitability of the animal as a pet
- Follow guidelines from Evolve and provider

28. Lettings

The Trust has a separate Lettings policy which outlines the process for lettings. Those who hire any aspect of the school site or any facilities will be made aware of the content of the school's health and safety policy and lettings policy, and will have responsibility for complying with it.

29. Infection prevention and control

Schools and nursery settings can be common sites for the transmission of infections. Children may be particularly susceptible due to the immaturity of their immune system; proximity to other children; incomplete or no vaccination status and less understanding of how to practise good hygiene.

Micro-organisms (bacteria, viruses, and fungi) are everywhere and usually do not cause infection. However, some do cause infection and can result in symptoms such as fever and sickness.

The Spotty Book 'notes on infectious diseases in schools and nurseries' from PHE has been updated to include coronavirus (PHE 2020).

How infections can spread

Infections can spread in different ways, but the following are the most important:

- Respiratory such as influenza, coronavirus
- Direct contact with infecting organism such as impetigo
- Gastrointestinal spread such as contact from contaminated food or water
- Blood borne virus by contact with infected blood or body fluids

Prevention and control

Infection prevention and control measures aim to interrupt the cycle of infection. To prevent and manage infectious diseases in the school setting:

- Promote immunisation of pupils and staff
- Promptly exclude the unwell pupil or staff member
- Check that effective handwashing is being maintained
- Ensure the environment is clean

Updated guidance 'health protection in schools and other childcare facilities' can be found from Public Health England (PHE 2021).

Medical advice should be sought as soon as possible (on the same day) where the skin is broken resulting from a bite.

Immediate medical attention should be obtained where someone scratches or pricks themselves with a used hypodermic needle.

Suspected outbreak of infection

Headteachers should contact their local Health Protection Team (HPT) as soon as they suspect an outbreak.

An outbreak or incident is defined as:

- An incident in which 2 or more people experiencing a similar illness are linked in time or place
- A greater than expected rate of infection compared with the usual background rate for the place and time where the outbreak has occurred

For example:

- 2 or more cases of diarrhoea or vomiting which are in the same classroom, shared communal areas or taking part in the same activities
- Higher than usual number of people diagnosed with scabies
- Higher than usual number of people diagnosed with scarlet fever
- 2 or more cases of measles at the school or other childcare setting

Cleaning of the environment

The school has a comprehensive cleaning programme in place.

29.1 Airborne Germs

Examples of these are legionella, cold, flu and coronavirus. Controlling legionella bacteria is by adequate management of each school's water systems.

29.2 Blood Borne Viruses

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

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

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

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

29.3 Good hygiene practice

We follow national guidance published by Public Health England (PHE) when responding to infection control issues. We will encourage staff and pupils to follow this good hygiene practice, outlined below, where applicable.

Handwashing

- Wash hands with liquid soap and warm water, rub hands for at least 10-15 seconds, and dry with paper towels
- Always wash hands after using the toilet, before eating or handling food, and after handling animals
- Cover all cuts and abrasions with waterproof dressings and suitable disposable gloves.

Coughing and sneezing

- Cover mouth and nose with a tissue
- Wash hands after using or disposing of tissues
- Spitting is discouraged

Personal protective equipment

- Wear disposable non-powdered vinyl or latex-free CE-marked gloves and disposable plastic aprons where there is a risk of splashing or contamination with blood/body fluids (for example, nappy or pad changing)
- Wear goggles if there is a risk of splashing to the face
- Use the correct personal protective equipment when handling cleaning chemicals

Cleaning of the environment

- Clean the environment, including toys and equipment, frequently and thoroughly

Cleaning of blood and body fluid spillages

- Clean up all spillages of blood, faeces, saliva, vomit, nasal and eye discharges immediately and wear personal protective equipment
- When spillages occur, clean using a product that combines both a detergent and a disinfectant and use as per manufacturer's instructions. Ensure it is effective against bacteria and viruses and suitable for use on the affected surface
- Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below
- Make spillage kits available for blood spills

Laundry

- Wash laundry in a separate dedicated facility
- Wash soiled linen separately and at the hottest wash the fabric will tolerate
- Wear personal protective clothing when handling soiled linen
- Bag children's soiled clothing to be sent home, never rinse by hand

Clinical waste

- Always segregate domestic and clinical waste, in accordance with local policy
- Used nappies/pads, gloves, aprons and soiled dressings are stored in correct clinical waste bags in foot-operated bins
- Remove clinical waste with a registered waste contractor
- Remove all clinical waste bags when they are two-thirds full and store in a dedicated, secure area while awaiting collection

29.4 Pupils vulnerable to infection

Some medical conditions make pupils vulnerable to infections that would rarely be serious in most children. The school will normally have been made aware of such vulnerable children. These children are particularly vulnerable to chickenpox, measles or slapped cheek disease (parvovirus B19) and, if exposed to either of these, the parent/carer will be informed promptly and further medical advice sought. Advise these children to have additional immunisations, for example for pneumococcal and influenza.

29.5 Exclusion periods for infectious diseases

The school will follow recommended exclusion periods outlined by Public Health England, summarised in appendix 4.

In the event of an epidemic/pandemic, we will follow advice from Public Health England about the appropriate course of action.

29.6 Immediate action to take after exposure to blood or other body fluids

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

- Wash splashes off your skin with soap and running water;
- If your skin is broken, encourage the wound to bleed, do not suck the wound and rinse thoroughly under running water;
- Wash out splashes in your eyes using tap water or an eye wash bottle, and
- Your nose or mouth with plenty of tap water, do not swallow the water;
- Report the incident to your line manager or other manager; and
- **Immediately** go to the nearest Accident and Emergency (A&E) department
- School office to organise transport for the employee to the A&E department; line manager to stay in touch with the employee to assess their needs and provide advice and assistance with the post exposure prophylaxis (PEP); and record the incident on Medical Tracker

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

29.7 Smoking is not permitted anywhere on school premises.

30. Training

Our staff are provided with health and safety training as part of their induction process.

Training records are held by the CPD lead who is responsible for coordinating health and safety training needs and for including details in the training and development plan. The training matrix includes a system for ensuring that refresher training (for example in first aid) is undertaken within the prescribed time limits.

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

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

Staff who work in high risk environments, such as in the swimming pool, or work with pupils with special educational needs (SEN), are given additional health and safety training.

30.1 SWIMMING POOL

Stebon Primary has a swimming pool. The school ensures the pool is operated in a safe manner and all HSE and Industry practice is followed. The headteacher has overall responsibility for the safe operation of the pool, however they have delegated the management of the pool to Gika Conceicao, premises manager and the swimming instructor, who are responsible for managing all aspects of the pool including but not limited to, pool water quality, supervision, risk assessment and other documentation, qualifications, and checks.

