



# WonderStar

INDEPENDENT SCHOOL

## Wonder Star School

### Health and Safety Policy

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## **1. Purpose and Scope**

The health and safety of all pupils, staff and anyone else who visits the school is of the highest priority. The school recognises that achieving and maintaining high standards of safety requires that the school's staff, pupils and visitors are aware of and discharge their respective responsibilities.

This policy aims to show how the Head Teacher and all other staff members discharge their duties under the Health and Safety at Work Act 1974, which requires anyone working on school premises to conduct themselves in a way so they pose no risk to their own or any other person's health and safety.

The Head Teacher and senior management team are committed to ensuring the Health and Safety of everybody involved in the school. We aim to:

- Ensure that all reasonable steps are taken to ensure the health, safety and welfare of users of the premises and all participants in school trips.
- Establish and maintain safe working procedures for staff and learners.
- To provide and maintain safe school buildings and safe equipment for use in school.
- Develop safety awareness, by appropriate training, if necessary, amongst staff, learners and others who work in school.
- Formulate and implement effective procedures for use in the event of fire and other emergencies.
- Investigate accidents and take steps to prevent a re-occurrence.

## **2. Responsibilities**

The Head Teacher:

- Retains overall responsibility for the implementation of the school's health and safety policy.
- Assesses, on a daily basis, potential hazards and risks to health and safety.
- Conducts or organises regular safety inspections and risk assessments.
- Initiates action on reported hazards and accidents.
- Maintains accurate training records of all staff.
- Assists teaching staff in preparing safe working spaces and practices as appropriate to the teaching environment.
- Provides adequate statutory first aid facilities.
- Establishes and maintains effective emergency evacuation procedures.

Teachers and supporting staff:

- Take reasonable care of their own and others health and safety.
- Co-operate with the Head Teacher on all safety matters.
- Risk assesses the classroom environment (areas and equipment) before commencing teaching.
- Risk assessments to be carried out for all outing venues prior to the outing.
- Familiarises themselves with the young person's risk assessment and any identified behaviour management strategies.
- Wear their identification badge clearly displayed.
- Report hazards to the Head Teacher.
- Encourage learners and visitors to comply with the Health and Safety policy.

### **3. Risk Management**

The aim is to eliminate or reduce risks that are judged to be potentially harmful. In 'Risk Management' we are looking to manage the person's exposure to those risks (staff, service users and other parties) that will enable them to maintain or increase their range and ability to function socially.

Wonder Star School's approach to risk taking is for use by all staff employed by the school. Risk is a major focus of work within our organisation. Some learners may become service users because of situations in their lives which can often put them at risk. Also, professionals, family members or other members of the public are sometimes at risk. Staff and service users are placed at risk in some situations. We therefore aim to promote good practice which leads to recognisable benefits for people who are members of our school community.

#### **This means we need to:**

- Ensure that there is a consistent approach to risk management by staff of Wonder Star School
- Help to develop a co-ordinated approach to risk management with other agencies
- Ensure that specific risk management issues relating to all staff and learners within the whole school setting are addressed
- Ensure that there is a consistent approach and review to risk management across Wonder Star School.

#### **We recognise that:**

- Risk should be acknowledged and made explicit (i.e., staff to sign, to evidence their awareness of specific risks where applicable, accordingly).
- The case recording systems must include identified risks, possible consequences and the agreed action plan.
- There should be an active plan for monitoring and reviewing

Risks often arrive unexpectedly; however, the more conscious and sensitive the staff are to early warning signs, the easier it is for them to raise concerns before they become serious, and the more likely it is that serious risk can be avoided. It is therefore vital that staff are encouraged to look for early warning signs of risk as part of their day-to-day practice and report them such as: through handovers to colleagues, recording appropriately, liaising with relevant agencies, seeking advice and guidance from other professionals.

When working with vulnerable children in both assessing and responding to their needs, we recognise that there will be risks inherent in meeting them in ways that support the young persons: choice, dignity, presence in the community and opportunities to develop, grow and make a contribution.

### **Our practice will therefore:**

- Provide a clear and accountable decision-making process.
- Have a process that can justify why decisions were made.
- Provide support to those who make decisions and manage risk situations (through supervision).
- Provide a framework for training in risk assessment and management.

### **Definition of high-risk activity:**

**a)** Activities for learners which present significant or unusual hazards to their safety or welfare such as: horse riding, climbing and abseiling, go-carting and canoeing, require reasonable risk assessment and positive control measures.

