HEALTH, SAFETY AND WELLBEING POLICY

STATEMENT OF INTENT & GUIDANCE

2025 – 2027

Date Reviewed	Body	Review Date
Autumn Term 2025	Board of Trustees	Autumn 2026

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Part A

1.0 Chiltern Learning Trust's General Statement of Intent

1.1 The Chiltern Learning Trust is committed to ensuring full compliance with all health and safety legislation. We will promote a positive safety culture and ensure the welfare of our staff by adopting policies and procedures which support the ethos, aims and vision of the trust as outlined in our Strategic Intents.

The Trust will ensure, so far as is reasonably practicable, the welfare, health and safety of all staff, students and any other person who may be directly affected by its operations by:

- Ensuring significant health and safety risks arising from its activities are adequately assessed and controlled;
- Providing and maintaining safe plant, equipment and systems of work;
- Managing and maintaining a safe and healthy working and learning environment;
- Ensuring that staff receive appropriate training, and are competent to carry out their designated responsibilities;

1.2
- Providing sufficient information, instruction and supervision to enable all staff to control risks and contribute positively to their own welfare, health and safety at work;
- Involving employees in health and safety decisions through consultation and co-operation.
- Maintaining appropriate health and safety management systems, arrangements and organisational structures, monitoring and reviewing performance against the HSE's model 'Managing for Health and Safety' HS(G)65.

1.3 This policy will be reviewed on an annual basis to sustain its effectiveness and bring changes to the notice of employees.

Signed Date: 23/10/25

Adrian Rogers
Chief Executive
Chiltern Learning Trust

2.0 Delegated Responsibilities

2.1 The Trust's policy can only be implemented with the full co-operation of board members, local governing bodies and staff.

2.2 Although overall accountability for health and safety lies with Chiltern Learning Trust (the Duty Holder), responsibilities for implementing the Trust's policy have been delegated by its Board of Trustees.

2.3 Strategic leadership, advice, support and guidance is provided by the Trust's Central Team who also monitors the performance of the Trust's policy and local operational arrangements developed in each school.

2.4 The Local Governing Bodies of schools within Chiltern Learning Trust are not the employers of staff but play an important role in ensuring strategic direction and will work in close partnership with the Head Teacher and Senior Management Team of the school and other staff of the Trust to support and promote good health and safety management.

2.5 Each Local Governing Body is required to adopt and implement the Trust's Health and Safety Policy and develop local detailed operational arrangements for health and safety which will as a minimum meet the standards and requirements set out in the policy.

2.6 The Head Teacher of each Trust school is responsible for the day-to-day health and safety of staff and pupils. The Head Teacher will delegate some functions to other staff, in particular the School Business Managers/School Site and Facilities Managers/Supervisors/Caretakers etc.

2.7 The Director of Finance and Compliance is responsible for the day to day health and safety of Trust and NHS staff and visitors at the Trust's Head Office in Redgrave Children & Young Peoples Centre, Luton. Some functions will be delegated to other staff in particular through the Trust's Facilities Management contracted services for that site.

2.8 The Trust's Strategic Asset and Facilities Management Committee is chaired by its Chief Executive Officer and fulfils Chiltern Learning Trust's monitoring role. The Committee operates under the terms of the Safety Representatives and Safety Committees Regulations 1977 (as amended) that requires employers to consult their workforce about health and safety.

2.9 The Trust's Director of Finance and Compliance is responsible for coordinating the implementation of the Health and Safety Policy across each of the Trust's schools, building best practice with each school's health and safety lead and providing support, advice and commissioning training where necessary.

2.10 The Director also scrutinises the performance monitoring of health and safety management across the Trust and supports the Trust's Strategic Asset and Facilities Committee. The Trust's Strategic Asset and Facilities Committee fulfils Chiltern Learning Trust's monitoring role and will also oversee the annual review of the Trust's policy.

2.11 The Committee will receive and review the outcome of annual self-audits undertaken by each school to a format prescribed by the Trust, as attached at Appendix A. Matters and actions arising from these audits will be monitored by the Committee.

2.12 The Committee will also initiate targeted audits and will review health and safety policies and procedures and commission external support and guidance where necessary.

2.13 The Committee will also be the forum for engagement with union membership on health and safety issues, when necessary, and is in addition to academy-based committees dealing with health and safety.

2.14 The Terms of reference for the Committee are attached at Appendix B
The following chart illustrates how the delegation of responsibilities is organised across Chiltern Learning Trust.

CHILTERN LEARNING TRUST HEALTH AND SAFETY ORGANISATIONAL CHART

BOARD OF TRUSTEES

Has overall responsibility for the strategic management of health and safety.

Ensures sufficient resources and appropriate support is in place for the Trust and each school to comply with its Policy and with regulatory controls.

CHIEF EXECUTIVE OFFICER

Is accountable to the Board of Trustees for health and safety throughout the Trust and for ensuring that the objectives of the Trust's health and safety policy are implemented.

Ensures health and safety leadership focussed on the management of significant risk.

Chairs the Trust's Strategic Asset and Facilities Committee which oversees health and safety compliance and performance across the Trust.

LOCAL GOVERNING BODIES

Must appoint a member of the Governing Body as responsible for championing health and safety issues.

Ensure sufficient funding is allocated for health and safety e.g., in respect of training, protective equipment, any remedial work/servicing and maintenance requirements of building.

Is responsible for the implementation of the Trust's policy and ensuring effective health and safety management systems within their school including that;

Suitable and sufficient risk assessments of buildings and work activities are undertaken and recorded and that appropriate control measures required are implemented.

regular inspections are undertaken and any deficiencies or weaknesses brought to the attention of the Local Governing Body are rectified.

Audits are undertaken, considered and acted upon.

Must provide termly health and safety issues to the Trust via the Governor Templates.

Establish and maintain a positive health and safety culture

HEADTEACHERS/DEPUTY CEO (OPS) IN RESPECT OF THE TRUST'S HEAD OFFICE

Ensures that the Trust's health and safety policy is adopted by the Governing Body and that procedural arrangements are developed which set out in detail the roles, responsibilities and duties of named individuals who will coordinate, manage and carry out health and safety duties.

Any Accidents/Incidents/Near Misses are reported as required under The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR).

To complete an accident/incident/near miss investigation where appropriate and implement actions required to eliminate/reduce the risks to the health and safety of people and buildings/equipment etc.

Suitable and sufficient risk assessments of work activities are undertaken, that a written record of the assessments is kept and that the assessments are reviewed annually or upon change of circumstances.

There is adequate and appropriate first-aid provision.

Information and advice on health and safety is acted upon and circulated to staff and governors.

Regular inspections are carried out with reports submitted to the Governing Body.

An annual report on the school's audit of health and safety performance is provided to the Trust.

There is cooperation with Chiltern Learning Trust in meeting its legal requirements in respect of monitoring of health and safety practices and procedures.

All staff know and accept their individual responsibilities regarding health and safety.

Staff are competent to undertake the tasks required of them and have been provided with appropriate training by competent persons.

Staff are provided with equipment and other resources to enable their work to be undertaken safely.

Those senior school and facilities staff who receive delegated responsibilities are competent; their responsibilities are clearly defined, they have received appropriate training and are provided with equipment or other resources in order to ensure they can fulfil such duties.

There is co-operation, with, and provision of necessary facilities for trade union health and safety representatives.

DIRECTOR OF OPERATIONS

Responsible for:

Developing CLT H&S policy.

Providing strategic advice to the Trust's Board, its CEO, headteachers, governors and managers on H&S issues.

Monitoring overall performance of the Trust's Health and Safety Policy and management systems

Ensuring that health and safety performance is reported to the Trust's Strategic Asset and Facilities Committee.

Commissioning targeted audits and external support and training as necessary.

Ensures effective liaison with Trade Union and employee safety representatives

EACH MEMBER OF STAFF

All staff employed by the Trust will act responsibly to ensure that:

They are familiar with, and comply with, the Trust's Health and Safety Policy and with the school's organisational and procedural arrangements
They take reasonable care for their health and safety at work and that of other persons who might be affected by their acts or omissions both at work and during off- site activities.
They report immediately to the Head Teacher or to their line manager any serious or immediate danger of which they become aware.
They report immediately, or as soon as practicable, any defects noted with plant, equipment, machinery or the workplace generally to the Head Teacher or to their line manager.
There is no misuse of anything that has been provided for health and safety purposes.
Take part in health and safety training and development and health surveillance programmes, as required.
They use the correct equipment and tools for the job and any protective equipment that may be necessary.
They encourage all pupils:

To follow safe practices and observe safety rules including instructions issued by a member of staff in case of emergency.
Not to intentionally interfere with safety equipment, e.g., fire extinguishers and fire alarms.
To inform a member of staff of any situation, which may affect their safety or that of another pupil.

Part B Arrangements to Implement the Statement of Intent

3.0 Health and Safety Policies and Procedures

3.1 Each academy will adopt Chiltern Learning Trust's Health and Safety Policy and develop procedures and guidance, and if/where necessary; establish its own individual policies where Trust-wide policies do not cover specific academy requirements. The academy policies will be in addition to Chiltern Learning Trust-wide policies, procedures and guidance.

3.2 The following sections provide specific guidance and set out the Trust's expectations of each academy and the minimum standards to which they will develop and implement procedural arrangements to ensure implementation of this health and safety policy.

4.0 Reporting of Accidents/Incidents and near misses

All accidents, incidents and near misses to be recorded on the Smartlog database.

The same recording and reporting system must record details of investigations in the case of serious accidents, incidents and near misses.

4.1 The definition of accidents/incident/near misses are:

- **Accident** - any unplanned event that results in personnel injury or damage to property, plant or equipment.
- **Incident** - an unexpected and usually unpleasant event that has happened. Including acts of aggression/verbal abuse.
- **Near miss** - is an unplanned event that did not result in injury, illness, or damage, but had the potential to do so. Other familiar terms for these events are a "*close call*," a "*narrow escape*," or in the case of moving objects, "*near collision*" or a "*near hit*."

4.2 A faulty process or management system is invariably the root cause of accidents, incidents or near misses and must be the focus for improvement.

History has shown repeatedly that most of these events both serious and catastrophic were preceded by warnings or near miss incidents. Recognising, reporting and investigating can significantly improve worker safety and enhance our organisation's safety culture.

4.3 Each school will collect personal information about the injured person(s) in relation to Accidents/injuries/diseases/Near Misses and Dangerous Occurrences arising out of or in connection with work. The Trust may be required to share personal information with the Health and Safety Executive to ensure that it meets our legal responsibilities under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013.

Note: The Data Protection Act 1998 requires that employee's personal information must be kept secure.

By using the Smartlog system the information must:

- Be kept safely and accessible to nominated staff members.
- Accident reports must be completed for all accidents/incidents/near misses with details of any investigation or changes to risk assessment, strategic or operational practice that results.
- Be reviewed at least half termly to identify any potential or actual hazards and reported termly to the Local Governing Body.

RIDDOR

4.4 The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) also requires employers and others in control of premises to report certain accidents, diseases and dangerous occurrences arising out of, or in connection with, work.

4.5 **What must be reported under RIDDOR?**

Work-related accidents

4.6 For the purposes of RIDDOR, an accident is a separate, identifiable, unintended incident that causes physical injury. This specifically includes acts of non-consensual violence to people at work.

4.7 Not all accidents need to be reported, a RIDDOR report is required only when:

- the accident is work-related; and
- it results in an injury of a type which is reportable (as listed under 'Types of reportable injuries').

4.8 When deciding if the accident that led to the death or injury is work-related, the key issues to consider are whether the accident was related to:

- the way the work was organised, carried out or supervised;
- any machinery, plant, substances or equipment used for work; and
- the condition of the site or premises where the accident happened.

If none of these factors are relevant to the incident, it is likely that a report will not be required.

Types of reportable injury

4.9 Deaths - All deaths to workers and non-workers must be reported if they arise from a work related accident, including an act of physical violence to a worker. Suicides are not reportable, as the death does not result from a work-related accident.

4.10 Specified injuries to workers - The list of 'specified injuries' in RIDDOR 2013 (regulation 4) includes:

- a fracture, other than to fingers, thumbs and toes;
- amputation of an arm, hand, finger, thumb, leg, foot or toe;
- permanent loss of sight or reduction of sight;
- crush injuries leading to internal organ damage;
- serious burns (covering more than 10% of the body, or damaging the eyes, respiratory system or other vital organs);
- scalping's (separation of skin from the head) which require hospital treatment;
- unconsciousness caused by head injury or asphyxia;
- any other injury arising from working in an enclosed space, which leads to hypothermia, heat-induced illness or requires resuscitation or admittance to hospital for more than 24 hours

4.11 Over-seven-day injuries to workers - This is where an employee, or self-employed person, is away from work or unable to perform their normal work duties for more than seven consecutive days (not counting the day of the accident).