The school has carried out a risk assessment for the swimming pool in line with the HSE Guidance Document Health and safety in swimming pools, HSG179. The risk assessment has considered the supervision arrangements and as this pool is only used for structured swimming lessons the swim teachers who hold a valid swim teaching qualification (e.g., IoS SEQ Level 2 Teaching Swimming) and rescue qualification (e.g., IQLs National Rescue Award for Swim Teachers and Coaches) can supervise the pool in addition to teaching.

A Pool Safety Operating Procedure (PSOP) which includes the Normal Operating Procedures (NOP) and Emergency Action Plan (EAP) have been produced and all relevant staff have been trained in this procedure. The PSOP has been made available to all hirers. See Appendix 6.

31. Monitoring

This policy will be reviewed & proposed by the chief operating officer annually. At every review, the policy will be approved by the Trust Board Resources Committee.

32. Links with other policies

This health and safety policy links to the following policies and documents:

- Risk assessments
- Medical needs policy incl asthma & intimate care

- Educational visits policy
- Traffic management plans
- Premises management policy
- Business continuity plan
- Lettings policy
- Accessibility plan

Appendix 1. Fire safety checklist

Issue to check	Yes/No
Are fire regulations prominently displayed?	
Is fire-fighting equipment, including fire blankets, in place?	
Does fire-fighting equipment give details for the type of fire it should be used for?	
Are fire exits, fire alarm call points, assembly points etc clearly labelled?	
Are fire doors fitted with self-closing mechanisms?	
Are flammable materials stored away from open flames?	
Do all staff and pupils understand what to do in the event of a fire?	
Can you easily hear the fire alarm from all areas?	
Are fire doors maintained and not wedged open	

Appendix 2. Managing a bereavement - guidelines for schools

1. Aims

This document provides guidance for staff and leaders across the LETTA Trust on how to support pupils, families, and colleagues who experience bereavement. It aims to foster a compassionate, understanding, and death-literate culture within our school community, ensuring that everyone feels supported during times of loss.

- To provide a clear framework for supporting bereaved pupils, staff, and families
- To promote a 'death-literate' culture in which death, loss, and grief are acknowledged and discussed openly
- To ensure that pupils, staff, and families feel safe and supported during difficult times
- To guide staff in understanding how to respond to the needs of a bereaved child or family member
- To establish protocols for responding to a death within the school community, complimenting the advice in Health and Safety Policy

2. Introduction

At the LETTA Trust, we believe in creating a compassionate, supportive and open environment where all members of our school community feel safe to talk about death, bereavement and grief. This guidance is designed to provide clear guidance on how the school will respond in the event of a death, and how we can support our pupils, staff and families. According to Child Bereavement UK, one in 29 pupils will be bereaved of a parent or sibling before they turn 16.

We aim to foster a 'death-literate' culture where death, bereavement and grief are not stigmatised and are acknowledged openly with care and understanding. We aim to create an environment where pupils and staff can express their grief without fear of judgment, ensuring they feel heard, supported and respected.

This guidance should be read in conjunction with section 5 of the Health and Safety Policy and the Special Leave Policy for employees which relates to compassionate leave.

3. Cultural sensitivity in bereavement support

We recognise that our school community is diverse, with pupils, staff, and families from a variety of cultural and religious backgrounds. When supporting bereaved individuals, we are committed to ensuring that cultural and religious beliefs, practices, and customs surrounding death and mourning are respected.

Respecting cultural and religious practices:

- **Individual preferences**

We will communicate directly with bereaved families to understand their specific cultural or religious practices related to death, mourning, and funeral rites. This ensures that the school's approach to supporting the pupil or staff member is respectful of their traditions.

- **Customs and rituals**

The school will accommodate different cultural or religious practices during bereavement, such as specific mourning periods, rituals, or customs. For example, Muslim families may have specific prayers or practices related to death, while Jewish families might observe particular mourning periods (e.g., sitting Shiva). The school will make efforts to respect these customs when arranging memorial activities or supporting pupils.

- **Inclusive communication**

The school will ensure that any public communication, such as announcements or memorials, is culturally sensitive and acknowledges the diverse ways in which grief and loss may be expressed within our community.

Educating staff on cultural sensitivity:

- Staff will be provided with training on the cultural and religious diversity of the school community, including how different cultures and religions view death and grief. This will help staff respond appropriately and sensitively to the needs of bereaved individuals from various cultural backgrounds.

Promoting understanding among pupils:

- In addition to supporting bereaved pupils, the school will encourage open discussions in an age-appropriate way about the different cultural beliefs and practices surrounding death. This will foster empathy, respect, and understanding among all pupils, allowing them to appreciate the diverse grieving processes within the school.

4. Supporting bereaved pupils

Children experience grief in various ways, depending on their age, developmental stage, and the nature of their relationship with the person who has died. We recognise that grieving is a unique process for each individual and we aim to provide personalised, appropriate support for our pupils.

Language is very important. It is common for euphemisms to be used about death such as 'lost', 'gone to sleep', 'passed away'. It is important that the words death and died are used so that children are clear about what has happened, and that it is okay to talk about it.

This [video](#) made by Child Bereavement UK explains to adults how grieving children can seem to move in and out of their grief, a bit like they are jumping in and out of a puddle.

Immediate response:

- **Sensitive communication**

- If a pupil is bereaved, the school will ensure that the pupil is informed with sensitivity
- A trusted adult, such as a teacher, teaching assistant, or school counsellor, will be designated to provide emotional support. Where possible the child should be involved in which adult they would like to be the designated person

- **Parent/Carer communication**

Leaders will inform the pupil's parents or carers about the School's approach to supporting their child and encourage open communication about the child's emotional needs. The school will work in partnership with the family to provide continuity of support.

- **Classroom support**

Teachers will be prepared to discuss the death in a way that is appropriate for the age of the child, ensuring that the class is informed if necessary and that there is an opportunity for pupils to ask questions or express feelings.

- **Flexibility**

We recognise that bereavement may impact a child's academic performance or attendance. The School will be as flexible as possible in order to support the child's needs.

- **Record-keeping**

Bereavements which are significant for the child (teachers should use their discretion to determine if a bereavement is significant for the child) should be recorded on CPOMs. This record should include who has died, their relationship to the pupil, and the date of their birth and death (if known). This is to enable support around anniversaries which can be difficult.