**b)** Any high-risk activity provided or arranged for young people must be supervised by persons holding the relevant qualifications, such as the qualification for instructing or supervising young people awarded and accredited by the recognised national body for the activity concerned.

## **4. Risk Assessment**

- The school maintains a comprehensive set of risk assessments that cover curriculum-based activities in school and school visits.
- Some individual learners will have individual risk assessments completed by the school, with additional information on the school's own pro-forma. Behaviour management strategies are identified to assist teachers to manage behaviour.
- They are all available on the school central server for staff to inspect and refer to prior to commencing teaching.
- The Head Teacher will ensure that staff are aware of the risk assessments appropriate to their role and will monitor compliance with control measures specified in the risk assessments.
- All risk assessments should be reviewed regularly in the light of incidents and guidance.
- Risk assessments for school trips should be reviewed each time the trip takes place.

## **5. Fire and Emergency Procedures**

The persons responsible for health and safety on the premises will complete a fire risk assessment and review annually. Fire alarm tests will take place weekly. An evacuation exercise will take place at least once a term and as soon as possible after any new intake of learners are admitted to the school, and a log of each fire practice recorded. Fire doors/and

extinguishers should be freely accessible always. Fire alarms are tested weekly and the procedure in case of fire is as follows:

- 1) Raise the alarms by ringing the fire bell.
- 2) Evacuate the premises.
- 3) Call the fire brigade by telephoning '999'.
- 4) Report to the assembly point.
- 5) Tackle the fire (if it is safe to do so and you have been trained to use extinguishers).
- 6) Once outside, do not attempt to re-enter the premises until the Fire Brigade allows you to do so.

## **6. Dealing with Accidents and Administering First Aid**

- The training for our member of staff who is responsible for First Aid is kept up to date
- A fully-equipped First Aid box is always available in the school.
- There is an accident book in the main office in which full details of accidents are recorded.

The procedures in the event of an accident are as follows:

- The first adult at the scene must take initial control of the situation. In case of minor injuries such as cuts, nosebleeds etc. any adult present can attend to a minor injury using equipment in the first aid box.
- In case of major injury such as: a bad fall, choking, major cuts, severe bleeding, etc. a first aider should administer first aid when appropriate, and the ambulance service should also be called on 999. Whilst awaiting the emergency services, the procedure laid down in the Accident and First Aid Policy should be followed.

## **7. Administration of Medicines**

Prescribed medication should nearly always be given to a child by their parent or carer. Sometimes this is not possible, for example on school outings. Home remedies are not issued by school.

Some pupils can self-administer and carry with them their medication e.g., inhaler for asthma. This should be recorded on their Individual Health Care Plan (IHCP), should they have one.

Prescribed medication can only be given to learners by staff when it is provided by parents, with their prior written consent and where the staff have completed Administration of Medication Training. The written consent is evident by the completion of the Medication Authorisation Form by carers, and it must include details of symptoms, severity and frequency

of symptoms and full details (name, dose, frequency) of prescribed/ recommended medication needed.

Prescribed medication and on-going medical conditions are recorded in the learner's IHCP (where they have one) by the SENCO and they also appear in the cohort information sheet.

Parents and carers are responsible for updating the school with any changes to prescribed medication or medical conditions when they happen.

Teachers and supporting staff are not trained in complex health needs, and where there are specific needs that a learner may need support with, then an appropriate professional will be bought in to provide training to support meeting the learner's health needs while in school. Where a learner has complex health needs, these need to first be identified in the EHCP.

## **8. Control of Hazardous Substances**

- The use of hazardous substances in school will be kept to a minimum.
- The designated member of staff will complete a COSHH assessment for all hazardous substances used on the premises. The COSHH folder is kept in the school office.
- All cleaning products are stored by the school staff and locked away.

## **9. Electrical Safety**

- All staff are expected to visually check equipment before use and report damage and remove from the area with a notice saying 'Fault - Do Not Use'.
- In addition, a risk assessment is carried out on an annual basis and appliances tested by a contractor and a certificate held listing all tested and serviceable equipment.
- Staff should note, particular care needs to be taken with extension leads, to avoid trailing wires.
- No electrical equipment should be introduced into school from home without being PAT tested and the prior agreement of the Head Teacher.