4.12 Injuries to non-workers – accidents involving members of the public or people who are not at work must be reported if a person is injured and is taken from the scene of the accident to hospital for treatment to that injury. There is no requirement to establish what hospital treatment was actually provided, and no need to report incidents where people are taken to hospital purely as a precaution when no injury is apparent. If the accident occurred at a hospital, the report only needs to be made if the injury is a 'specified injury'.

Reportable occupational diseases

4.13 Employers and self-employed people must report diagnoses of certain occupational diseases, where these are likely to have been caused or made worse by their work. These diseases include (regulations 8 and 9):

- carpal tunnel syndrome;
- severe cramp of the hand or forearm;
- occupational dermatitis;
- hand-arm vibration syndrome;
- occupational asthma;
- tendonitis or tenosynovitis of the hand or forearm;
- any occupational cancer;
- any disease attributed to an occupational exposure to a biological agent.

Reportable dangerous occurrences

4.14 Dangerous occurrences are certain, specified 'near-miss' events (incidents with the potential to cause harm.) Not all such events require reporting. There are 27 categories of dangerous occurrences that are relevant to most workplaces.

Reportable dangerous occurrences in schools typically include:

- 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

Note: *Under RIDDOR deaths or injuries resulting from a road traffic accident involving a school vehicle travelling on the public highway are not reportable as these are classed as road traffic incidents and are investigated by the police.*

4.15 **Who should report and who to report to**

4.16 The RIDDOR reporting system is only for notification of those incidents which require reports as above under the RIDDOR regulations. Reports should only be submitted by the 'Responsible Persons' i.e., Head Teachers or those with delegated duties under these regulations, in control of work premises where incidents occur. It is not appropriate for injured persons, members of the public or others who do not have duties under RIDDOR to use this reporting system.

The Head Teacher at each academy may delegate reporting to the school management team.

You can report all incidents online: http://www.hse.gov.uk/riddor/report.htm where you will find the appropriate form.

There is a telephone service for reporting fatal and specified injuries only:

Incident Contact Centre on 0345 300 9923 (opening hours Monday to Friday 8.30 am to 5 pm).

4.17 Any RIDDOR reportable incident must also be reported to Chiltern Learning Trust, Director of Finance and Compliance, in consultation also with the Trust appointed Health and Safety Competent Person.

Data on other Accident/Incident/Near miss must be recorded on the termly Facilities Management reporting template to the school's Local Governing Body which is then reported to the Trust.

Records must be kept for:

- Any reportable death, specified injury, disease or dangerous occurrence that requires reporting under RIDDOR.
- All occupational injuries where a worker is away from work or incapacitated for more than seven consecutive days.
- If a worker is away from work or incapacitated for more than three days a record must be kept.

These records must be kept for at least three years after the incident.

Reporting requirements of other regulators

4.18 There may be other reporting requirements placed on schools by other regulators in the education sector e.g., Ofsted and Local Child Protection Agencies. The requirements of these other regulators are separate to and distinct from the legal duty to report incidents under RIDDOR.

5.0 Electrical Safety

5.1 The Health and Safety at Work etc Act 1974 impose general duties on employers to ensure the health and safety of employees and others. The Electricity at Work Regulations 1989 also set out specific requirements on electrical safety. These are:

5.2 **Competent Persons to undertake maintenance or repair of electrical installations and portable appliance testing (PAT)**

Under no circumstances will academy staff work on live electricity, unless they have received the appropriate training and have the level of skills and experience required to do so safely and competently. Certification of the training would be required as proof.

Teachers cannot be required to undertake any electrical maintenance or repair work'

Without exception, such work should be allocated to an individual with appropriate training and expertise.

Day to day testing of electrical equipment could be the task of a delegated member of staff e.g., Site Manager/Supervisor/Caretaker who have had the necessary training and equipment for this task.

Only people who have the necessary professional training and skills required should carry out more complex work on testing and maintenance.

5.3 **Risk Assessment**

Suitable and sufficient risk assessments are required to identify significant risks to health and safety and measures that are to be taken to remove or reduce risks. Risk assessments on electrical safety must take account of the requirements of the Electricity at Work Regulations, which cover electrical apparatus as well as the mains supply.

5.4 **Visual inspections and tests**

All portable appliances should be visually inspected at the beginning of each term, but more frequently if its use or environment suggests this e.g., checking for loose cables or signs of fire damage, and if possible, checking inside the plug for internal damage, bare wires and the correct fuse.

All earthed portable equipment such as drills, saws, irons, hand lamps etc., should be subject to a detailed inspection and test at a frequency dependent upon the use of the equipment and determined by a competent person. Items, which are rarely unplugged e.g., refrigerators will need inspecting and testing infrequently.

5.5 **Portable Appliance Test (PAT)**

Annual PAT must be carried out by someone with the necessary knowledge and experience to carry out a test and interpret the results should be completed in accordance with the findings of the risk assessment.

A written record of the tests, in the form of a logbook or register should be maintained and be available for examination and the equipment itself should be marked with some form of identification, with the date of the most recent test included on a label.

5.6 **Damaged or faulty appliances**

These must be removed from use and either repaired by someone competent or disposed of to prevent its further use. The item must be labelled with a 'DO NOT USE' sticker attached until it is suitably repaired. If the item is to be disposed of, the plug must be removed and disposed of safely.

5.7 **Fixed Electrical installations**

The HSE advises that fixed electrical installations (including the mains system, sockets, lights and heaters provided they have been adequately maintained), should be inspected by a competent person at least every five years. A more frequent inspection and testing will be necessary if the installations are subject to damage and abuse.

A test certificate should be prepared showing the date and results of the inspection and test. A copy will be kept at the school.

Electric shock protection in the form of RCD units in the distribution boards should be provided for all socket outlets in the premises. Development plans should include this provision where these are not provided.

Equipment should always be visually checked before use, in particular the condition of power cables and their terminations, as these can often be damaged, wrenched and jerked, which may loosen their connections.

Note: Any accidents/incidents/near misses involving electricity may need to be reported under The Reporting of Injuries, Diseases, Occurrences Regulations (RIDDOR) see Sec.4 above. These will also need to be reported to Chiltern Learning Trust, Director of Operations

5.8 **Preventing accidents with electricity**

In the prevention of accidents and fire the academy will not accept gifts or second-hand electrical appliances, or bring in their own appliances from home, unless a competent person has tested the equipment and records provided of the test (PAT).

6.0 First Aid and Supporting students with medical conditions

6.1 The Health and Safety (First-Aid) Regulations 1981 require employers to provide 'adequate and appropriate' provision to ensure their employees receive immediate attention if they are injured or taken ill at work.

The above regulations do not place a legal duty on employers to make first-aid provision for non-employees such as the public or children in schools. However it is **strongly recommended** by the HSE, and it is the academy's policy that provision is made for them.

6.2 The assessment of first aid needs involves consideration of workplace hazards and risks, the size of the academy and other relevant factors to determine what first-aid equipment, facilities and personnel should be provided.

6.3 Points to consider/impact on first aid needs include:

- The number of people at any one time that occupy the building. These should include staff, pupils, visitors, work experience students and contractors.
- The type of accidents/incidents that have been identified in the past?
- The size of the academy.
- Are there any workplaces that remote?
- Higher level hazards, such as chemicals or dangerous machinery.
- Do any members of staff work remotely or alone?
- Is there enough provision of first-aiders to cover if some are absent?

6.4 Chiltern Learning Trust defines the minimum first-aid provision on any school site is:

- A suitably stocked first-aid kit(s) (determined by the first aid assessment)
- Appropriate numbers of trained qualified First Aiders (determined by the first aid assessment)
- Information for employees about first-aid arrangements e.g., names of first aiders to be displayed, clearly identifiably and accessible first aid kit(s).
- Provision of first-aid needs to be available at all times to people at work.

6.5 There is no mandatory list of items to put in the first-aid box, it depends on what needs have been assessed. As a guide for low-level hazards a minimum stock of first-aid items is:

- A leaflet giving general guidance on first aid (e.g., HSE's Basic advice on first aid at work).
- Individually wrapped sterile plasters
- Sterile eye pads
- Individually wrapped triangular bandages, preferably sterile
- Safety pins
- Large individually wrapped, sterile, unmediated wound dressings
- Medium-sized, individually wrapped, sterile, unmediated wound dressings
- Disposable gloves

***Note**: Tablets and medicines should **not** be kept in the first-aid box. Please refer below to separate Policy statement for the dispensing of medication to pupils.*

6.6 The first aider is someone who has completed training appropriate to the level identified in the assessment of first aid. All first aiders are required to attend an appropriate first aid course with a competent training provider e.g., those offering nationally recognised, regulated qualifications, voluntary aid societies (e.g., St. John Ambulance, British Red cross) and undertake appropriate refresher training.

6.7 When selecting a training provider you should check:

- The qualifications expected of trainers and assessors
- Monitoring and quality assurance systems
- Teaching and standards of first-aid practice
- Syllabus content
- Certification

6.8 The number of first aiders that a school should ensure are available depends on the assessment of its first-aid needs, or where there are additional special circumstances. As an example, the HSE suggested numbers available **at all times** at work are:

- Low hazard - for more than 50 people at least one first-aider trained in every 100 employed
- Higher-hazard - for more than 50 at least one first-aider trained for every 50 employed.

6.9 **Automated external defibrillators**

Although there is no mandatory requirement to have an automated external defibrillator in each of our schools as part of their first aid requirements, the Trust supports the recommendation by the Department for Education that we should invest in this life saving equipment.

Sudden Cardiac Arrest can strike people of all ages, including children, staff and visitors and rapid access to a lifesaving defibrillator gives the best chance of survival.

Our schools will have regard to DfE guidance on Automated external defibrillators (AEDs) in schools and will ensure that suitable training is given and that all staff are provided with a short general awareness briefing session to raise awareness of the AED in school and to promote its use should the need arise.

6.10 **Supporting staff and students with medical conditions**

Each LGB will ensure that the school has a policy for supporting pupils with medical conditions that is reviewed regularly and is readily accessible to parents and school staff.

In respect of staff with medical conditions, each school will ensure that suitable risk assessments are in place, regularly reviewed and aligned with Occupational Health reports where necessary with training given to appropriate staff who may be required for support. Please also see section 7.3 with regard to emergency evacuation of staff who require mobility support.

The school's policy and practice will be aligned with the Governments "Supporting pupils at school with medical conditions" Statutory guidance for governing bodies of maintained schools and proprietors of academies in England (December 2015).

Schools may use the templates provided with the guidance for;

- individual healthcare plans
- parental agreement for setting to administer medicine
- recording of medicine administered to an individual child
- recording of medicine administered to all children
- staff training recording – administration of medicines
- contacting emergency services
- model letter inviting parents to contribute to individual healthcare plan development

The templates may be adapted, redesigned or used in electronic form but must reflect the best practice outlined in the guidance. This will enable;

- 'Individual Health Care Plans' to be drawn up for students as necessary with input from parents and medical practitioner, reviewed annually or whenever there is a change in the student's condition.
- Written permission for the administering of medicines at school to be obtained from parents/carers.
- All medicines to be kept secure in the Medical Room in the original container with the student's name and form group marked on.
- Medicines to be administered by the Medical Assistant and detailed records are kept of all administrations.

Prescription medicine may be administered to children, but only at the specific request of the parent or guardian and after the completion of an indemnity form. All such medicines will be stored and secured by means of a lock and key away from children and will be permitted to be self-administered under the supervision of a competent adult. Paracetamol must not be administered before 12.30pm without the parent's/carer's consent to avoid overdosing from any administered before school.

The management of allergies in school

Each of our schools will have a policy which aims to:

- Set out our school's approach to allergy management, including reducing the risk of exposure and the procedures in place in case of allergic reaction
- Make clear how our school supports pupils with allergies to ensure their wellbeing and inclusion
- Promote and maintain allergy awareness among the school community

The Trust will provide a template policy for each school to complete, based on the Department for Education's guidance on allergies in schools and supporting pupils with medical conditions at school, the Department of Health and Social Care's guidance on using emergency adrenaline auto-injectors in schools, and the following legislation:

The Food Information Regulations 2014
The Food Information (Amendment) (England) Regulations 2019

The use of emergency adrenaline auto-injectors (AAI) and salbutamol inhalers in school

Although there is no mandatory requirement to have emergency adrenaline auto-injectors (AAI) and salbutamol inhalers in each of our schools as part of their first aid requirements, the Trust supports these being made available but with emergency use controlled by strict protocols.

Our schools will comply with the current guidance on the use of emergency auto injectors in school. See:

https://www.gov.uk/government/publications/using-emergency-adrenaline-auto-injectors-in-schools

Schools may administer their "spare" adrenaline auto-injector (AAI), obtained, without prescription, for use in emergencies, if available, but only to a pupil at risk of anaphylaxis, where both medical authorisation and written parental consent for use of the spare AAI has been provided.