Ongoing support:

- **One-to-one support**

Bereaved pupils will be offered regular check-ins with a designated member of staff. This can include safe spaces for the child to talk, engage in activities to help express their emotions, or simply spend time in a quiet area.

- **Peer support**

If appropriate, the School will facilitate peer support through buddy systems, peer mentoring, or group activities aimed at helping children navigate their emotions together.

- **External support**

In some cases, the School may refer the pupil and their family to external professional support services, such as child bereavement counsellors or therapeutic services, where necessary.

- **Classroom support**

- It is understood that grief can be unpredictable and is not a linear process
- The bereaved pupil should have a mechanism by which they can signal to the teacher that they need some time. This could be through the use of an image they place on their desk that the teacher will see, or they can explain to the teacher if they feel able to do so
- Where a teacher knows a lesson will be dealing with death directly - for example in a history lesson, or a story that is being read - they should look at CPOMS so they are fully aware of who the bereaved children in the class are, and if this lesson coincides with any anniversaries

- **Transition**

All bereavements should be passed on to new teachers or other adults who work with the class so that they are aware. This remains true throughout the child's time in school and is not limited to the year in which a bereavement takes place. It is crucial that this information is passed on to secondary schools. At each transition point, it should be communicated what teachers have found has worked well for that child, and any points in the year which the child seemed to find more painful so this can be noted and acted upon.

5. Supporting staff during bereavement

Leaders will ensure that staff members who experience bereavement are provided with the necessary support to grieve and manage their personal loss while maintaining their responsibilities at work. Please see the Special Leave Policy regarding compassionate leave.

Immediate response:

- The headteacher or designated senior leader will meet with the staff member to discuss their immediate needs and offer support and condolences.

Ongoing support:

- Colleagues should respect a grieving staff member's wishes about how much they want to share with others.

6. Responding to a death within the Trust community

When a death occurs within the LETTA Trust community - whether of a pupil or staff member - leaders will follow the guidelines below to ensure a supportive and sensitive response.

Immediate response:

- **Notification**
The appropriate leader will communicate the death to the school and wider LETTA community with sensitivity and care. This will include informing all staff, and if necessary, the pupils in a manner appropriate to their age and relationship with the person who has died.
- **Tribute or memorial**
Leaders will decide whether it is appropriate to hold a memorial. This may involve the bereaved family if they wish. Where possible, those who were close to the bereaved person should be able to help shape the memorial. The memorial should be about the person who has died, but it is for the people who are there. It may be that different memorials for different age groups or developmental stages are appropriate.
- **Availability of support**
Appropriately trained staff will be available to support pupils and colleagues, offering spaces where people can express their grief. For further guidance, staff should reach out to the Child Bereavement UK helpline for bespoke bereavement advice and support.

Long-term response:

- **Ongoing support**
The school will remain aware of how the grief may evolve over time, particularly for pupils and staff members who were particularly close to the person who died.
- **Engagement with families**
Where a pupil or staff member has died, the school should remain in touch with the family of the person who has died. They should be asked if and how they would like to remain

connected to the school. For example, would they like to be invited to an annual school event? Is there a way they would like their child or family member to be commemorated within school, for example with a bench in the playground or a tree.

- **Community engagement**

If appropriate, the school may invite families of the person who has died to share their cultural or religious practices with the wider school community to foster understanding and respect for diverse grieving rituals.

- **School-wide grief awareness**

The school will maintain an open dialogue about death and loss, addressing it as part of a wider understanding of human experiences. Grief education may be incorporated into PSHE, circle time and story time to normalise the topic for children.

7. Creating a death-literate culture

A 'death-literate' culture encourages conversations about death and grieving, helping to reduce stigma and fear. The school will take the following steps to promote this culture:

- **Education**

Incorporate age-appropriate discussions about death, grief, and loss in the curriculum. This may include books, lessons, or activities that explore the cycle of life and death in a respectful, factual, and compassionate way.

- **Training for staff**

Staff will receive training on how to support bereaved pupils and colleagues and on how to facilitate conversations around death and loss in an appropriate, supportive way.

- **Open environment**

We will encourage pupils and staff to talk about grief in a respectful way, acknowledging that feelings of sadness, anger, confusion, and fear are natural and valid during times of grief. We will also create opportunities for pupils to ask questions, express feelings, and find support when needed.

8. Confidentiality and privacy

While we are committed to supporting bereaved individuals, it is equally important to respect their privacy. Staff will respect the wishes of the bereaved family and pupil. If a pupil or staff member wishes to share their grief journey, they will be given space to do so on their own terms, with support, if needed.

This guidance aims to create an open, supportive, and compassionate environment within the school where death and bereavement are acknowledged and treated with the respect and care that they deserve. Through this, we hope to foster resilience and emotional well-being for all members of the LETTA Trust community.

9. Additional resources

- There is a wealth of support and advice on the [Child Bereavement UK](#) website and they also have a helpline which is available to all (parents, children, teachers – anyone) – 0800 0288840. This national charity supports bereaved children, and adults whose children or grandchildren have died.
- This [page](#) is specifically for professionals in schools.
- This [page](#) is about supporting bereaved children.
- [Winston's Wish](#) is another excellent national charity providing support for bereaved children and their families.
- This is a suggested [reading list](#) by Winston's Wish for books about death and grief for children at different ages and developmental stages.



Appendix 3. Asbestos record

The text in this table shows examples only

Location	Product	How much	Surface coating	Condition	Ease of access	Asbestos type	Comment
Roof	Asbestos cement	Whole roof	None	Fairly good	Difficult	White	
Store room	Pipes	6 x 3m	Metal case	Good	Medium	Unknown	



Appendix 4. Recommended absence period for preventing the spread of infection

This list of recommended absence periods for preventing the spread of infection is taken from [non-statutory guidance for schools and other childcare settings](#) from Public Health England (PHE).

https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf

Rashes and skin infections

Infection or complaint	Recommended period to be kept away from school or nursery	Comments
Athlete's foot	None	Athlete's foot is not in a serious condition. Treatment is recommended.
Chickenpox	Until all vesicles have crusted over	Some medical conditions make children vulnerable to infections that would rarely be serious in most children, these include those being treated for leukaemia or other cancers , on high doses of steroids and with conditions that seriously reduce immunity. These children are particularly vulnerable to chickenpox. Chickenpox can also affect pregnancy if a woman has not already had the infection.
Cold sores (herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and self-limiting.