## **10. Reporting Hazards**

- All staff are responsible for reporting hazards and repairs.
- Repairs once reported to the Head Teacher are then passed to the admin team, who are responsible for arranging speedy resolution. It is then the Head Teacher's responsibility to follow up this report.
- No teaching is to take place in a hazardous environment if risks cannot be mitigated by measures such as removing the item or making it temporarily safe.

## **11. Food Technology**

- Cooking equipment including ovens and hobs will only be used if fire precautions and appropriate risk assessments are in place.
- Staff must be satisfied that the tasks undertaken are appropriate for the learners concerned.
- Close supervision will be appropriate for riskier parts of the cooking process, i.e., taking food in or out of hot ovens and the use of knives.
- Pupils who have a history of self-harm will be very closely monitored when using a knife and all knives will be kept in a locked cupboard in the kitchen when not in use.
- Any food preparation must be done in compliance with health and hygiene regulations.

## **12. Stress at Work**

To reduce the build-up of stress we note and appreciate the work of all staff both individually and collectively through:

- Staff meetings in which achievements are noted and commended.
- Individual discussions between the Head Teacher and a member of staff.
- An open discussion of stress as an issue in staff meetings and individual discussion.
- Every stress issue raised is taken seriously and a solution found.
- Appropriate monitoring of sickness absence is recognised as an essential early warning measure of increased stress.

## **13. Security including Visitors and Intruders**

- All staff and learners are encouraged to be aware of strangers on the premises.
- Entrances to the building are to be kept closed at all times.

## **14. Manual Handling**

Workplace (Health, Safety and Welfare) Regulations 1992 and the Manual Handling Operations Regulations 1992 cover lifting and related activities such as holding, carrying, lowering, pushing and pulling. They also extend to lifting and assisting people.

Common hazards are the manual movement of loads and frequent forced or awkward movements of the body, leading for example, to back injuries and severe pains in the hand, wrist, arm or neck – repetitive strain injury. Moving materials mechanically is also hazardous and people can be crushed or struck by material when it falls from a lifting or moving device, or is dislodged from a storage stack.



All staff will therefore make sure that:

- Design of tasks suit the work to the person, not the person to the work where possible so that manual handling is avoided where a safer way is practical or there is risk of injury.
- A risk assessment will be carried out on any significant manual handling tasks.
- Employees who complete manual handling tasks will have suitable and sufficient training.
- Assessment is made of the risk of injury from any manual handling operation that can't be avoided.
- The risk of injury is reduced so far as is reasonably practicable.
- Where appropriate individual programme area Health and Safety Policy statements will reflect the above guidance on Manual Handling for staff, young people and visitors and include arrangements for safe working practice, instruction and training if necessary.

## **15. Training and Records**

- The school will ensure that all staff have suitable and sufficient training to complete the tasks required of them.
- The school will ensure all training is recorded and up-date training is completed where required.

## **16. Violence at Work**

'Violence at Work' includes any incident in which an employee is abused, threatened or assaulted, physically or verbally, by any person in circumstances arising out of, or during his or her employment.

The difficulties relating to violence, which employees may experience whilst performing duties at work are recognised by Wonder Star School and this procedure gives practical support with the aim of reducing incidents.

Wonder Star School has duties and responsibilities under the Health and Safety at Work Act 1974 and the management of Health and Safety at Work regulations 1992. Therefore, for the safety and wellbeing of its employees we must take steps to ensure that, as far as is reasonably practicable employees are protected from violence including:

- Verbal or physical abuse of employees, including any form of harassment.
- Threats made to employees when carrying out their duties.
- Physical assault upon employees during the exercise of their duties.
- Attacks on or damage to the property of employees resulting from the exercise of their duties.

### **Specific steps for the Head Teacher:**

- Assess the extent of the problems faced by employees.
- Identify areas of risk.
- Review and if necessary, modify systems of work.
- Ensure that employees at risk receive training to defuse potentially violent situations.
- Ensure that employees who have been assaulted or abused are debriefed and where appropriate, given access to trained counsellors.
- Monitor and analyse violent incidents taking appropriate action as necessary.

### **Specific steps for staff, who must:**

- Consider their own safety and that of colleagues.
- Familiarise themselves with policies and procedures, guidelines and instructions issued by Wonder Star School.
- Report all incidents of violence or threatened violence to their line manager.
- Participate in any training, which is available to them.
- Record details of incidents as required by Wonder Star School.
- Contribute to any reviews or enquiries held into incidents with which they have been involved.
- Make use of all available support and counselling as provided by Wonder Star School.