The school's spare AAI can be administered to a pupil whose own prescribed AAI cannot be administered correctly without delay. If someone appears to be having a severe allergic reaction (anaphylaxis), you MUST call 999 without delay, even if they have already used their own AAI device, or a spare AAI. In the event of a possible severe allergic reaction in a pupil who does not meet these criteria, emergency services (999) should be contacted and advice sought from them as to whether administration of the spare emergency AAI is appropriate.

All staff will be trained to identify the early signs of anaphylaxis.

The emergency salbutamol inhaler should only be used by children, for whom written parental consent for use of the emergency inhaler has been given, who have either been diagnosed with asthma and prescribed an inhaler, or who have been prescribed an inhaler as reliever medication. The inhaler can be used if the pupil's prescribed inhaler is not available (for example, because it is broken, or empty).

Our schools will have regard to published Department of Health Guidance in developing their own protocols.

7.0 Fire Policy

7.1 The Responsible Person

The Regulatory Reform (Fire Safety) Order 2005 places a duty on the 'Responsible Person' to ensure that its fire safety management and in particular, fire equipment, fire notices and fire drills are in place and up-to-date.

The 'Responsible Person', is The Headteacher within the academy and is responsible for ensuring that appropriate arrangements are in place to ensure the safety of the premises and occupants. Duties include, taking:

Measures to reduce the risk of fire on the premises and the risk of the spread of fire on the premises. This includes:

- The completion of a Fire risk assessment, which should be suitable and sufficient and carried out by a competent Fire Risk Assessor (see sub-heading Competence of a Fire Risk Assessor, below).
- Good housekeeping, do not allow combustible materials to accumulate.
- Suitable fire fighting equipment, which is located in appropriate positions.
- Means of raising the alarm.
- Fire doors to be kept closed at all times (unless they are fitted with an appropriate device which enables the door to be closed automatically in the event of a fire).
- Daily checks on the premises to be carried out, including security to ensure that all practical measures have been taken to reduce the risk of fire both internally and externally.

Measures in relation to the means of escape from the premises.

This includes:

Fire action notices to be displayed throughout the building with clear emergency evacuation instructions in the event of a fire. E.g.,

Any person discovering a fire

Sound the alarm
Call the Fire & Rescue Service
Leave the building by the most direct route

Attack the fire using fire extinguishers or other firefighting equipment only if your escape route is blocked by the fire.

On hearing the fire alarm

Leave the building by the most direct route, closing all doors behind you.
Report to the assembly point for the building
Do not take risks
Do not return to the building for any reason until authorised to do so by the Fire & Rescue Service.
Do not use any lifts

Measures for securing that, at all material times, the means of escape can be safely and effectively used i.e.

Fire exit routes must be kept clear of obstructions at all times
Final fire exit doors must be kept clear of obstructions leading to a place of safety on the external parts of the building.

Measures in relation to the means for fighting fires on the premises.

Appropriate firefighting equipment must be provided
Relevant staff members must be trained in the use of fire extinguishers (this is to aid an escape only).

Measures in relation to the means for detecting fire on the premises and giving warning

Appropriate fire/smoke detection to be installed, in relevant locations.
Viewing panels in doors and walls, when there are rooms within rooms.

Measures in relation to the arrangements for action to be taken in the event of fire on the premises including:

- **measures relating to the instruction and training of employees.**

Fire Policy and Procedures to be disseminated to all staff
Fire awareness training to be provided to all staff
Fire Action Notices to be displayed throughout the building
The training of Fire Marshals

- **measures to mitigate the effects of the fire.**

Do not exceed the maximum occupancy
Maintain fire exits and signage
Comply with electrical and gas regulations
Service and maintenance of firefighting equipment, which must be easily accessible.
Safe storing and using, of hazardous materials
Safety inspection of buildings
Maintenance of fire alarm systems
Fireproofing
Training of staff
Fire drills

7.2 **Role of Teaching Staff**

All teaching staff have the responsibility for the safe evacuation of children in their charge.

Teaching staff should ensure that their children line up quickly and safely and walk out of the building quietly, evacuating by the nearest safe emergency exit route.

7.3 **People with disabilities**

Teaching staff should be aware of any child in their class that has a disability and may experience difficulties in evacuating the building by the designated escape route e.g. where there is a difference in floor level with stairs or ramps. A Personal Emergency Evacuation Plan must be completed.

Line Managers must complete a Personal Emergency Evacuation Plan for all people with a disability.

7.4 **All staff members**

Must take reasonable care for their own health and safety at work and that of other persons who might be affected by their acts or omissions.

Should follow evacuation procedures.

All staff are required to take mandatory on-line fire awareness training.

Under no circumstances is anyone to re-enter the building unless the Emergency Services give the all clear.

7.5 **Fire Risk Assessment**

A fire risk assessment is an organised and methodical look at the premises, the activities carried on there and the likelihood that a fire could start and cause harm to those in and around the premises.

The fire risk assessment should demonstrate that, as far as is reasonable, the needs of relevant persons including the disabled have been identified.

A suitable and sufficient fire risk assessment must be completed by a competent Fire Risk Assessor and reviewed at least every 12 months, or sooner if there have been significant changes e.g., in the layout of the building, if there are contractors working on site that may pose a hazard.

7.6 **Competence of a Fire Risk Assessor**

The Trust defines a competent Fire Risk Assessor as follows:

- Be a member of the Institution of Fire engineers
- Hold at least the NEBOSH National Certificate in Fire Safety and Risk Management, or equivalent.
- Has demonstrable experience in completing school/college Fire Risk Assessments.
- Has a current DBS check

7.7 **Housekeeping**

Good housekeeping is essential to reduce the risk and spread of fire within the school building and outbuildings.

- Combustible materials should be kept to a minimum, do not allow waste to build up.
- Empty waste bins regularly
- Do not store skips and waste bins near to the school property.
- Ensure large amounts of contractor's materials are stored safely away from the buildings (wherever possible).
- Keep flammable materials from sources of ignition.

7.8 **Display materials and decorations**

An evaluation of the material(s) used in displays and decorations should be made as paper, cardboard and plastic provide a means for the rapid spread of fire.

To reduce the risk of fire spread:

- Avoid the use of displays in corridors and foyers.

- Minimise the size and number of display areas to discrete, separated areas.
- Do not put displays down stairways, which are part of the designated escape route or where there is only one direction of escape i.e., dead-end conditions.
- Treat displays with proprietary flame-retardant sprays.
- Avoid the use of display boxes.
- Keep displays away from curtains, light fittings and heaters.
- Keep displays away from ceiling voids, which may lack fire barriers.
- Ensure that there are no ignition sources in the vicinity.
- Ensure displays do not obstruct escape routes or obscure fire notices, fire alarms, call points, firefighting equipment or escape signs.

7.9 **Fire Safety Management (FSM) Checks**

To ensure compliance with fire regulations, checks must be made to reduce the risk of fire at the academy. These tasks are delegated by the 'Responsible Person' the Head Teacher to the Site Manager/Supervisor/Caretaker at the academy.

FSM checks Daily/weekly/monthly/three-monthly/six-monthly/annual checks must be made and records kept.

Checks include:

- Escape routes
- Fire Warning systems
- Emergency lighting
- Firefighting equipment.

These checks are prioritised for service and maintenance requirements.

7.10 **Fire Marshalls**

Staff expected to undertake the role of Fire Marshalls (often called fire wardens) would require comprehensive training. Their role may include:

- Performing a supervisory/managing role in any fire situation
- Assisting those on the premises to leave.
- Checking the premises to ensure everyone has left.
- Using firefighting equipment if safe to do so.
- Liaising with the fire and rescue service on arrival.
- Shutting down vital or dangerous equipment.

7.11 **Safe Emergency Evacuation Procedures**

Under no circumstances are lifts to be used for evacuation purposes in the event of a fire. Unless, the lift is clearly identified as an emergency evacuation lifts, and this may only be used for disabled people.

Fire Action notices must be displayed in appropriate locations throughout the buildings next to fire call points. These will include clear instructions on what to do when raising the alarm and information regarding the nearest fire exit and assembly point(s).

All staff must be aware of emergency procedures, including:

- Fire Action notices
- The locations of temporary fire alarms
- How to activate the fire alarm as a means of raising the alarm.
- Locations of Fire Extinguishers (fire extinguishers must only be used to aid escape in the event of a fire)
- Emergency exit routes/final exit fire doors
- Fire assembly points

On Sounding or Hearing the Alarm

In all cases, unless otherwise informed, all staff should treat the alarm as a real event and should respond accordingly in a calm manner.

On discovering a fire

- Sound the alarm by pressing one of the emergency fire alarms.
- Call the Fire & Rescue Service
- Leave the building by the most direct route.
- Attack the fire using fire extinguishers only if your escape route is blocked by the fire and in order to enable a safe evacuation.

On hearing the fire alarm

- Leave the building by the most direct route, closing all doors behind you.
- Report to the assembly point for the building
- Do not take risks
- Do not return to the building for any reason until authorised to do so by the Fire & Rescue Service.

7.12 **Fire drills**

Why carry out fire drills

Fire drills are intended to ensure, by means of training that:

- People who may be in danger act in a calm and orderly manner
- Those with responsibilities carry out their tasks to ensure the safety of all concerned.
- Escape routes are used in accordance with a predetermined and practiced plan.
- Evacuation of the building is achieved in a speedy and orderly manger
- People will react rationally when confronted with a fire or other emergency at school.

How often to carry out a fire drill?

It is the policy of the Trust that each school must carry out fire drills at the beginning of each term, as a minimum.

Should you inform staff before a fire drill?

The advantage of informing all staff of fire drills beforehand is that firstly they will not panic, which avoids potential injuries that could be caused in a rush to exit a building. Secondly if the alarm sounds without a prior warning, there will be no ambiguity as to if it is a drill or not and people will behave appropriately.

Preparing for a fire drill

When planning a fire drill, decide on something specific that will be monitored. This could be a specific aspect of the escape plan that has been highlighted as needing improvement or a more general goal, such as reducing the amount of time it takes for everyone to exit the building.

Amongst the staff, a team of fire marshals with a chief fire marshal should be appointed to supervise fire drills and check that everyone gets out safely. All marshals will require special training so that they can carry out their duties safely and effectively.

Informing the fire service of a fire drill

If the academy has a system that automatically informs the fire service when the alarm is triggered, appropriate measures should be taken to stop this from causing the Fire Service a wasted journey. Take any systems offline before the fire drill but be sure to get them back up and running once the drill has finished.

During the fire drill and/or Emergency Evacuation

To monitor fire drills, observers should be placed at points around the building in areas such as stairwells to look for good and bad practices. Any room for improvement can be noted and then discussed at the debriefing meeting after the evacuation

In buildings where there are more than one exit routes, the main exits should be blocked off to encourage staff to use alternative escape routes as in a real fire; parts of the building could be impassable due to fire or smoke.

Set a stopwatch to record how long the full evacuation takes, teachers, school business managers, cleaning supervisors, senior catering staff, and fire marshals should do a roll call and tick people off to make sure everyone in their class and department(s) are out of the building.

7.13 **Evacuation of people with disabilities - Personal Emergency Evacuation Plans (PEEPs)**

Of all the people who may be especially at risk you will need to pay particular attention to pupils, staff and visitors who have special needs, including those with a disability.

Personal needs will often be modest and may require only changes or modifications to existing procedures. It may be required that a PEEP needs to be developed for that individual who frequently uses the building. This PEEP needs to be completed in consultation with the individual or in the case of a pupil with their parents/guardians and/or other relevant people, with copies provided of the PEEP and records kept.

- A PEEP should also be completed for any pupil, staff, or regular visitor who has a disability.
- The PEEP will clearly state what actions are required in those particular circumstances.

7.14 **Assembly Points**

An area outside the school building must be designated as an assembly point. It must be clearly marked and easily identified by anyone who may be on the schools premises. It must be far enough away from the school building(s) to give protection from the heat and smoke given off by a fire. It should be in a position that does not put any people at risk by emergency vehicles responding to the incident.

Once outside and at the Fire Assembly Point, staff members should take a register to check that all children and staff members are accounted for.

If there are any staff or children missing this must be reported immediately to the Fire Service details to be provided to the Fire Service include:

- Name of missing person
- Place and time last seen and by whom
- Any other information e.g., medical condition, or behavioural issues.

Staff members in charge of the class are then to supervise the class and await further instructions from the Fire and Rescue Service.

8.0 Buildings Safety Management

The ‘Responsible Person’ i.e. the Head Teacher who may delegate these tasks, has a duty to provide and maintain a working environment that is safe and without risk to health. Information required in building safety records are:

- Installations that are currently in place
- Is there a testing/check/service/maintenance regime in place, if YES how often?

- Is the testing/check/service/maintenance completed by an external contractor or by competent academy employee(s)?
- Names and job title where relevant, or
- Full contractor information

8.1 **Site safety inspections, repair and maintenance checks**

Checks should be completed daily, and any repairs and maintenance that are identified must be reported to the Head Teacher or their delegated person. The report should include:

- Date the work/actions were identified
- Description of work/actions required and/or what immediate actions were taken (if any).
- Name of the person reporting
- Date work was completed

It may be necessary to take photographs of the work required in order for a more accurate description to be made.