German measles (rubella)*	Four days from onset of rash (as per " Green Book ")	Preventable by immunisation (MMR x2 doses). If a pregnant woman comes into contact with German measles she should inform her GP and antenatal care immediately to ensure investigation.
Hand, foot and mouth	None	Contact the Duty Room if a large number of children are affected. Exclusion may be considered in some circumstances
Impetigo	Until lesions are crusted and healed, or 48 hours after starting antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period.
Measles*	Four days from onset of rash	Preventable by immunisation (MMR x2 doses). Some medical conditions make children vulnerable to infections that would rarely be serious in most children, these include those being treated for leukaemia or other cancers , on high doses of steroids and with conditions that seriously reduce immunity. These children are particularly vulnerable to measles. Measles during pregnancy can result in early delivery or even loss of the baby. If a pregnant woman is exposed she should immediately inform whoever is giving antenatal care to ensure investigation.
Molluscum contagiosum	None	A self-limiting condition.
Ringworm	Exclusion not usually required	Treatment is required.



Roseola (infantum)	None	None
Scabies	Child can return after first treatment	Household and close contacts require treatment.
Scarlet fever*	Child can return 24 hours after starting appropriate antibiotic treatment	Antibiotic treatment is recommended for the affected child. If more than one child has scarlet fever contact PHA Duty Room for further advice
Slapped cheek syndrome/fifth disease (parvovirus B19)	None (once rash has developed)	Some medical conditions make children vulnerable to infections that would rarely be serious in most children, these include those being treated for leukaemia or other cancers, on high doses of steroids and with conditions that seriously reduce immunity . These children are particularly vulnerable to parvovirus B19. Slapped cheek disease (parvovirus B19) can occasionally affect an unborn child. If exposed early in pregnancy (before 20 weeks), inform whoever is giving antenatal care as this must be investigated promptly.
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune, i.e. have not had chickenpox. It is spread by very close contact and touch. If further information is required, contact your local PHE centre. Some medical conditions make children vulnerable to infections that would rarely be serious in most children, these include those being treated for leukaemia or other cancers. These children are particularly vulnerable to shingles. Shingles can also affect pregnancy if a woman has not already had chickenpox.



Warts and verrucae	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms.
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Diarrhoea and vomiting illness

Infection or complaint	Recommended period to be kept away from school or nursery	Comments
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting	
E. coli O157 VTEC Typhoid* [and paratyphoid*] (enteric fever) Shigella (dysentery)	Should be excluded for 48 hours from the last episode of diarrhoea. Further exclusion may be required for some children until they are no longer excreting	Further exclusion is required for children aged 5 years or younger and those who have difficulty in adhering to hygiene practices. Children in these categories should be excluded until there is evidence of microbiological clearance. This guidance may also apply to some contacts who may also require microbiological clearance. Please consult your local PHE centre for further advice
Cryptosporidiosis	Exclude for 48 hours from the last episode of diarrhoea	Exclusion from swimming is advisable for two weeks after the diarrhoea has settled



Respiratory infections

Infection or complaint	Recommended period to be kept away from school or nursery	Comments
Flu (influenza)	Until recovered	Some medical conditions make children vulnerable to infections that would rarely be serious in most children, these include those being treated for leukaemia or other cancers. It may be advisable for these children to have additional immunisations, for example pneumococcal and influenza.
Coronavirus	<p>Children and young people aged 18 years and under who have a positive test result</p> <p>It is not recommended that children and young people are tested for COVID-19 unless directed to by a health professional.</p> <p>If a child or young person has a positive COVID-19 test result they should try to stay at home and avoid contact with other people for 3 days after the day they took the test, if they can. After 3 days, if they feel well and do not have a high temperature, the risk of passing the infection on to others is much lower. This is because children and young people tend to be infectious to other people for less time than adults.</p>	Check & follow up to date Government guidance and also the Trusts covid risk assessment.



	<p>Children and young people who usually go to school, college or childcare and who live with someone who has a positive COVID-19 test result should continue to attend as normal.</p> <ul style="list-style-type: none">• The schools are ready to follow advice given by NHS Test and Trace or PHE's local health protection team	
Tuberculosis*	Always consult your local PHE centre	Some medical conditions make children vulnerable to infections that would rarely be serious in most children, these include those being treated for leukaemia or other cancers. It may be advisable for these children to have additional immunisations, for example pneumococcal and influenza.
Whooping cough* (pertussis)	48 hours from commencing antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local PHE centre will organise any contact tracing necessary.

Other infections

Infection or complaint	Recommended period to be kept away from school or nursery	Comments
Conjunctivitis	None	If an outbreak/cluster occurs, consult your local PHE centre.



Diphtheria*	Exclusion is essential. Always consult with your local HPT	Family contacts must be excluded until cleared to return by your local PHE centre. Preventable by vaccination. Your local PHE centre will organise any contact tracing necessary.
Glandular fever	None	
Head lice	None	Treatment is recommended only in cases where live lice have been seen.
Hepatitis A*	Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)	In an outbreak of hepatitis A, your local PHE centre will advise on control measures.
Hepatitis B*, C*, HIV/AIDS	None	Hepatitis B and C and HIV are bloodborne viruses that are not infectious through casual contact. All spillages of blood should be cleaned up immediately (always wear PPE). When spillages occur, clean using a product that combines both a detergent and a disinfectant. Use as per manufacturer's instructions and ensure it is effective against bacteria and viruses and suitable for use on the affected surface. Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below. A spillage kit should be available for blood spills.
Meningococcal meningitis*/ septicaemia*	Until recovered	Meningitis C is preventable by vaccination There is no reason to exclude siblings or other close contacts of a case. In case of an outbreak, it may be necessary to provide antibiotics with or



		without meningococcal vaccination to close school contacts. Your local PHE centre will advise on any action is needed.
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. Your local PHE centre will give advice on any action needed.
Meningitis viral*	None	Milder illness. There is no reason to exclude siblings and other close contacts of a case. Contact tracing is not required.
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise any danger of spread. If further information is required, contact your local PHE centre.
Mumps*	Exclude child for five days after onset of swelling	Preventable by vaccination (MMR x 2 doses)
Threadworms	None	Treatment is recommended for the child and household contacts.
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic.

* denotes a notifiable disease. It is a statutory requirement that doctors report a notifiable disease to the proper officer of the local authority (usually a consultant in communicable disease control). In addition, organisations may be required via locally agreed arrangements to inform their local PHE centre. Regulating bodies (for example, Ofsted/Commission for Social Care Inspection (CSCI)) may wish to be informed.