### **Preventing a violent situation**

The best way to handle a violent situation is to prevent it from happening. Although it cannot be always be anticipated, there are a number of early warning signs of which employees should be aware. The following are common signs and symptoms, which may be evident in another person prior to the onset of possible violence.

- The person becomes tense and agitated and voice pitch and volume increases.
- Replies to questions are abrupt and may be accompanied by gestures or the use of offensive language.
- The person bangs the table or their other hand with a clenched fist.
- The person shows signs of being under the influence of alcohol, drugs or solvents.
- Muscular tension in face and limbs.
- Skin colouring i.e., flush to face and neck.

## **Handling a Potentially Violent Situation**

- Good observations and sensitivity in recognising signs of tension, frustration and anger are essential. Retaining the impression that the situation is under control but allowing the aggressor plenty of space, both personal and verbal.
- Being aware of body language, being controlled and confident and maintaining a relaxed stance, eye contact and a calm reassuring voice.
- Not using offensive language, threatening or using physical force. Not touching a person who is arguing with you, (in law this could amount to an assault).
- If the person cannot be calmed down, employees should remove themselves from any immediate risk, get help from colleagues or alternatively, call the police.
- If the violent attack is directed at the property, control should be attempted if there is no risk.
- When it is essential for employees to defend themselves against attack, that any action must be limited to the use of reasonable restraint, sufficient to prevent their own injury or to enable escape.

## **Preventive Measures in the Workplace**

The potential for violence can be reduced by:

- Receiving visitors in all locations courteously.
- Providing welcoming reception areas without sacrificing security.
- Ensuring that people waiting are kept informed of any delays.
- Treating member of the public professionally, fairly and with dignity.
- Giving reliable information, admitting any uncertainties and never hesitating to apologise if a mistake has been made.

## **Working alone in outside locations**

- Wherever necessary, a means of raising the alarm should be provided to employees who work on their own in isolated situations or who frequently travel alone and are at a significant risk of violence.

## **Employees Travelling Alone**

Mobile employees may be subject to violent situations when working outside their vehicles, or following a vehicle breakdown or road traffic accident.

- Mobile employees are recommended to report at regular intervals to their base and should make particular effort to maintain contact in the above situations.
- Employees should not hesitate to contact the police should they feel in danger while away from their base.
- Employees should on no account give lifts to hitchhikers in working hours.

## **Training**

Training is provided to teachers in how to handle violent or potentially violent situations in work. In practical terms the training should raise awareness of:

- Causes of aggressive behaviour.
- Recognising potential violence at an early stage.
- Defusing violent or potentially violent situations.
- Self-protection techniques.
- Understanding company guidelines and policies

## **Procedures for dealing with assaults**

All incidents should immediately be reported to the Head Teacher.

- Should the employee not wish to involve the police, full consideration will be given to the reason for their decision, however the possible effects on the organisation of not involving the police will also be considered, (recurrence of the event, concerns of other employees etc.). A decision will be taken by the Proprietor on the appropriate course of action.
- In the event of any physical injury or shock, treatment should be sought for the victim as soon as possible.
- The Head Teacher should investigate the assault, collect evidence and prepare a factual account of events, which should be recorded in the incident log.
- The incident log/accident report form should be completed as soon as it is possible giving details of the incident, date, time, circumstances etc. The incident must be recorded even if there is no injury. Where the assault on an employee was carried out by a fellow employee, Brook Street's disciplinary procedure will be invoked.

## **After Care**

- A sympathetic and supportive attitude must be displayed towards victims of violence.
- Counselling or referral to a counselling service should be offered via Wonder Star School personnel section.
- The victim's line manager and colleagues should consider the possible after effects on the victims prior to and on return to work.
- After the incident has been dealt with the manager should arrange an informal debriefing session with all employees to discuss the incident and the lessons to be learnt from it.

## **Monitoring**

- All cases of verbal abuse, threats and assaults must be reported to the Head Teacher, as the information will enable incidents to be monitored and any necessary steps taken with the aim of preventing a similar incident happening again.

- Analyses of incidents/accident report forms will be undertaken termly in order to build up a picture of violent occurrences, from which lessons may draw and appropriate action taken and this should be reported to the Proprietor by the Head Teacher.
- A review of preventive measures should be taken at regular intervals. Where there is no improvement, alternative methods should be considered.
- The appropriate risk management groups should be involved when revising security arrangements.