8.2 **Contractors**

Construction/Building Work/Refurbishment or Demolition

Under **no** circumstances must plans for/construction/building work/refurbishment or demolition on academy premises that are valued at more than £10,000 begin without consulting the Director of Operations, Chiltern Learning Trust.

Suitability of all contractors

The person responsible for contractors on academy premises is the Head Teacher, or their delegated staff member and/or where applicable the Director of Operations at Chiltern Learning Trust.

The competence of the contractor to complete the job safely must be assessed i.e., their skills, training, knowledge and experience in the work to be completed is essential. The more complex the task the more competent the contractor will need to be.

Contractors are required to comply with legislation, relevant regulations and the academy's Health and Safety Policy, Procedures and Guidance.

An assessment of the hazards and risks involved with the work

The delegated person who is responsible for the contractor(s), together with the contractor(s) must discuss the planned work to be completed, suitable and sufficient Risk

Assessments and Method Statements must be provided by the contractor. These should consider:

- What can cause harm to people, or damage to building, plant and equipment. E.g. hazards associated with equipment the contractor(s) will be using including vehicles, tools, and noise.
- Are there any harmful substances used in the processes?
- Who might be harmed and how?
- How will the risks be controlled?
- Any risks from each other's work that could affect the health and safety of others e.g., access and egress to the site, pedestrian routes, will local residents be affected.
- Will the work affect other relevant staff, pupils, visitors and other contractors?

Make sure you agree to the measures needed to control risks with the contractor before work starts. Once you have agreed action to control risks, be clear about who will do what and when.

Provide the contractor with information and instruction about all the health and safety potential risks on site that they may need to be aware.

Cooperation and coordination

The 'Responsible Person' or the delegated person and the contractor must work together and coordinate activities to ensure the work can be completed safely and without risks to health. E.g., regular meetings throughout the course of the work. The level of cooperation and coordination will depend on:

- The job to be done
- The number of contractors (or subcontractors) involved
- The risks involved

Consultation with others affected on site.

You must consult with employees on health and safety matters by law. Consult with employees on how the contractor's work will affect their health and safety. Make sure they know how to raise any concerns they may have about the contractors and their work. Pay particular attention to those whose first language may not be English. Do not assume that contractors will be aware of all risks, even if they seem obvious to you.

Managing/supervising the work

Prior to commencement of any works, the Site Facilities Manager/Supervisor must seek the following information from the contractor:

- Who is in charge of supervising their work and how?

- How will the work be done and what precautions will be taken? Always refer back to risk assessments/method statements to ensure the contractor is complying with the control measures and processes identified in the assessments
- What equipment should or should not be worked on/used?
- What personal protective equipment (PPE) is to be used and clarify who will provide it? (It is the contractor's responsibility to ensure that PPE is suitable for the job being undertaken and they are responsible for the supply of PPE).
- What are their working procedures (refer to risk assessments/method statements) including permit to work/hot work.
- What arrangements are there for stopping the work, if there are serious health and safety concerns?

Once the work has started, the Site Facilities Manager/Supervisor is to ensure checks are made on how the work is going, in line with what was agreed. This can be done by:

- Regular checks i.e. 'are control measures working?'
- Investigating (and recording) if things go wrong, this may be: near miss, accident, and ill health. What went wrong? What can we do to prevent re- occurrence?
- Review and learn from any lessons so performance can be improved in the future.

Contractor information and academy Health and Safety requirements, to be provided to the contractor.

General safety rules that the contractor must comply with:

- Must sign-in upon arrival and sign-out when leaving.
- Before starting work at the Academy/Site, report to the Site Manager/supervisor.
- Must comply with the academy's Health and Safety Policy and Procedures.
- Must check the Asbestos Register and sign to confirm they will not disturb any asbestos materials and will stop work and report to the Site Manager if they suspect something may contain asbestos which is not mentioned in the Register.
- Must sign the contractor log book when work has been completed.
- Comply with the Health and Safety at Work etc., Act 1974, and any subsequent legislation.
- Take care of themselves and any other person(s) that may be affected by their acts of omissions.
- Be directly responsible for the acts and omissions of their workers.
- Comply with Regulations, and work to best practice e.g., Guidance and Approved Codes of Practice that are relevant to their work.
- Comply with the conditions, procedures and control measures as defined by their method statements and risk assessments.
- Provide their workers with adequate Personal Protective Equipment (PPE) and shall use/wear relevant PPE as necessary.
- Provide suitable and safe work equipment

- Cease to use and report any safety related defects found with all/any work equipment they are using.
- Report any issues with health and safety and report any Accidents/Incidents/Near Miss.
- Provide their own First Aid provision.
- Not intentionally damage or misuse anything provided in the interests of Health and Safety whilst on Academy premises.
- Report to the Head Teacher, Business Manager or Site Manager/supervisor any incidents that may directly or indirectly affect health and safety of persons on the academy site.
- Remain in the area of work undertaken and shall not enter any other area without permission of the Head Teacher, Business Manager or Site Manager/supervisor.
- Not store any hazardous substances on the Academy premises without permission of the Head Teacher, Business Manager, Site Manager/supervisor.
- Not smoke in/on any part of the Academy/Site buildings or anywhere on site.

This may not be a comprehensive list and therefore contractors should be reminded that, at all times, they must work in a safe manner.

Specific safety rules that the contractor must comply with:

Fire Alarm/emergency evacuation

- All contractors must make themselves familiar with the emergency fire procedures for the Academy.
- If a contractor discovers a fire they must raise the alarm immediately and follow the emergency fire procedure instructions provided on the Fire Action Notices throughout the building

Vehicles on site

- The speed limit whilst on Academy/Site is 5 mph
- All vehicles must be parked in accordance with the Academy designated parking areas, if you are unsure then ask at the reception or Site Manager/Supervisor/Caretaker.
- All contractors should be reminded that school children can often become distracted and are not aware of the dangers of moving vehicles. Contractors must remain vigilant at all times

8.3 **Permit to Work (PTW)**

PTW is a formal management system used to control high-risk activities. A template can be provided by the Director of Operations. These enable an assessment of risk to be made and to specify control measures, which will be put in place in order to minimise the risk.

They are necessary for such activities as maintenance or construction work by external contractors. Unless suitable and sufficient risk assessments indicate otherwise.

Examples of types of work which permits will be required include:

- Working at height, e.g., on roofs
- Confined spaces e.g., ducts
- Hot work e.g., welding, soldering or cutting using hot flame techniques
- Live working on electricity supply systems
- Work involving interaction with asbestos
- Excavation and the digging of trenches

Intention of the Permit to Work is to:

- Ensure that the work is intended to take place is properly authorised
- Clarify the nature and extent of the work
- Specify which precautions must be taken and which activities are prohibited.

Consideration should also be taken of the activities of other people on the Academy/Site, which may be affected by the proposed work. These activities may need to be temporarily suspended or modified.

Indicate the date, time and location that the specified activities may occur. Ensure that all those persons who have control of or any who are affected by the activity are made aware.

Provide a record of the work, that the specified precautions have been understood and implemented, and that the workplace and or equipment are returned to a safe condition.

Academy employees are not permitted to undertake work, which will require a Permit to Work.

Key Points of PTW

- The Academy/Site Manager/supervisor is responsible for enforcing the use of PTW's
- A competent person who understands the risks and the necessary control measures to put in place should only issue permits.
- A permit should be task specific and the necessary risk assessments and methods statements still need to be completed by the contractor in liaison with the Site Manager/Supervisor. PTW are not a replacement.
- PTW should only be in place for a limited duration and be clearly dated with specific conditions attached.
- PTW should not be transferred to other people or other contractors.
- Any safety precautions required should be done prior to work commencing. The PTW should state these requirements, for example, electrical isolation.

- The Site Manager/Supervisor should only sign and date the permit when they are satisfied that all precautionary measures have been taken.
- If the risk is too high, for example because of bad weather/conditions or dangerous structure, then a permit should not be issued, and work not commenced.
- All PTW records must be retained by the Site Manager/Supervisor

Examples of control measures that should be considered when issuing a **PTW** include:

Roof Works

Testing roof fragility
Edge protection
Prevention of falls of materials or objects
PPE
Emergency procedures
Adequate means of access

Hot work

Good housekeeping
Use of protective curtains (where relevant)
All 'hot works' equipment should be regularly maintained and inspected
Ensure a competent person visits the area after hot works has finished to ensure that no smouldering embers or hot surfaces remain
Provision of suitable fire extinguishers
Ensure that sprinklers (if installed) are isolated and reactivated after the works.

Isolation

When working on electrical systems, they should be physically isolated i.e., 'locked off' (with the contractor's own padlock) etc., this should be stated on the permit.

Other control measures include:

Warning signs and often a lookout need to be posted around the area where work is being carried out.

Cancellation of PTW

When the operations laid out in the permit have been completed, it should be cancelled immediately and returned to the Site Manager/Supervisor. They should ensure that the work detailed on the permit has been done satisfactorily. They should then sign off the permit to ensure that it is fully cancelled.

This may only be done when all personnel and equipment involved in the work detailed on the permit has been removed from the permit working area.

Only then, when the Site Manager/Supervisor and contractor are satisfied that it is safe, can there be a return to normal service.

9.0 Legionella control

9.1 The Health and Safety at Work etc. Act 1974 places a duty on employers to ensure health, safety and welfare of employees, so far as is reasonably practicable. In order to achieve compliance with legislation, it is essential that the Head Teacher who is the responsible person, ensures the following:

- **Identify and assess the sources of risk** for which employees, pupils or visitors may be exposed to within the academy. The risk assessment should be reviewed annually and include a survey to identify whether there are conditions present that will encourage bacterial growth including legionella.

- **Identify the hot and cold water temperatures** throughout the buildings water storage and distribution system to locate any systems or areas where water may be stored or distributed between 20-45 °C.

- **Identify all areas or services** capable of releasing an aerosol such as showers, spray taps and where necessary measures put in place to control the risks.

- **Identify whether there are susceptible individuals** present that may be exposed to such aerosols.

9.2 **Managing risk**

The following guidance should be followed:

Weekly tasks

- Weekly flushing of any outlets and showers that are infrequently used (less than once per week). Precautions should be taken to minimise aerosol release when implementing a flushing programme.

Monthly tasks

- Water temperatures should be recorded at the nearest and furthest outlets from the storage tanks and water heaters.
- Hot water temperatures should be recorded from outlets after 1 minute of operation. Cold water should be tested after 2 minutes of operation.

- A programme should be set to ensure that all the taps within the building are checked at least once, annually.

Quarterly

- All shower heads and hoses should be dismantled, cleaned and descaled on a quarterly basis. This action should be recorded.

Six monthly

- The cold-water storage tanks should be inspected and temperatures recorded to cover storage, supply and distribution temperatures and general conditions.

Annually

- The condition of the tanks should be reviewed annually. Where the presence of organic material, vermin and water quality deterioration is identified etc.
- Remedial actions should be conducted. Where required a sample should be taken from the drain outlet.

9.3 **School holidays, low occupancy periods. Six-week summer break**

It is extremely important to manage the risk of legionella during school holidays and periods of low water usage or closures. Such times will provide the perfect opportunity for bacterial growth and proliferation including the growth of legionella within the academies water systems and services.

The following actions should be recorded:

- When the school is occupied but at a significantly lower capacity to normal then the outlets which are used less than once per week should be flushed weekly

- When the school is not in use at all during the holiday periods outbuildings and sports halls/gyms etc.) Then all tanks, calorifiers and associated outlets should be thoroughly flushed prior to the commencement of the new term. This should be recorded. Water samples should also be considered for collection prior to the start of the new term.

10.0 **Manual handling**

10.1 The Manual Handling Operations Regulations 1992 (MHOR), (as amended in 2002) apply to a wide range of manual handling activities, including lifting, lowering, pushing, pulling or carrying. The load may be either animate, such as a person or inanimate, such as a box.

The MHOR establish a clear hierarchy of measures for dealing with risks from manual handling:

- Avoid hazardous manual handling operations, ‘so far as is reasonably practicable’
- Assess any hazardous manual handling operations that cannot be avoided
- Reduce the risk of injury, so far as is reasonably practicable.

10.2 **Manual Handling Risk assessment**

The responsible person, the Head Teacher or their delegated member of staff is responsible for the following:

- Manual handling risk assessments will be completed for moving loads that cannot be avoided.
- Information, instruction and training will be provided to employees.
- Wherever possible the load to be moved will be reduced e.g., is it possible to split the load into smaller units?
- Use appropriate equipment for reducing the need for manual handling; e.g., trolleys to eliminate/or reduce the risk of injury.

The following **guidelines** should not be exceeded and each individual must be aware of their own physical capabilities and should not attempt to move any object that is beyond their capabilities.