Appendix 5

Security Procedures for all schools

Reviewed: Summer 2025

Next review: Summer 2026

Governor responsible: Health & Safety Governor

We have a duty to ensure that the children in our care are safe. Staff all have a responsibility to follow the steps outlined below for the safety and well-being of all children and adults at school.

2 key points to remember:

1. Children who feel safe learn better
2. When parents feel welcome and an important part of their child's school, then children will achieve more as a result. Whilst remaining secure we must avoid shutting parents out.

Security measures in place:

- The perimeter of the school site is locked throughout the day with one gate open from 9.00-9.15 and 3.25-3.45 to allow children and parents to come to school and then go home
- 2 members of staff & the Premises Manager are stationed in playground near the gates whilst they are open
- Both class teachers and TAs should go to pick the children up from the playground after a meeting. This is so that 1 person can take the children in while the other one deals with queries from parents
- All staff have security passes to wear for identification purposes and for entrance into main gate and front door
- Office staff issue visitor passes and all visitors pass through office entrance
- Visitors have to pass through 2 secure gates in order to access the building via the school office



- **Staff question any adult in the building they don't recognise who is not wearing a visitors pass**
- There are panic alarms in the school offices
- The premises manager's office is sited at the front entrance to the school for extra security
- Lockable filing cabinets and lockers are available to staff on request
- The school building is locked and alarmed when the building is unoccupied
- Information on vulnerable children/those at risk of abduction is shared with all staff
- Children who are late must always access the school via the office
- Doors that can be used as fire exits must not be locked whilst children are on the premises
- Children from breakfast club may go outside with the first member of staff who goes out into the playground
- Children must never let anyone in through the front entrance
- Any concerns about members of the public seen outside the perimeter of the school looking in a manner that causes concern or taking pictures of children must be reported to the School Business Manager and Premises Manager immediately. Staff must not approach these people themselves. The SBM will decide on the appropriate action and will in all cases report the incident to the Local Authority Health & Safety Team so that they may alert other Local schools as necessary.

Ways to challenge strangers without being confrontational:

"Good morning, can I help you?"

"Good morning, who are you looking for?"

"Are you looking for someone?"

"Good morning, is everything OK?"

"Come with me and I'll find someone who can help you."



“Are you trying to find your child's class?”

“Hello, is there anything I can help you with?”



Appendix 6

Stebon Primary School – Swimming Pool

Normal Operating Procedures (NOP) and Emergency Action Procedures (EAP)

This document concerns Stebon Primary School's swimming pool. It outlines the health & safety practice & procedures adopted daily under normal circumstances (NOP) & how staff respond in an emergency (EAP). It is an appendix of The LETTA Trust's Health & Safety policy.

All adults poolside at swimming lessons have a duty of care and lifeguarding responsibilities.

Prevention through supervision – Lifeguards need to have good communication skills as they are in the front line of pool user education. Direct intervention may be needed if pool users either intentionally or otherwise break safety rules.

Prevention by supervision relies on the lifeguard being:

- Vigilant
- Attentive
- Alert at all times

Effective supervision requires specific skills that include:

- Recognising when people are in difficulty
- Positioning
- Scanning
- Communication

Normal Operating Procedures (NOP)

Details of the facility



The facility was opened in 2000 and has been in continuous annual use since that date bar a 12-month period (2011-12) when refurbishment works were taking place to the building & pool. This process involved rebuilding the pool & installing a new pool cover, storage facility & a new plant room. In addition to this, the changing rooms were completely refurbished & new showers installed.

The pool itself is a 'tank pool' built up from the ground i.e. it is not an excavated pool with deck level entry. Entry to the pool is via 1 ladder; the water level is therefore at approximately the instructor's waist height, when in the pool, and chest level when, standing alongside the pool.

Dimensions of pool

- Length – 9.6m
- Width – 4.8m
- Water depth – 0.75m throughout
- External height of pool wall – 1.04m
- Surface area of water – 46m squared
- Pool volume 33,246 litres
- Pool temperature 28-31°C

Because of the dimensions of the pool we limit the maximum bather load to 15 children at any one time.

Changing Facilities

Two changing areas, boys and girls, with 4 showers. In the hygiene room there is one shower, toilet, a hoist and a changing bed. There is also a hoist on the poolside, both are tested annually and LOLER inspected six monthly.

Opening Period and User Groups

The pool is open from Monday - Wednesday 9:45am - 3:00pm and there is no swimming on Thursdays as of yet but it may be introduced into the schedule soon. Friday's opening time for the pool is 9:30 - 3:00pm. This is confirmed and verified with the swimming teacher. The pool is open for lettings to interested parties. Bookings are made via the school office and in accordance with the Lettings Policy.

Plant room and operators

All premises staff are pool plant trained, last completed 8th December 2021.



The plant room houses:

- Boiler
- Chemical/Filtration system – this room is kept locked – only people nominated by Headteacher are permitted to enter; currently Headteacher, Swimming Instructor (responsible for pool maintenance) and premises Manager. Others, such as technicians, service engineers, will only be allowed to enter the room with the Headteacher's permission. A list of chemicals kept in the room should be prominent on the door.

Teaching equipment is kept in a storage room adjacent to the shower area.

There is a flat poolside area for assembly of children & adequate pathway space surrounding the pool on the other 2 sides.

Water Testing

Daily pool water testing is carried out 3 times a day during term time. The swimming instructor carries out 2 of these testing and premises 1. Premises teams carry out the water testing during school closures and hire of the pool.

Water testing recommended range guidance (from Select Pool Services)

Test	Limits
Free Chlorine (DPD1 & DPD3)	Inner 1.5 - 4.5 PPM Outer 1.0 - 5.0 PPM
Combined Chlorine	Combined value no more than half the Free value
PH Reading	Inner 7.3 - 7.6 Outer 7.2 - 7.8
Water temperature	28-31°C
Air temperature	1°C above water temperature
Water clarity	1 = Good, 2 = Bad
Total Alkalinity (TA)	60 - 150
Calcium Hardness (CH)	250 - 500
Total Dissolved Solids (TDS)	No more than 1500 above source



Cleaning processes for the pool

The pool uses a filter cleaning system. This is carried out by the Premises team/swimming instructor weekly or depending on how often the swimming pool is being used.

No one should be in the pool whilst the below cleaning process is being carried out.