## **17. Supervision of Learners**

- Sensible, safe behaviour will be promoted to learners by all members of staff.
- Dangerous or risky behaviour displayed by learners will be addressed and dealt within the school rules.
- Learners will only be allowed into or stay in the classrooms under adult supervision.

## **18. Off-Site Visits**

The document 'The Health and Safety of Learners on Educational Visits' published by DCFS provides detailed guidance, forms and standards procedures to be followed and will be adopted by Wonder Star School. The main areas for action are summarised below for action at three different levels of management in Wonder Star School but the full guidance document will be used when any offsite visit is proposed. Wonder Star School SLT must satisfy themselves that a risk assessment has been carried out, that appropriate safety measures are in place and that training needs have been addressed for the offsite visit. We will also ensure that:

- The visit has a specific and stated objective.
- Plans for the visit comply with regulations and guidelines, including Wonder Star School's Health and Safety Policy document.
- The visit organiser reports back after the visit.
- The responsible officer at Wonder Star School is informed about less routine visits well in advance.
- Proposals for certain types of visits, which could include visits involving an overnight stay or travel outside the UK, will be properly assessed before permission is given for them to take place.

The visit organiser will make sure that:

- Visits comply with regulations and guidelines provided by Wonder Star School and the Health and Safety policy.
- Group leaders are competent to monitor the risks throughout the visit.

- They are clear about their role if taking part in the visit as a group member/supervisor.
- Follow the instructions of the group leader who will have sole charge of the visit.
- Adequate child protection procedures are in place.
- All necessary actions have been completed before the visit begins.
- The risk assessment has been completed and appropriate safety measures are in place.
- Training needs have been assessed by a competent person and the needs of the staff and young people have been considered.
- The group leader has experience in supervising the age groups going on the visit and will organise the group effectively.
- The group leader or other members of staff are suitably competent to instruct the activity and are familiar with the location/centre where the activity will take place.
- Group leaders are allowed sufficient time to organise visits properly.
- Supervisors on the visit are appropriate people to supervise the young people.
- Ratio of supervisors to young people is appropriate.
- The Head Teacher has approved the visit.
- Parents or others have signed consent forms.
- Arrangements have been made for the medical needs and special needs of all young people.
- Adequate first-aid school will be available.
- The mode of travel is appropriate.
- Travel times out and back are known including pick-up and drop-off points.
- There is adequate and relevant insurance cover.
- The organiser has the address and phone number of the visit's venue and a contact name.
- A Wonder Star School contact has been nominated and the group leader has details.
- The group leader, group supervisors and nominated Wonder Star School contact have a copy of the agreed emergency procedures.
- The group leader, group supervisors and Wonder Star School contact have the names of all the adults and young people travelling in the group and the contact details of parents, staff and other supervisors' next of kin.
- There is a contingency plan for any delays, including a late return home.

### **Group leader**

One member of staff, the group leader, will have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group. The group leader should have been appointed or approved by the responsible officer for Wonder Star School. The group leader should:

- Obtain the responsible officer's prior agreement before any off-site visit takes place.
- Make sure the visit complies with Brook Street regulations, guidelines and policies.

- Appoint a deputy.
- Clearly define each group supervisor's role and ensure all tasks have been assigned.
- Be able to control and lead young learners of the relevant age range.
- Be suitably competent to instruct young people in an activity and be familiar with the location/centre where the activity will take place.
- Be aware of child protection issues.
- Ensure that adequate first-aid school will be available.
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents if applicable.
- Undertake and complete a comprehensive risk assessment.
- Review regularly undertaken visits/activities and advise the responsible office for Wonder Star School where adjustments may be necessary.
- Ensure that staff and other supervisors are fully aware of what the proposed visit involved.
- Have enough information on the learners proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.
- Ensure the ratio of supervisors to learners is appropriate for the needs of the group.
- Consider stopping the visit if the risk to the health or safety of the learners is unacceptable and have in place procedures for such an eventuality.
- Ensure that group supervisors have details of the Head Teacher.
- Ensure that group supervisors and Wonder Star School have a copy of the emergency procedures.
- Ensure that the group's staff and other supervisors have the details of young peoples' special educational or medical needs which will be necessary for them to carry out their tasks effectively.