Force to stop or **start the load Men 20kg, Women 15kg**
Sustained force to **keep the load in motion Men 10kg, women 7kg**

Manual handling problems often come from poor workplace environment or job design. Hazardous activities include:

- Lifting heavy or awkward loads
- Using excessive force
- Repeated handling of heavy loads
- Poor posture and twisting when handling

All employees must complete on-line manual handling training.

11.0 Display Screen Equipment

11.1 The Health and Safety (Display Screen Equipment) Regulations 1992 explains that the employer needs to protect employees from risks associated with DSE i.e., computers and laptops.

A user is defined in the regulations as “an employee who habitually uses display screen equipment as a significant part of his/her normal work”. This is usually interpreted as continuous period of an hour or more on most days of the week. The employee’s line manager will identify DSE users.

11.2 To comply with DSE regulations the ‘Responsible Person’ The Head Teacher or delegated member of staff must:

- Analyse workstations to assess and reduce risks
- Make sure controls are in place
- Provide information and training
- Provide eye and eyesight tests on request and special spectacles if needed
- Review the assessment when the user or DSE changes

All DSE users must complete the Smartlog DSE training and assessment module annually which carries out a workstation assessment and provides information and training.

11.3 **Health risks with DSE**

Some DSE users may experience fatigue, eyestrain, upper limb problems and backache from overuse or improper use of DSE. These problems can also be experienced from poorly designed workstations or work environments. The causes may not always be obvious and can be due to a number of factors.

Changes in activity may help users, the following is advised:

- Stretch and change position
- Look into the distance from time to time and blink often
- Change activity before you get tired rather than recover.
- Short frequent breaks are better than longer, infrequent ones.

11.4 **Eye tests**

Upon request of the DSE user, identified by their line manager, (see definition above) the academy will pay for a test to be carried by a qualified optician. Only "users" are entitled to receive corrective appliances paid for by the academy.

'Normal' corrective appliances are at the user's own expense, but users needing 'special' corrective appliances will be prescribed a special pair of spectacles for display screen work only. The academy liability for the cost of these is restricted to payment of the cost of a basic appliance, i.e. of a type and quality adequate for the user's work.

There is no evidence to suggest that DSE work will cause permanent damage to eyes or eyesight. Eye tests are provided to ensure users can comfortably see the screen and work effectively without visual fatigue.

12.0 **Training and competence**

12.1 The Health and Safety at Work etc. Act 1974 places a duty on the employer to provide information, instruction, training and supervision. All employees are required to cooperate with the academy and Chiltern Learning Trust in undertaking their legal duties.

The HSE's guidance describes competence as 'the combination of training, skills, experience and knowledge that a person has and their ability to perform a task safely'. Other factors, such as attitude and physical ability, can also affect someone's competence.

Someone's level of competence only needs to be proportionate to their job and place of work. You would not need for example the same health and safety competence to work in an office as you would on a construction site.

The academy will appoint competent people to assist them in meeting their health and safety duties. Health and Safety liaison officers in each school will have completed the IOSH Managing Safely qualification.

Where members of staff do not have the necessary training to complete a task e.g., carrying out risk assessments, then appropriate training will be provided. Or it may be that manual handling training, or DSE training is required in order for someone to complete so far as is reasonable' their tasks in a safe manner.

12.2 **Health and Safety Inductions – new staff**

All new employees of the academy will complete a Health and Safety induction, this will be provided by their relevant line manager at the beginning of their employment (unless there are extenuating circumstances). Inductions must include:

- The location of the Health and Safety Law Poster
- Health and Safety responsibilities outlined in their job description.
- How can they access health and safety policies and information?
- Who can they talk to about any health and safety concerns or issues they may have?

New staff must also be made aware of:

First Aid provision
First aid boxes
First Aiders

Accident/Incident/Near Miss reporting
Location of Accident/incident/near miss forms
Reporting procedures

Fire and Emergency Procedures
What to do in an emergency
What does the fire alarm sound like e.g., continuous or intermittent sound?
A walk around the fire escape routes, final fire exit doors and route(s)
Location of assembly points

Welfare facilities
Eating, drinking and rest arrangements
Toilet facilities

Personal Protective Equipment (PPE)
Relevant to the job – any PPE should be suitable and sufficient for the hazards identified in the risk assessment
Who is responsible for ordering supplies of PPE?
Safe storage of PPE

On completion of the health and safety induction, the employee should be required to sign a record form to say that they have been provided with, and understand the information provided.

12.3 **Health and Safety training – all employees**

Training must be completed by all employees including:

Fire awareness
Slips, trips and falls

Health and Safety at Work

Asbestos Awareness & Management Training is mandatory for the Health and Safety Governor, Head Teacher, School Business Manager and Site Manager/Supervisor/Caretaker of all Chiltern Learning Trust academies.

12.4 **Specific job training – dependent on job role.**

The line manager of the employee will identify the training required e.g., risk management, risk assessment training, COSHH Awareness, Manual Handling, Work at height (e.g., ladder, stepladders). This could be face-to-face delivery, or on-line.

Staff that use 'high hazard' equipment e.g. woodworking machinery and grinders (fixed or portable) must be provided with specific training and be assessed as competent in its use.

13.0 Control of Substances Hazardous to Health (COSHH)

13.1 The Control of Substances Hazardous to Health Regulations 2002 requirements is to evaluate and control measures. All reasonable steps will be taken to substitute substances for safer alternatives, as is reasonably practicable, and to ensure that employees, pupils, and visitors are not exposed to substances hazardous to health.

Using chemicals or other hazardous substances at work can put people's health at risk. Even within seemingly low risk environments people can encounter a range of substances capable of being hazardous to health.

There are exceptions to these regulations, which are already being controlled by their own specific legislation, e.g., asbestos, lead, radioactive substances.

13.2 **Actions to evaluate and control risks include:**

- Completing an inventory identifying all hazardous substances used on the academy premises and obtaining material safety data sheets.
- Wherever possible replace hazardous substances with safer alternatives.
- A risk assessment is completed for the use of any substances, which present a significant health risk.
- Ensuring that any equipment required for controlling risk is being adequately maintained.
- Ensuring all staff have received information, instruction and training where required.
- Ensuring records of assessments are being kept on the premises and made available on request to any relevant people.
- Ensure that the exposure of personnel to substances hazardous to health is either prevented or adequately controlled.
- Ensure that any equipment provided to control the risk e.g., local exhaust ventilation; fume cupboards, personal protective equipment (PPE) is adequately maintained.

13.3 **Hazard symbols and hazard pictograms**

Classified substances can be identified by their warning labels and carry the pictograms detailed below.

You are probably already familiar with the current CHIP hazard symbols that appear on some chemical labels:

Old CHIP symbols e.g., **1)** Harmful, **2)** explosive, **3)** flammable, **4)** toxic, **5)** corrosive, **6)** dangerous environment.

1) **2)** **3)** **4)** **5)** **6)**

New CLP symbols include: **1)** harmful, **2)** explosive, **3)** flammable, **4)** toxic, **5)** corrosive, **6)** dangerous environment. **Note:** the harmful symbol has been replaced by an exclamation mark.

1) **2)** **3)** **4)** **5)** **6)**

There are also a couple of new pictograms, these symbolise:

Serious longer-term health hazards such as: **1)** carcinogenic and respiratory sensitization, **2)** contains gas under pressure.

1) **2)**

Such substances may be hazardous through inhalation, ingestion, absorption or contact through the skin.

13.4 **Material Safety Data Sheets**

Should be obtained from the manufacturer/supplier. Data sheets are not by themselves a suitable and sufficient COSHH risk assessment. The information in the data sheet must be compared to the particular task and circumstances in which the substance is to be used and a decision made about the measures necessary to adequately control exposure.

13.5 **Health Surveillance**

Health surveillance is only required in certain circumstances and is dependent on individual circumstances. Where there is a reasonable likelihood that an identifiable disease or adverse health effect associated with exposure will occur and the risk assessment shows that health surveillance is appropriate for the protection of employees these should be carried out.

- Records relating to named individuals must be kept for 40 years.
- Advice should be sought from Occupational Health if there is any uncertainty regarding the need for health surveillance.

14.0 Gas Safety

14.1 The Gas Safety (Installation and Use) Regulations 1998 requires employers and self-employed persons to ensure that any gas appliance, installation, pipework or flue installed at any place of work under their control is maintained in a safe condition, so as to prevent risk of injury to any persons.

14.2 Competence

No person may work on gas fittings or appliances unless they are competent to do so. The requirements apply to both natural and liquefied petroleum gas (LPG). The work on gas fittings must be carried out by someone on the Gas Safe Register.

Although registration is deemed a basic indication of competence, it must be noted that not **all** engineers are qualified for **all** gas work. Registered engineers are issued with a unique licence number and a photo identification card. The card will list specifically the types of work that the engineer is qualified to undertake. The School Business Manager or their delegated person must ensure that any contractor engaged to work on gas fittings is Gas Safe Registered and appropriately qualified for the work to be carried out.

You can check this by contacting the **Gas Safe Register online or by calling them on 0800 408 5500**

14.3 Gas work

Includes:

- The installation, repair or service of a gas boiler
- Installation or repair of a gas fire, gas cooker, hob or water heater.
- Any other work on heat producing appliances involving the gas supply pipework, flues, or combustion chambers if connected to either a natural gas or LPG supply.

14.4 Monitoring

The Gas Safe Register will periodically monitor the work undertaken by registered gas engineers to ensure that they understand and continue to work to the standards set out in legislation and in accordance with the rules of registration. They will also investigate complaints about unsafe gas work.

14.5 The basic requirements

The Head Teacher or their delegated employee will ensure:

- All gas systems and appliances are operated and maintained so as to prevent, so far as is reasonably, danger to persons or property.

- Only persons authorised to work on gas installations do so e.g., Gas Safe Registered engineers with the technical knowledge and experience to prevent injury, see above 'Competence'.

- Use a competent engineer to install, maintain or repair appliances
- Ensure that gas pipework, appliances and flues are regularly maintained
- Check all rooms with gas appliances have adequate ventilation – do not block air inlets to prevent draughts, and do not obstruct flues and chimneys.

14.6 **If you suspect a gas leak**

- Turn off the supply and immediately call the **National Gas Emergency Service** on **0800 111 999** for natural gas.
- For LPG, call the supplier if in doubt, evacuate the building and inform the police as well as the National Gas Emergency Service or your gas supplier.
- Do not turn a gas supply back on until a leak has been dealt with by a Gas Safe Registered engineer.

14.7 **Maintenance**

All gas appliances, flues; pipe work and safety devices will be maintained in a safe condition. The Head Teacher or their delegated person will ensure that they are inspected by a competent person who is a Gas Safe Registered engineer, in accordance with current industry practice. Periods between inspections may vary depending on the equipment and its use and should follow manufacturer's recommendations. Annual inspections will be a minimum frequency.

- Equipment should be designed, operated and maintained to make sure dangerous levels of carbon monoxide (CO) are not produced.
- It should not be used in poorly ventilated spaces.
- There should be enough ventilation to remove combustion products.
- Operators are fully trained – use a safe procedure for purging, lighting up and shutting down.

15.0 Asbestos Management

The management of asbestos is a top health & safety priority. Large numbers of workers are still dying prematurely from asbestos exposures in the past (over 5000 annually) which is why the HSE enforce the Asbestos Regulations strictly and any uncontrolled release of asbestos fibres is likely to result in prosecution

15.1 Chiltern Learning Trust acknowledges the health hazards associated from exposure to asbestos and their duty and commitment to manage Asbestos and to protect employees, pupils, contractors, visitors and any other persons with the potential to be exposed to Asbestos Containing Materials (ACM's) and to reduce to the lowest level 'reasonably practicable' the spread of asbestos from any place where work under the Head Teacher of the academy's control is carried out.

15.2 **What is asbestos?**

Asbestos is a term used for various forms of naturally occurring fibrous silicate minerals, which were extensively added to building materials used in the UK from the 1950's to 1980's. Buildings built before 2000 are at particularly high risk of containing asbestos. The most hazardous Asbestos Containing Materials (ACM's) were used to insulate or fire protect. The three most common asbestos types used were CROCIDOLITE (blue),

AMOSITE (brown) and CHRYSOTILE (white). All ACM's should be controlled regardless of type. ACM's can be found in under floor services, floor, ceiling tiles, pipe covering, Artex ceiling and heat deflection materials as well as many other forms.

15.3 **Legal Duty**

When asbestos fibres are inhaled, they can cause serious diseases and the increased risk of lung cancer for asbestos workers who smoke. To ensure that risks from asbestos in places of work are managed, the Control of Asbestos Regulations 2012 place duties on those responsible duty holders for the maintenance or repair of work premises.