Backwash Pool Filter (first):

1. Close valve no.16 on sample cell
2. Close valve no.15 on sample cell
3. Switch off pool filter pump from main switch
4. Close valve no.2 (skimmers)
5. Fully open valve no.3 (sumps)
6. Close valve no.8 (pool return)
7. Rotate multiport valve clockwise to backwash position
8. Open valve no.9 (waste)
9. Switch on pool filter pump from main switch
10. Backwash for 2 minutes
11. Switch off pool filter pump from main switch

Rinse Pool Filter (second, after backwash):

1. Rotate multiport valve clockwise to rinse position
2. Switch on pool filter pump from main switch



3. Rinse for 30 seconds
4. Switch off pool filter pump from main switch
5. Close valve no.9 (waste)
6. Rotate multiport valve clockwise to filtration position
7. Open valve no.8 (pool return)
8. Switch on pool filter pump from main switch
9. Once pool level is half way up the skimmers open valve no.2 (skimmers)
10. Close valve no.3 to black mark (sumps)
11. Open valve no.16 on sample cell
12. Open valve no.15 on sample cell

The below cleaning is carried out quarterly;

Cleaning fine mesh strainer on chemical controller:

1. Close valve no.12
2. Close valve no.16 on sample cell
3. Close valve no.15 on sample cell
4. Unscrew the plastic Y strainer
5. Remove the mesh strainer and clean in freshwater
6. Install the mesh strainer back into the plastic holder



7. Screw the plastic Y strainer back into place
8. Open valve no.15 on sample cell
9. Open valve no.16 on sample cell
10. Open valve no.12
11. Make sure chemical controller has flow

Cleaning pump no.1 strainer basket:

1. Close valve no.16 on sample cell
2. Close valve no.15 on sample cell
3. Switch off pool filter pump from main switch
4. Close valve no.14
5. Close valve no.4
6. Unscrew pump basket lid and remove pump basket
7. Clean basket and re-insert into pump
8. Screw lid back on making sure the O ring is inserted correctly
9. Open valve no.4
10. Open valve no.14
11. Switch on pool filter pump from main switch
12. Make sure pump has prime and all air has left the pump
13. Open valve no.15 on sample cell



14. Open valve no.16 on sample cell

Chemical Dosage for the Pool

The pool uses a dosing system to maintain the recommended levels. This is monitored by the Premises team/swimming instructor weekly or depending on how often the swimming pool is being used.

Chlorine: 15 Sodium Hypochlorite;

1. There is no mixing with the chlorine. It goes straight into the barrel (barrel capacity is 50L) which is in the front of the plant room and the amount that goes in is approx 50L.

Sodium Metabisulphite:

1. Fill the 50L with water first. Then add 5kg (roughly 5-6 scoops) of sodium bisulphate to the water. This is a separate barrel which is at the back of the plant room. Once this is done then the lid is closed so nothing is spilled out. Then the contents are mixed by pumping the red plunger and this is pumped about 10 times to mix it. Once it's been mixed then this is complete.

Sodium Bicarbonate(PH reducer):

1. If PH levels are outside the recommended range then this chemical is added directly into the pool. See above for PH levels.

Control of chemicals

COSHH Assessments data sheets are kept near the chemicals in the pool plant room and in the premises office.

Chemicals are purchased from the pool maintenance company charged as an addition to the contract.

Chemical incidents

Purchase of chemicals is limited to avoid excess chemicals being stored onsite. Chemicals are labelled and stored to avoid accidental mixing which could lead to chemical gas leak.

In the event of chemical mixing or spillage;

1. Turn off all the pumps – such as the chlorine pump and the water pump immediately.



2. Close off the entire pool and plant house.
3. Check what chemicals were mixed and if required call the 999 fire emergency service immediately.
4. Alert the Headteacher so arrangements are made for evacuation if required, as advised by fire emergency service.
5. Contact a professional pool specialist to ensure that further contamination is unable to occur.
6. Complete an AIR Form – This should be recorded as a 'Near Miss'
https://forms.towerhamlets.gov.uk/en/service/accident_and_incident_report

PPE to be worn when handling pool chemicals

- Goggles
- Rubber gauntlets/ gloves
- Apron

Pool maintenance contract

Select Pool Services annual contract covers Planned Preventative and Reactive Maintenance.

Frequency	Inspections
Bi- Annual (two per year)	Service visits include a full strip down and service of the whole chemical dosing system, a full plant room inspection and a poolside inspection. A digital report of everything that has been carried out and any findings will be provided.
Annual	Sand media change included in one of the Bi-annual visit
Monthly	Monthly Microbiological testing including a print out of all results and a folder to keep them in.



Select Pool Services

Email : info@selectpoolservices.co.uk

Web: www.selectpoolservices.co.uk

Mobile: 07837373599

Potential Risk Factors

- The pool water is contained by a **raised tiled wall**. This may cause difficulties when emergency procedures have to take place (see Emergency Action Plan EAP).
- **Diving and jumping** into the pool are strictly forbidden because the pool is too shallow for such entry into the water. Entry will be permitted only by use of the ladder.
- It is only possible for **intruders** to enter the swimming pool area if they have first gained access into the school building. This access is rigorously controlled at all times.
- **Changing rooms** will be checked regularly to minimise the risk of misbehaviour, vandalism or theft.
- **Water quality** testing takes place every 2 hours while swimmers are using the pool or at least 3 times a day. The swimming instructor ensures that the chemical balance of the water is appropriate – only qualified members of staff will be allowed to carry this out. If the clarity of the water is poor, the swimming instructor will take initial steps to rectify the problem. If the problem persists, the pool will be closed & the maintenance contractor (Select Pool Services) will be called.
- **The plant room/chemical store** is kept locked & is out of bounds to all unauthorised staff.
- No **electrical mains equipment** of any description is allowed to be used anywhere within the swimming pool area.
- Correct swimwear should be worn by swimmers. The wearing of jewellery & watches is not allowed. Swim hats must be worn by all bathers.
- Structural hazards include:
 - Floors which may become slippery when wet, including in the shower area
 - 2 supporting pillars that pupils may walk into without undue care & attention



Systems of work (procedures)

At least two adults will be poolside at all times when children are in the water. The swimming instructor will affect any rescue & carry out other emergency procedure duties (as explained in the EAP). At least one adult will have at least experienced basic lifeguard and first aid training.

There will be a mobile telephone, first aid kit, emergency pole and other relevant EAP equipment poolside, whenever the pool is being used.

If a child suffers from known problems such as epilepsy, anaphylactic fits etc. that can be a danger for them whilst swimming, an adult will closely observe them at all times.

Dealing with other users

All other users of the facility will be made aware of the NOP and EAP and will not be given permission to use it unless the Headteacher or Premises Manager is confident that the policies are strictly followed.

First Aid arrangements

At least one adult, and ideally, all adults poolside, will have received at least basic First Aid training and can effect resuscitation procedures if required.