15.4 **Responsibilities**

As the employer, Chiltern learning Trust is the overarching duty holder for Asbestos management at each Academy. The Governors and Headteacher at each school have delegated responsibility via the Trust's Scheme of Delegation for the safe management, maintenance and repair of the Academy buildings under their control. Business and Site/Facilities Managers are responsible for ensuring the day-to-day requirements for health and safety are met in the workplace under their control. The Headteacher is responsible for identifying an Appointed Person (AP's) responsible for the management of Asbestos. The person/s responsible for managing the asbestos risks should be identified by name with deputies named to take on these responsibilities in the absence of the main contact

15.5 **Training**

A Governor representative, Head Teacher, Business Manager and Site Managers/Supervisors from every Academy must have completed Asbestos Awareness and Management Training, whether or not the building was built pre 2000. The training must include:

- identifying asbestos
- asbestos health risks
- legislation
- dealing with asbestos
- emergency procedures
- risk assessments

15.6 **Management of asbestos**

All academies that were built before 2000 must have a current Asbestos Management Survey (which complies with up to date asbestos regulations).

These surveys must be carried out by Licensed Contractors with UKAS Accreditation. The survey must include locations of any potential ACM's. E.g. storerooms, yards, outbuildings, under floor services, pipes, ceiling voids, corridors etc. Asbestos management surveys don't need to be repeated unless there are doubts about the validity of the existing one.

A register of location(s) of any ACM's must be recorded and include:

- Date of inspection
- Date of next review
- Should be supported by a marked floor plan and photographs.

- Type of asbestos
- What products it is contained in
- The condition

15.7 The environment around the ACM's is a significant risk factor. ACM's can deteriorate due to age, fire, flood, wear and tear and damage; therefore, the register should be reviewed every 12 months by a Licensed Contractor with UKAS Accreditation. A copy of the register must be provided to any person who will be planning to undertake work on the building(s) or any groundwork which may be contaminated. It should always be assumed that there is ACM's present when undertaking any work on the fabric and structure of the building, even if/where it has not been identified and included on the register.

15.8 An assessment of potential risk from the ACM's must be completed by a Licensed Contractor who is UKAS Accredited. Consideration should be given to the condition of the ACM's whether they are likely to be disturbed and what action is necessary to manage the risks. From the outcome of the assessment, prioritise and rationalise an Asbestos Management Action Plan.

15.9 If the academy is planning either a demolition or refurbishment, then a Demolition and Refurbishment survey must also be carried out before work commences. Each Academy must prepare a written plan before any work on asbestos is carried out, including details of the work and the appropriate actions to control risk and prevent harm.

15.10 **Managing asbestos left in place**

Staff must be alerted to any asbestos containing materials in their areas and instructed not to disturb these in any way.

Contractors must check the Asbestos Register and sign to confirm they will not disturb any asbestos materials and will stop work and report to the Site Manager if they suspect something may contain asbestos which is not mentioned in the Register.

If the material is in good condition, well protected either by its position or physical protection e.g., encapsulated, reducing the likelihood of damage, and is unlikely to be worked on regularly or otherwise disturbed, it is usually safer to leave it in place and manage it. This information should be entered on to the record/register including locations and the information kept up to date. Emergency procedures in the event of any person dealing with uncontrolled release of asbestos and spread of contamination, need to be in place.

Regular monitoring of the asbestos containing materials left in situ must be carried out and records kept.

15.11 **Removal of asbestos containing materials**

Any contractor used for the removal of ACM's must have a current HSE Licence. The current 'Asbestos Licence Holders List' can be found at the link below.
List of Licensed Asbestos Contractors (hseni.gov.uk)

On completion of an assessment of potential risk, if it is necessary to remove the ACM's, Chiltern Learning Trust's Director of Operations must be informed immediately.

15.12 **Communication**

All information regarding ACM's must be recorded and easily accessible. It is recommended that an Asbestos file is kept by the AP and this can be provided to any relevant persons who potentially could release asbestos e.g.

- In house staff - who may undertake maintenance work. (The Asbestos Awareness and Management training is **not sufficient** for any staff to carry out any work on ACM's.)

- Licensed Contractors used should provide the academy (on request), information relating to the work to be completed, e.g., risk assessments, methods statements, safety systems of work including barriers, signage, Incident Management Procedure.

No one must work on any ACM's unless all of the requirements of the current up to date Asbestos Regulations are complied with.

The Asbestos file must be clear so the locations of the ACMs can easily be established and additional photos where necessary to make it clear and easy to understand for persons not familiar with the school.

15.13 **Contractor H&S Policy and Pre-contract checks to be made**

All Contractors completing surveys must be UKAS Accredited and contractors undertaking the removal of ACM's must hold a current HSE License, these must be checked by the AP to ensure that they are currently in date.

The contractor must also provide their:

- Health and Safety Policy,
- Risk Assessments,
- Method Statement,
- Emergency Procedures

The above information along with a copy of the academy's Asbestos Policy and associated documentation must be provided to relevant authoritative agents when requested e.g. Emergency Services.

15.14 **Causes of Damage to ACM's**

Accidental or malicious damage may be caused to the building fabric and fixtures or fittings by staff, students, contractors or maintenance personnel which may result in damage to ACMs where 'hidden' and present e.g. behind sealed ducts and within voids.

Damage to ACM's can also be caused by fire, flood, or severe weather, people accidentally damaging e.g., by moving furniture and hitting walls, pipework etc., or by a person(s) deliberately causing damage e.g., vandalism, or an act of violence.

15.15 **Emergency Procedures for dealing with uncontrolled release of asbestos and spread of contamination.**

The academy's emergency procedures will include:

- The name of the AP, each incident should have only one single point of contact from the list of AP(s). A list of more than one AP is recommended to allow for annual leave, sickness of the main AP, so that they can be called upon to take control if/when required.
- The Appointed person(s) contact number(s)
- Contact details of AP's to be recorded and distributed to all relevant persons e.g., Contractors, Governor, Head Teacher, Business Manager, and Chiltern Learning Trust Director of Operations
- Contact details of all of the above to be distributed amongst all relevant people and updated as and when required.

The AP is responsible for managing the incident. Management must include a 'call-off' contract with an Asbestos Removal Contractor for every case of suspected, (if in doubt, presume it is ACM) uncontrolled release of asbestos and spread of contamination.

If in doubt, it must be presumed to be an ACM. This should be easily accessible to the 'AP's' in case of an emergency.

15.16 **Asbestos Management Action Plan**

A procedure to review the plan every 12 months, or if earlier if there has been any incident involving ACM's, must be in place.

This is to be completed by the AP to include e.g., all items, which require action, should be noted and listed within a timetable with target dates set. These should include dates when the inspection programmes will be complete, dates when contractor consultation will be complete, dates for training etc.

15.17 **Audit and Review**

The asbestos management system should be regularly audited i.e., every 12 months to ensure that it remains compliant with the current regulations. Audits will also identify whether the processes and controls are effective and appropriate corrective actions can be taken.

16.0 School Lettings

16.1 Before agreeing to let school premises to outside bodies, for use out of school hours, the proposed use and responsibility for supervision will be established to ensure that the use is compatible with the premises and equipment involved and that residual problems relating to subsequent school use are not likely to arise.

Authorisation by the Headteacher is required before a letting agreement is made. Outside bodies hiring school facilities shall be required to undertake a risk assessment and demonstrate that they are competent and have suitable arrangements for the intended use, e.g. availability of supervision and expertise in dealing with emergencies in the use of equipment; swimming pools etc. and also have adequate insurance cover. For lettings involving young persons or vulnerable adults, all supervisors must have a Disclosure and Barring Service clearance certificate with a copy being held by the school.

17.0 School Visits and Transport

17.1 For all school visits a risk assessment must be undertaken and copies passed to the school's Educational Visits Co-ordinator for approval. This will include the preparation of a plan of action identifying any special health and safety requirements and how they are to be met. A copy of the procedure is kept in the school office.

A copy of the venue's own risk assessment must be incorporated into the visit assessment. If the venue is not able to provide copies of their own risk assessments, then the Visit Organiser must complete the forms.

17.2 For all visits the appropriate ratios of adults to children must be calculated and the necessary staff and adult helpers provided. The venues chosen for school visits are as far as practicable to be restricted to those with no significant hazards.

The person organising any external visits away from the school is responsible for carrying out necessary pre-visit arrangements and obtaining authorisation from the school's Educational Visits Co-ordinator before the visit takes place.

The Visit Organiser is responsible for ensuring a first aid box is collected from the Welfare Room and they will have a School contact list with him/her at all times.

17.3 Where a school owns a minibus, it will ensure it is serviced at intervals dictated by the manufacturer and that with suitable training, pre-drive safety checks are undertaken by the driver before setting off. All minibuses will contain instructions in the event of a breakdown.

All drivers will be suitably trained and assessed as a driver of passenger transport, be over 21 years of age, have held a driving licence for more than two years and have less than 6 penalty points on their licence. Each school will retain records of the training provided for its drivers and will review the licensing requirements on an annual basis. For the avoidance of doubt, suitable training will be to the standard of the Minibus Driver Awareness Scheme (MiDAS) or equivalent.

All trips using a school minibus must be accompanied by an adult other than the driver, unless a risk assessment prepared by the school and approved by the Headteacher in consultation with the Trust's Director of Finance and Compliance varies this requirement, for instance in the event of a local school sports event held within school hours.

18.0 **Catering Safety**

18.1 Where catering services are contracted, responsibility for health and safety aspects of the work in the school kitchen rests with the Catering Services Contractor on whose behalf the school has delegated local management responsibility. Whether contracted or provided in house, the school must be satisfied with the safety management system that is in place.

19.0 **Curricular Safety**

19.1 All programmes of study require that all pupils/students should be taught about how to identify and reduce risks in the way that they work and a balance must be achieved between independent learning and the supervision necessary to ensure safety.

Staff will ensure that pupils/students are familiar with the risks that may arise from the activities, tools, equipment, materials and processes they plan pupils/students to use. Heads of Departments are responsible for ensuring curricular risk assessments are in place, documented and reviewed with appropriate support i.e. CLEAPSS for science and technology.

For Physical Education and athletics specifically, all staff must undergo athletics safety training every two years, in parallel with the school's annual review of its risk assessments and lesson plans.

19.2 Where low-level radioactive sources are used the school must appoint a suitably qualified and experienced Radiation Protection Supervisor (RPS) from its staff to ensure that radioactive substances are accounted for, stored properly, handled safely and monitored

regularly. The CLEAPPS Guidance L93 Managing Ionising Radiations and Radioactive Substances in Schools and Colleges to be followed included the use of all the model documentation provided in this guidance.

The legal requirement to appoint a Radiation Protection Advisor (RPA) will be met by each school commissioning the RPA service from CLEAPSS. The Local Education Authority will provide a Radiation Protection Officer for the Trust.

20.0 **Lockdown**

20.1 Each school will establish procedures to dynamically lockdown their sites in response to a fast-moving incident such as a firearms or weapons attack, either directly at the site or in the vicinity. Dynamic lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of lockdown is to prevent people moving into danger areas and preventing or frustrating the attackers accessing a site (or part of).

Schools should take account of DfE guidance on developing these procedures. These procedures should be reviewed at least every two years.

How often to carry out a lockdown drill?
It is the policy of the Trust that each school must carry out a lockdown drill at least once every academic year, as a minimum.

The dates that the drill is undertaken, or is proposed to be, must be recorded on the school's annual self-audit report (Appendix A to this policy).

21.0 Managing violence and aggression

21.1 Chiltern Learning Trust believe that all school staff have a right to expect that their school is a safe place in which to work, that risks of violence and aggression are effectively controlled and that prompt and appropriate action will be taken if they are subjected to violence or aggression by adults, children and young people on school premises and in exercising their duties off site.

21.2 Each Trust school will ensure:

- That suitable and sufficient risk assessments are carried out of employees' risk of exposure to violence and aggression
- That appropriate control measures are identified and implemented to prevent and reduce the potential for violence and aggression
- That appropriate arrangements are in place for incidents to be reported, recorded and investigated.
- That regular monitoring is undertaken by senior leadership of the level and general nature of any incidents and the school's response to them.
- That there is effective communication about the risk assessments and control measures to staff.

The Head teacher will review the effectiveness of these arrangements, and any action plan developed to track their implementation, as a minimum on an annual basis.

22.0 Work-related stress

22.1 Headteachers, Senior Leadership and all other employees are expected to support staff experiencing harmful stress at work and any actions intended to prevent, identify and reduce it

22.2 The Health and Safety Executive (HSE) sets out a 'management standard' for examining stress in the workplace, with the aim of helping employers manage potential causes of work-related stress. The management standard covers six key areas of work design that, if not properly managed, are associated with poor health and well-being, lower productivity, increased sickness absence and work-related stress.

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

22.3 The Trust will conduct a workforce wide risk assessment to ensure that work related stressors in all areas of our organisation are identified and addressed to achieve the HSE

management standard. The Trust will also conduct employee specific risk assessments where necessary.

These risk assessments will be regularly reviewed. Having risk assessments in place allows schools to ensure that work-related stressors are identified and addressed as necessary in accordance with the Management of Health and Safety at Work Regulations 1999.

22.4 The Trust will provide training for all managers and supervisors in good management practices.

22.5 The Trust will provide adequate resources to enable managers to implement the company's agreed stress management strategy.

22.6 The Trust will also commission an Employee Assistance Programme to provide advice, support and guidance to line managers and any staff member who may be experiencing mental health issues.

23.0 Work at heights

Falls from height are the most common cause of fatal accidents in the workplace and risk assessments must take place to identify the risk reduction measures necessary.

The Work at Height Regulations 2005 establish a clear hierarchy of measures for work at height:

Avoid work at height where it is reasonably practicable. (e.g. Using telescopic handle tools or lowering equipment to ground level.)
Use equipment that prevents falls from height where reasonably practicable. (e.g. scaffolds, mobile elevating working platforms. both have guardrails to prevent falls.)
Use measures which reduce the likelihood of a fall from height and/or the consequences. (e.g. ladders and stepladders of the correct type/size with training provided for safe use. Safety harnesses and soft-landing systems (safety nets & airbags) also fit into this category.)

Ladders and stepladders are suitable for short duration, light work only. The use of large stepladders and extending ladders to be designated a two-person activity to reduce manual handling risks and provide for the 'footing' of ladders and steadying of large stepladders.

Risk assessments must identify where staff need to work at height so that suitable access equipment and training can be provided.

Improvised access methods such as standing on desks and chairs is prohibited.

Step ladders/step stools to be readily available for staff that put up displays or need to access high level storage.

A register of all ladders and stepladders is to be kept and detailed inspections carried out on a termly basis with records kept.

Staff that use ladders and stepladders to carry out the 'Work at Height' training module on Smartlog.

Facilities staff may require additional training in the erection and use of mobile tower scaffolds (PASMA Certificate) and in the use of mobile elevating work platforms (IPAF Certificate).

Any work that cannot be carried out safely with the equipment available to be contracted out to specialists.

24.0 Driving for work

Driving for work is one of the most dangerous things workers will do. Up to a third of all road traffic accidents involve someone who is at work at the time. This accounts for over 20 fatalities and 250 serious injuries every week.

The Trust has a responsibility under Health and Safety legislation to ensure, so far as reasonably practicable, the health and safety of their employees and others who may be affected by their work activities. This includes the activity of staff driving their own vehicles for work purposes on public roads.

Commuting to and from a permanent workplace is not classified as driving for work and health and safety law does not apply.

When driving for your work you are required to:

To take reasonable care for your own health and safety and that of others, for example complying with the requirements of the Highway Code and the legislation regarding mobile phones when driving.
Carry out checks as required to make sure your vehicle is safe to use on the road, is serviced, insured for business purposes and has a valid MOT if required.
Plan your schedules to avoid having rush and to take breaks to reduce the onset of fatigue.
Avoid driving when you are tired and inform the Trust if you are taking medication that may affect your ability to drive.
Inform the DVLA and the Trust if you develop a 'notifiable' medical condition or disability, or your condition/disability has worsened.
Inform the Trust if you receive penalty points on your licence or if you are disqualified from driving.

The Trust will periodically check driving licences for penalty points and disqualification using the DVLA online service.

25.0 Lone Workers

Who are lone workers?

The Health and Safety Executive (HSE) defines lone workers as those 'who work by themselves without close or direct supervision'. They may include:

- People working separately from others in a building
- People who work outside 'normal' hours
- People who work away from their fixed base without colleagues, e.g. visiting people in their homes
- People who work at home

Lone workers may include site managers, caretakers, key holders, cleaners, head teachers and other teaching staff, support staff and those who work at home, on occasions or regularly.

Lone working may occur outside of normal hours or during normal working hours at an isolated location within the school e.g. in a different block or remote classroom or outside on the school playing field or on home visits or when working outside of normal business hours which includes school holiday periods.

Potential Hazards of Lone Working

Staff who work alone will face the same risks in their work as others doing similar tasks however, additionally they may encounter the following:

- Accidents or sudden illnesses may happen when there is no-one to summon help for first aid
- Violence or the threat of violence
- Fire

- Attempting tasks which cannot safely be done by one person alone, e.g. heavy lifting, or use of certain equipment
- Lack of a safe way in or out of a building (e.g. danger of being accidentally locked in)

The perception of these hazards or the actual risks may be different for different people. For example, inexperience may lead to staff underestimating the risks of an activity; some workers may feel particularly vulnerable to violence away from the workplace or after dark; or a medical condition may make it unsafe for an individual to work alone.

The school must consider these factors when doing risk assessments. If there are lone workers within an area the head teacher must take appropriate steps to reduce the risk, particularly for frequent lone workers or lone workers engaged in high-risk activities. They should consider:

- Does the workplace and activity present any special risk to a lone worker?
- Can all the equipment, substances and goods used on the premises be safely handled by one person? Is any manual handling involved safe for a single person?
- Is there a risk of violence or the threat of violence? Is the nature of a visit or the person being visited likely to increase the risk? Will the staff member be alone in a dark or remote location?

In addition to reducing the risks of Lone Working, the Trust's Health and Safety Policy also requires schools to have measures in place to reduce employees' risks of exposure to violence and aggression.

Staff who undertake home visits must use a system to reduce the risk of violence by not visiting alone or holding meetings in another location. The risk of violence may not be directly related to a particular property. It may be associated with environmental factors like working alone outside after dark, or a situation may arise where there was no previous history of incidents.

Staff likely to be lone workers in such situations should be trained in dealing with difficult people, in ways to recognise a risk and in behaviour which may reduce the risk (up to and including terminating the visit). All incidents of violence must be reported.

Risk Assessments

A lone working risk assessment must be in place for staff in roles who may at times be lone workers. The risk assessment must identify control measures to reduce the risk of lone working. Measures may include:

Supervision – arrangements for the member of staff to contact a line manager must be in place. Staff who are new to a job or undergoing training may need to be accompanied initially. Regular contact by phone or radio may be appropriate.

Checking in and Reporting Back - A system may be necessary to ensure that a lone worker has returned to a place of safety at the completion of a task away from their normal workplace, especially if out of 'normal' hours. The arrangements (a buddy system) must stipulate that the staff member must inform another named member of staff of their intended whereabouts and the expected duration of the visit.

The arrangements may require the lone worker to call the staff member when they have returned to a place of safety. If the lone worker has not reported in or cancelled the call by the expected hour, a call will automatically be triggered to check if the staff member is safe. Use of diary systems or notice boards to indicate whereabouts can form part of this system.

Training – If lone working cannot be avoided suitable training must be provided to staff:

- where there is limited supervision to control, guide and help in uncertain situations
- to enable people to cope with unexpected situations, such as those involving violence

Training should be targeted to ensure that staff are:

- competent to deal with the requirements of the job
- trained in using any technical solutions
- able to effectively assess and mitigate situations that can lead to aggressive or violent behaviours
- put into place personal safety practice which may include conflict de-escalation management training

As is the case with all risk assessments, these should be reviewed as a minimum on an annual basis or earlier if the activity changes or an incident occurs.

Activity Not Suitable for Lone Working

When a risk assessment shows that it is not possible for the work to be done safely by a lone worker, arrangements for providing help or back up must be put in place for the work or done in hours when they are not alone.

Staff should not work alone if they have medical conditions that might cause incapacity or unconsciousness.

Staff should not enter the school premises if there are signs of intruders but are advised to immediately contact the police.

Appendix A – School self-audit form

Appendix B - Strategic Asset and Facilities Committee Terms of Reference

Appendix A – School self-audit form

Annual Health & Safety self-audit and report

Guidance Notes on using this checklist

This checklist has been designed to enable you to record the findings of your annual health and safety self audit. Its purpose is to provide the Trust's Strategic Asset and Facilities Committee with an annual report of the extent to which you are compliant with the Trust's Health and Safety Policy.

The outcomes will inform the focus of further audits commissioned by the Trust and also assist in identifying training programs that the Trust can provide.

It is by no means an exhaustive list and there may be other school specific items that you may wish to add. The Trust's Director of Operations can provide you with further guidance and support should you need it.

SCHOOL NAME ……

CHECKLIST COMPLETED BY……....

COUNTERSIGNED AS ACCURATE …….
(HEADTEACHER)

DATE ……..

1. MANAGEMENT SAFETY SYSTEMS		Y	N	N/A	COMMENTS / ACTIONS NEEDED
1.1	Is the Trust's health & safety policy readily available and accessible in the school?				
1.2	Are the school's detailed local arrangements readily available and accessible in the school?				
1.3	Does the school's Health and Safety liaison officer hold the IOSH Managing Safely qualification?				
1.4	Is there a system whereby all defects found with equipment / plant /premises are notified to management and taken out of service?				
1.5	Have all new staff received training on health and safety as a part of their inductions?				
1.6	have the health and safety training needs of all staff been reviewed as part of appraisal procedures and provided where required?				
1.7	Are emergency procedures clearly displayed (eg fire procedure, first aid arrangements)?				
1.8	Is there a system to record and report accidents and incidents to staff, pupils and visitors?				
1.9	have all site specific risk assessments been completed and/or reviewed in the last 12 months (eg curriculum and non-curriculum, one off events, caretaking duties, extended use of school, lettings, use of school's own transportation etc.)				
1.10	Is health and safety information given to contractors and visitors when they arrive on site?				
1.11	Are there formal arrangements in place to discuss health & safety matters with other users/groups/other occupants of the site including catering contractors?				

1.12	Are guidelines followed for all off site activities? (eg recording of risk assessment for off –site visits)				
1.13	Is a health & safety poster displayed and addresses completed?				
1.14	Is a safe working system in place, monitored and reviewed in the past year to control the risks of violence and aggression?				
1.15	Has a risk assessment been undertaken and reviewed in the past year for all roles that are remote or lone workers with appropriate training undertaken?				

2. FIRE		**Y**	**N**	**N/A**	**COMMENTS / ACTIONS NEEDED**
2.1	Has a fire risk assessment been completed / reviewed within the last 12 months and priority actions addressed?				
2.2	Are evacuation notices posted in each classroom and fire action notices adjacent to call points?				
2.3	Are fire drills conducted termly and recorded				
2.4	Is training provided on fire drill and lockdown alarms and procedures as part of induction for new staff and refresher sessions in staff training for all?				
2.5	Are fire alarm call points and emergency lighting tested weekly and recorded?				
2.6	Are fire extinguishers suitable, in place and tested annually?				
2.7	Are emergency exits / routes clearly signed and unobstructed?				
2.8	Are there any outstanding recommendations from a fire safety audit undertaken by the fire service?				
2.9	Have all gas appliances, flues; pipe work, safety devices and ventilation been inspected in the past year?				

2.10	Is the fire alarm serviced by specialists on a regular basis?				
2.11	Are the emergency lights tested monthly and serviced annually by specialists?				
2.12	Is the Kitchen extraction ducting cleaned annually by specialists?				
2.13	Have PEEPs been completed and reviewed in the past year for all staff and students that have a disability?				
3. FIRST AID / MEDICATION		**Y**	**N**	**N/A**	**COMMENTS / ACTIONS NEEDED**
3.1	Are first aid boxes in appropriate places and maintained with no unapproved content (medicines etc.)?				
3.2	Do you have an appropriate number of suitably trained first aiders on site (assessed through your first aid risk assessment)?				
3.3	Is there a documented system for the administration (written permission from parents and dosage sheets for any medicine administered) and secure storage of medication?				
3.4	Has training for epi-pens / medical procedures been provided in the past year?				
3.5	Is there a system for acceptance of medicines in place and secure storage used?				
3.6	Have all Individual health care plans for students with medical conditions been reviewed in the past year with parents/carers and health professionals as necessary?				
3.7	Do you have a protocol in place to regulate the emergency use of emergency adrenaline auto-injectors (AAI) and salbutamol inhalers in school? (if relevant)				

3.8	Do you have a policy on allergy management in school that has been reviewed as a minimum in the past year?				
3.9	Have all staff received training to identify the early signs of anaphylaxis?				
4. ASBESTOS		**Y**	**N**	**N/A**	**COMMENTS / ACTIONS NEEDED**
4.1	When was the last Asbestos Survey re-inspection carried out?				
4.2	Has the Asbestos Management Survey been carried out by specialists? (There is no need to repeat these surveys if the existing is still valid.)				
4.3	Have the remedial measures detailed in the last Asbestos Survey re-inspection been carried out?				
4.4	Have all the 'High' & 'Medium' risk asbestos containing material (ACMs) been removed or safeguarded against disturbance?				
4.5	Are contractors shown the Asbestos Register and do they sign to confirm they will not disturb any asbestos materials?				
4.6	Are there arrangements to ensure that refurbishment surveys are carried out before any intrusive work is carried out on the buildings?				
4.7	Is an Asbestos Register available which clearly shows the locations containing materials (ACMs)?				
4.8	How can the Asbestos Register be accessed by all persons likely to come into contact with the asbestos containing materials (ACMs)?				
4.9	Are staff alerted to any asbestos materials in their areas and instructed not to disturb these in any way?				