A First Aid kit checked and updated weekly and after every usage, will be available poolside at every swimming session.

Lifeguard duties and responsibilities

Good observation and scanning skills are extremely important for any adult who is poolside during a swimming lesson. Understanding potential problems before they happen must be the prime target for anyone involved in swimming sessions.

If an emergency evacuation needs to take place, the adults will be clear about their respective roles in that situation (see EAP for more details).

Emergency Action Procedures (EAP)

Who is in charge during an emergency?

At all times the swimming instructor is in charge during an emergency.



Who does what?

At least two adults will be poolside when children are in the water. The swimming instructor will effect any lifesaving procedure including performing resuscitation if necessary. The other member of staff will carry out evacuation procedures and call for help (ambulance/office).

Emergency equipment and location

Rescue retrieval equipment, mobile phone, First Aid kit (checked weekly) will always be available poolside.

Follow up arrangements

Once the pool has been evacuated & ambulance called if required, a message will be sent to the school office to call parents to inform them of what has happened and arrangements being made for their child.

Other issues:

Overcrowding – there will never be any more than 15 people in the water at any one time (a pupil: adult ratio of no more than 8:1 except below)

1:6 EYFS teacher in the water

1:4 SEN teacher in the water

(swimming teachers in the water to position themselves where they can see all the children, standing to one side or having their back against the wall looking directly at the swimmers.)

Disorderly behaviour – children will observe every instruction given to them by whoever is in charge of the swimming lesson. Any child who refuses to follow instructions or behaves in a manner that is considered to be potentially dangerous to themselves or others, will be removed. In order to do this, the swimming instructor will stop all swimmers & the lesson will continue only when the child is out of the pool.

Lack of water clarity – If the bottom of the pool cannot be seen, children must not enter the water. The Headteacher or Premises Manager must be informed immediately. If the clarity of the water is poor, the swimming instructor will take initial steps to rectify the problem. If the problem persists, the pool will be closed & the maintenance contractor (Select Pool Services) will be called.



Evacuation of the pool area – if an emergency occurs and the pool has to be evacuated, The swimming instructor or other adult will instruct the children to come out of the water. The children will be taken completely away from the pool area, initially into the changing rooms & as soon as possible back into the school building whilst any emergency resuscitation is taking place.

Fire evacuation – in the event of a fire alarm, the swimming instructor or other adult will instruct children to come out of the water & leave via the nearest exits, collecting their shoes en route. A member of staff will bring blankets for the swimmers. The swimming instructor will check the pool room & changing rooms, ensuring all doors are secured before exiting. The children will gather at the designated assembly point where a headcount will be taken. On discovering a fire in the swimming pool area, the swimming instructor will activate the fire alarm & follow the fire evacuation procedure above. The emergency services will be contacted.

Discovery of casualty in the water – in the case of a conscious casualty, the swimming instructor will clear the pool & effect a rescue. In the case of an unconscious casualty, the swimming teacher will clear the pool, effect a rescue, treat the casualty with appropriate first aid and ensure the emergency services are contacted & help is summoned where appropriate. Casualties suspected of having sustained a spinal injury will be stabilised within the water or poolside & no attempt will be made to move them prior to the arrival of the emergency services.

Emission of toxic gases – if there is a release of toxic gases the pool will be cleared IMMEDIATELY. On leaving the building, the swimming instructor will activate the fire alarm & follow the fire evacuation procedure above. The emergency services will be contacted. There is a ventilation system for the emission of toxic gases.

Faecal contamination – in the event of faecal contamination, the swimming instructor will clear the pool IMMEDIATELY, ensure all bathers shower well, close the pool & carry out decontamination procedures.

Lighting failure – in the event of mains failure the emergency lighting will automatically come on.

Global Pandemic - in the event of a global pandemic (ie COVID - 19) government instructions and compliances on the use of swimming pools will be observed & acted on accordingly. This may mean closing the pool for indefinite periods of time to ensure the safety and wellbeing of all those who use the pool.



Appendix 7

Pets in Schools

1.1 Headteacher/SLT staff with responsibility for pets

The headteacher/leadership team member with responsibility for pet;

- Ensures the purpose of the pet being in school is clear
- Ensures that the pet being used for the therapy/literacy session is appropriate for the age range of the pupils present
- Ensures all pets used for therapy sessions are certified and appropriately trained
- Ensures the welfare needs of the pet are met
- Carries out a risk assessment for each interaction
- Consults staff in advance about any allergies or phobias
- Obtains parental consent before allowing any contact between pupils and the pet, and consult parents/carers on any allergies or phobias the pupils may have
- Ensures all staff and pupils have completed adequate training related to appropriate behaviour and conduct with the pet prior to any interactions
- Ensures staff and pupils are reminded of appropriate procedures and conduct prior to each session
- Puts procedures in place for dealing with incidents, such as a pet bite
- Puts clear hygiene procedures and responsibilities in place for cleaning up after the pet
- Ensures the measures set out in this policy are followed

1.2 pet's owner

The pet's owner and/or the organisation providing the pet:

- Ensures the pet is fit and healthy prior to each visit, with confirmation from the pet's vet
- Ensures the purpose of the pet being in school is clear by having rules for staff and children to adhere to
- Ensures the welfare needs of the pet are met
- Ensures a space is allocated in school if the pet needs a child-free, quiet area to rest
- Makes alternative arrangements for the care of the pet when the pet is unable to go into school [only required if the pet is a permanent school pet]
- Ensures the pet is supervised at all times on the school site



- Attends relevant training sessions with the pet as appropriate and ensures they and the pet are appropriately accredited
- Maintains a good understanding of pet communication and be able to quickly identify when the pet is showing signs of worry, stress or aggression
- Removes the pet immediately from any situation where the pet is displaying signs of worry, stress or aggression
- Keeps the pet on a lead at all times when moving around the school site
- Ensures comprehensive insurance cover is in place that covers working pets

1.3 Staff

Staff ensure:

- Pupils are aware of and follow the pupil code of conduct set out in section 8 of this policy
- Pupils are adequately supervised at all times during sessions with the pet
- Pupils with relevant allergies/phobias are kept separate from the pet
- They have checked that consent has been obtained from pupils' parents/carers before pupils are allowed to attend any sessions with the pet
- They are aware of the pet's whereabouts and who is responsible for supervising the pet at all times
- They check the records of all pupils, staff and visitors known to have an allergy to pets and take steps to make sure they do not go near the pet
- They are aware of and follow the pet bite procedure set out in section 5.4 of this policy

1.4 Pupils

Pupils ensure to:

- Follow the code of conduct set out in section 8 of this policy

2. Pre-visit procedures

- Full parental consent is received before allowing any contact between a pupil and the pet. Pupils whose parents/carers did not give consent are not allowed to attend pet therapy/literacy sessions
- Pupils and staff attend a session to learn how to safely interact with the pet and read body language, prior to the pet starting at the school



- The DfE Risk Protection Insurance (RPA) is in place to cover any incidents/accidents that may occur. The owner has separate insurance covering the pet where relevant
- The pet is pronounced fit and healthy (both in relation to physical and mental health) by a vet before taking part in any activities within the school, including being fully up to date with any vaccinations

3. During the visit

3.1 Ensuring the pet's welfare

- The pet's welfare is considered and carefully monitored throughout the pet's stay at the school
- The pet is allowed some time to acclimatise to the school environment. This will allow the pet to get used to the busy atmosphere, smells and noise levels
- The pet has appropriate access to food and water
- The pet is able to express natural behaviours e.g. chew toys offered during breaks, time off lead, able to sniff
- There is a suitable area away from pupils that the pet can use to rest when not taking part in activities
- When resting, the pet is left alone and pupils must not touch or interact with the pet
- The pet is walked regularly throughout the day and given free time outside of the sessions in a designated area to play and rest off lead
- The pet is not forced to interact with pupils or staff, and must be allowed to move away
- If the pet shows signs that they are unhappy or uncomfortable (e.g. flattened ears, showing teeth, tail between legs, growling), the pet will be removed from the situation immediately and the pupils asked to give the pet space



For permanent school pets;

- The pet does not need to attend school daily
- The frequency of visits is determined with the pet's welfare as the primary consideration
- Sessions between pets and pupils are kept to a maximum of 30 minutes each and limited to a total of 2 hours spread across the day

3.2 Supervision

- The number of children interacting with the pet at any one time is kept to no more than 8
- For each session where the pet is present, there will be at least 1 other adult (as well as the owner/handler) present to ensure appropriate behaviour from the children
- The pet is kept on a lead during sessions and when moving around the school site
- Pupils are never left alone with the pet. There is appropriate adult supervision at all times
- Provisions are made for the pet to have a safe space and be supervised when the owner/handler isn't able to do so (e.g. toilet break)
- Person responsible for the pet know its whereabouts and which staff are supervising the pet at all times

3.3 Allergies

Pupils, staff and visitors known to have an allergy to pets are kept away from the pet. A list of those with allergies is kept and updated regularly.

3.4 Animal bite procedure

In the event of an animal bite, staff follow our standard first aid procedure, in accordance with the first aid policy:

- Parents/carers are informed of the animal bite and the surrounding circumstances without delay



- The closest member of staff present assesses the seriousness of the injury and seeks the assistance of a qualified first aider, if appropriate, who will provide the required first aid treatment
- The first aider refers to [NHS guidance](#) on animal bites when assessing and treating the injury
- The first aider, if called, assesses the injury and decides if further assistance is needed from a colleague or the emergency services. They will remain on the scene until help arrives
- The first aider will also decide whether the injured person should be moved or placed in a recovery position
- If the first aider judges that a pupil is too unwell to remain in school, parents/carers will be contacted and asked to collect their child. Upon their arrival, the first aider will recommend next steps to the parents/carers
- If emergency services are called, the office team will contact parents/carers immediately
- The first aider will complete an accident report form on the same day or as soon as is reasonably practical after an incident resulting in an injury

Following an animal bite incident, an investigation into the circumstances will take place and the suitability of having a pet in school will be reassessed by the headteacher

4. Grooming (for permanent school pets)

There is no need to extensively groom the pet before each visit as depending on the frequency of visits this can have a significant impact on the pet's health and welfare. For example, pets have sensitive skin and cleaning them too often can remove natural oils that will dry out their coat and can cause skin irritation.

Grooming routines will be dependent on the specific pet's needs and related to the type of pet – the following are guidelines only.

We maintain the following grooming routine:

- Regular baths with appropriate shampoo every 1 to 3 months (depending on the pet's needs)
- Regular claw trimming
- Brushing of the coat to keep it tidy, remove knots and any dead hair/skin cells



5. Zoonotic disease prevention

Zoonosis is any disease that can be transmitted from animals to humans.

In order to minimise the risk of zoonoses, the school uses the following measures and procedures:

- All pupils and staff wash their hands before and after interacting/touching the pet
- Avoid touching the face (especially mouth area) after touching the pet and before washing hands
- Prevent the pet from licking faces/hands and wash hands/faces immediately if this should happen
- Provide separate food and water dishes for the pet. Wash these daily and store away from dishes used by pupils, staff and visitors
- Wear gloves when picking up pet faeces. All waste material is disposed of promptly and safely
- All pet faeces is picked up immediately, double bagged and disposed of appropriately and promptly. Gloves are always worn. Pupils are never be responsible for picking up and disposing of pet faeces
- If a member of staff has any concerns about the germs that pets can carry and the potential impact of this on their health, they are to raise this with the headteacher

Below applies if school is directly responsible for maintaining the pet's health;

- Arrange for the pet to see a vet promptly if showing any sign of illness
- The pet receives a broad spectrum deworming product on a regular basis (as advised by a vet)
- The pet receives flea and tick control products on a routine basis and preferably ones that also control skin mites (as advised by a vet)

6. Pupil conduct

In order to maintain both the pupils' and pet's welfare, it's important that all pupils who may come into contact with the pet understand how to interact with the pet safely and maintain positive pet welfare.

Pupils ensure to:



- Not interact with the pet until invited to do so by the handler / pet's owner/ supervising member of staff
- Follow all instruction given to them while interacting with the pet
- Only stroke the pet on its body, chest, shoulders, and the top of the head, not on the face or tail (including putting hands in the pet's mouth)
- Wait until the pet is stationary – standing, sitting or lying down – before touching it
- Remain calm around the pet
- Place school bags out of reach of the pet
- Wash their hands before and after interacting with the pet

Pupils must not:

- Kiss the pet
- Feed the pet, or taunt the pet with food
- Approach or disturb the pet whilst it is resting, sleeping or eating
- Force the pet to interact with them
- Attempt to play rough with the pet (this can over stimulate them)
- Eat during interactions with the pet

Pupils who struggle to follow the rules will be removed from the session. They will be given an opportunity to learn why they were removed and what they can do to interact more positively with the pet.

If pupils are deliberately violent or threatening towards the pet this will be dealt with under the school's behaviour policy and may result in fixed-term exclusion.