4.10	Are there procedures to ensure the identified ACMs are not inadvertently disturbed by staff and contractors and no work proceeds in un-surveyed areas?				
4.11	Has the school's asbestos management register been reviewed in the past year?				
4.12	Has the school formally appointed a person(s) responsible for asbestos management?				
4.13	Who is the designated person/s responsible for managing the asbestos?				
4.14	Are there contingency arrangements in place if the main contact person for asbestos risk management is not available?				
4.15	What are the arrangements for providing training for those involved in managing the asbestos risks?				
4.16	Are there arrangements for routine condition monitoring of the ACMs left in-situ?				
4.17	What are the contingency arrangements in the case of ACMs being inadvertently disturbed?				
4.18	Are There plans/actions (short and long-term) for work to manage the risks from identified ACMs e.g. repair, protect or removal?				
4.19	Are there arrangements to ensure any work on ACMs is carried out by competent persons? (licensed contractors in the case of asbestos insulating boards, sprayed coatings & lagging).				
4.20	How is the management plan communicated to those who need to know about it, those liable to disturb ACMs and the local emergency services?				
4.21	Is all asbestos remaining on site monitored to ensure it remains in good condition?				

4.22	Are records kept of the above monitoring?				
5. HOUSEKEEPING		**Y**	**N**	**N/A**	**COMMENTS / ACTIONS NEEDED**
5.1	Are work areas & walkways checked daily to be free from rubbish and obstructions?				
5.2	Is flooring in good condition and free of slip / trip hazards (eg no ripped carpets, broken tiles)?				
5.3	Is there a regular cleaning schedule (including the cleaning of windows, emptying of waste bins etc) in place?				
5.4	Are items that are stored at height (eg files/folders on shelves) accessible, secure and safe?				
5.5	Are walls / wall coverings clean and in good condition (eg paint not flaking, no damp etc)?				
5.6	Are the boiler room and electricity cupboard areas kept free of combustible materials?				
6. ELECTRICAL		**Y**	**N**	**N/A**	**COMMENTS / ACTIONS NEEDED**
6.1	Have portable appliances (items with a plug) been tested in the past year by a qualified person?				
6.2	Are plugs, sockets, switches etc in good condition (not broken, cracked or loose etc/) and checked before use by staff?				
6.3	Is the use of extension leads kept to a minimum, not overloaded and not 'daisy chained'. (*note: only double insulated/fused extension leads should be used)*				
6.4	Has the fixed electrical installation in the school been inspected in the last 5 years and remedial actions completed?				
6.5	Is RCD electric shock protection provided for socket outlets and are the test buttons on these units operated every 6 months?				

7. TOOLS / EQUIPMENT		Y	N	N/A	COMMENTS / ACTIONS NEEDED
7.1	Is there a system in place to visually inspect all tools & equipment used within the school at regular intervals?				
7.2	Are tools & equipment (including ladders) stored securely & out of reach of unauthorised persons?				
7.3	Has training and instruction been given to the relevant members of staff in the safe use of tools & equipment?				
7.4	Is a ladder register and checklist in place and reviewed termly?				
7.5	Is there sufficient access equipment to allow staff members to reach high areas safely?				
7.6	Are arrangements in place for statutory 'Thorough Examinations' of pressure expansion vessels in Boiler Rooms? (this is done by insurance engineers and is in addition to any service checks carried out by heating engineers.)				
7.7	Have staff that use woodworking machinery and grinders (fixed or portable) been trained and assessed as competent.				
7.8	Are the wheeled, folding dining stool & table assemblies serviced annually?				

8. PE / D&T / SCIENCE / ARTS AREAS		Y	N	N/A	COMMENTS / ACTIONS NEEDED
8.1	Are maintenance / service records available for equipment and have they been checked by a competent person in the past 12 mths?				
8.2	Is machinery safely positioned and all moving parts being guarded or have a barrier to prevent contact?				
8.3	Are the machines clean? (free of excessive oil, dust etc)?				

8.4	Are the emergency stop buttons clearly marked and easily reached?				
8.5	Is there personal protective equipment available (eg goggles, dust masks) and is it clearly labelled, easily accessible and well maintained?				
8.6	Are safety rules displayed in workrooms?				
8.7	Are the prep rooms, workshops, labs etc. locked when not in use?				
8.8	Are there blue mandatory safety signs displayed near workshop machinery (eg goggles must be worn)?				
8.9	Is machinery that can only be operated by persons over 18 years old secured to prevent unauthorised access? (eg isolated by key, locked in separate area)				
8.10	Have written risk assessments been completed and reviewed in the past year for each piece of machinery?				
8.11	Have fume cupboards and Local exhaust ventilation systems been tested in the last 12 mths?				
8.12	Are eyewash facilities easily accessible and kept sterile?				
8.13	Are cleaning staff aware of possible hazards within these departments?				
8.14	Have written risk assessments been completed and reviewed in the past year for all PE, sports and athletics activities?				
8.15	Have PE staff undergone athletics safety training in the past two years?				
9. HAZARDOUS SUBSTANCES		**Y**	**N**	**N/A**	**COMMENTS / ACTIONS NEEDED**
9.1	Is there a centrally held coshh file with up to date (audited in the last 12mths) inventory of chemicals and data sheets?				
9.2	Are hazardous substances stored in a locked room / cupboards?				

9.3	Are substances used in science subjects stored / used in accordance with the cleapss guidance and haz-cards?				
9.4	If chemicals have been decanted into other vessels (eg spray bottles), is there a label to identify the contents?				
9.5	Are all containers clearly marked (eg irritant, flammable)?				
9.6	Has the school appointed a suitably qualified and trained radiation protection supervisor from its staff?				
9.7	Is there a safe system of work based on the latest cleapss guidance in place for radioactive sources?				
9.8	Has the school appointed a radiation protection adviser?				
10. WATER		**Y**	**N**	**N/A**	**COMMENTS / ACTIONS NEEDED**
10.1	Is clean drinking water available and labelled as such?				
10.2	Are drinking water dispensers (mains fed or bottle supplied) serviced and sanitised at least every 6 months?				
10.3	Has a legionella risk assessment been completed / reviewed within the last 24months?				
10.4	Is a schedule in place for the monthly testing and recording of temperatures at water outlets throughout the school?				
10.5	Is a schedule in place for the six monthly testing and recording of temperatures in cold water storage tanks throughout the school?				
10.6	When were the most recent legionella samples and tests undertaken?				
10.7	Are seldom used water outlets identified and flushed weekly?				
11. GENERAL WORK ENVIRONMENT		**Y**	**N**	**N/A**	**COMMENTS / ACTIONS NEEDED**
11.1	Are all dse (computer) users identified and have their workstations been assessed?				

11.2	Have there been any complaints by staff members regarding lighting, heating and ventilation within the school in the past year?				
11.3	Have there been any complaints by staff of a lack of space to carry out work safely?				
11.4	Have manual handling risk assessments been reviewed and appropriate training provided for relevant staff?				
11.5	Is there sufficient equipment to assist with manual handling tasks? (eg trolleys, sack trucks, hoists)				
11.6	Is glazing filmed / safety glazing to bs 6206 in vulnerable areas? (e.g. panes >250mm wide in or adjacent to doors, areas where pe is conducted etc)				
11.7	Is no smoking signage in place at entrances?				
11.8	Is there a policy in place to guide the assessment and control of the risk of violence and aggression posed by students and visitors to the school site?				
11.9	Are handrails provided on all stairs?				
11.10	Are lifts serviced regularly and subject to 6 monthly Thorough Examinations as required by the LOLER Regs?				
11.11	Are all hoists (e.g. patient hoists, stage scenery hoists) subject to Thorough Examinations as required by the LOLER Regs??				
11.12	Are Evac Chairs provided for upper floors with lifts and are these serviced annually?				
11.13	Are designated persons trained in the use of Evac Chairs?				

12. OUTDOOR AREAS		**Y**	**N**	**N/A**	**COMMENTS / ACTIONS NEEDED**
12.1	Are pathways / walkways stable underfoot and without significant trip hazards? (eg no potholes, no raised /sunken slabs)				
12.2	Are pedestrian routes clearly defined and segregated from vehicles?				

12.3	Is outdoor play equipment inspected annually by competent persons?				
12.4	Is outdoor play equipment inspected daily to ensure safety and cleanliness before it is used?				
12.5	Is external lighting adequate?				
12.6	Are gates and fencing adequately maintained?				
12.7	Are fragile roof surfaces identified by signage on site ?				
12.8	Is access to fragile / low roofs restricted?				
12.9	Is the school reception clearly signed?				
12.10	Is external storage / waste bins secured and located away from buildings?				
12.11	Are handrails provided on all steps?				
12.12	Have the large trees been inspected by specialists to identify if any safety work is necessary to prevent danger in high winds?				
12.13	Is greenhouse glazing a safety material which will not cause serious lacerations if collided with? e.g plastic, toughened, laminated or safeguarded with anti shatter film.				

13. LOCKDOWN ARRANGEMENTS		**Y**	**N**	**N/A**	**COMMENTS / ACTIONS NEEDED**
13.1	Has a dedicated lockdown alarm been installed?				
13.2	Is it possible to secure classroom doors from the inside without the need for a key?				
13.3	Has the school reviewed its lockdown procedure in the past two years? (insert date in the comment section)				
13.4	Has a lockdown drill been conducted within the last year? (insert date in the comment section)				

14. MINIBUSES		Y	N	N/A	COMMENTS / ACTIONS NEEDED
14.1	Are these serviced and MOTd?				
14.2	Are drivers specifically trained to MIDAS standard and authorised to drive minibuses?				
14.3	Is a system in place for pre-use checks and defect reporting?				
14.4	Are minibus drivers' licenses checked annually?				

15. WELFARE		Y	N	N/A	COMMENTS / ACTIONS NEEDED
15.1	Are finger guards in place on vulnerable doors i.e. toilet & classrooms in nursery, KS1 and special schools				
15.2	Is there a suitable area for staff members to rest and eat? (clean, with seating)				
15.3	Are there sufficient toilet facilities?				
15.4	Are toilets clean with washing facilities? (inc soap, hot water and drying facilities)?				
15.5	Are there facilities for staff members to change clothes / store clothes?				

16. OTHER ITEMS SPECIFIC TO YOUR SCHOOL		Y	N	N/A	COMMENTS / ACTIONS NEEDED
	e.g lettings, swimming pool etc				

Appendix B - Strategic Asset and Facilities Committee Terms of Reference

STRATEGIC ASSETS & FACILITIES COMMITTEE
Terms of Reference

1. Accountability

1.1 The Strategic Assets and Facilities Committee is a formally constituted Advisory Committee of Chiltern Learning Trust.

As a Committee of the Trust, the Strategic Assets and Facilities Committee makes recommendations to the Trust through the Chair of the Committee who shall be the Chief Executive Officer of the Trust.

2. Membership

2.1 The number of members shall be not less than four. The Committee shall comprise of:

- The Trust's Chief Executive
- Three Headteachers – elected by the current Headteachers of the schools within the Trust (this figure will be reviewed with election and nomination every two years)

3. Term of office

3.1 The term of office for any member shall be a maximum of two years, save that this time limit should not apply to the Chief Executive.

4. Quorum

4.1 The quorum for a meeting of the committee shall be any three members including the Chief Executive

5. Meetings

5.1 The committee shall hold at least one meeting in every school year. Meetings of the Committee shall be convened by the Director of Finance and Compliance.

6. Role of the Committee

6.1 The purpose of the Strategic Assets and Facilities Committee is to:-

a) Undertake an annual review of the Trust's Health and Safety policy and procedures
b) Initiate Health and Safety audits of schools as necessary
c) Ensure annual audit reports are provided by each school to its Local Governing Body through the Governor Template focussing on its compliance with the Trust's H&S Policy

d) Act as the forum for engagement with union membership on health and safety issues, as necessary (under the terms of the Safety Representatives and Safety Committees Regulations 1977 (as amended)) that requires employers to consult their workforce or representatives about health and safety issues.
e) Overseeing the Trust's development and maintenance of clear and accurate asset management data for each school, in preparation for and development of the Trust's Estates Strategy and its Asset Management Plan
f) Promote the use by each school of a 5 year site development plan
g) Oversee the development of the Trust's asset management priorities and the process for the strategic prioritisation and allocation of the Trust's School Condition Allocation and Central Capital Programme
h) Review the extent of the Trust's joint procurement of services across its schools
i) Review and develop the management and utilisation of assets and facilities for community use to maximise income generation.

7. Servicing of meetings

7.1 The Committee will receive administrative support from the Trust's Director of Finance and Compliance who will prepare and monitor a work plan for the committee, circulate the agenda, minutes and any associated papers no less than five working days prior to each meeting.
7.2 The Director of Finance and Compliance shall conduct an annual assessment of the performance and purpose of the Committee against these terms of reference and the Committee Chairman shall report on the evaluation to the Trust, recommending changes where necessary.