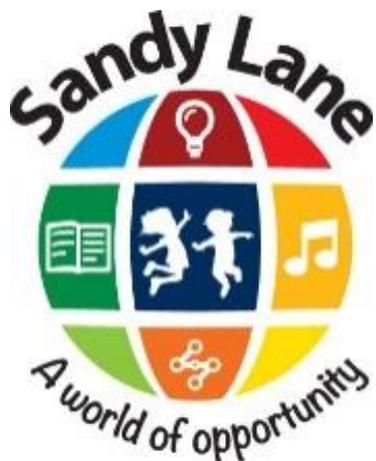


Sandy Lane Vision:
 Fulfilling potential
 Unlocking Opportunity
 No-one left behind



The Sandy Lane Way:
 Resilience
 Excellence
 Self-awareness
 Passion
 Empathy
 Communication
 Teamwork

Health & Safety Policy Handbook

Drafted	Ratified by Governing Body	Frequency, timing and level of review	Next review due
December 2020	21-01-21	Annually Autumn term Full Governors	October 2022

	<i>Print Name</i>	<i>Signature</i>	<i>Date</i>
Executive Headteacher	John Cooper		21-01-21
On behalf of Governing Body	Sue Duffy		21-01-21

Circulation	Date
Circulated to Staff	September 2021
Made available on school website	December 2021

- 1. Accessibility Plan**
- 2. Fire and evacuation**
- 3. First Aid & Procedures for Administration of Medicine**
- 4. Health & Safety**
- 5. Home Visits**
- 6. Lone Working**
- 7. Premises Managed Documents (available from Site Manager)**
- 8. Emergency plan (available as a separate appendix found in staff room.)**

Accessibility Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Executive Head. At Sandy Lane Primary School the Plan will be monitored by the Headteacher and evaluated by the Resources Committee. The current Plan will be appended to this document.

At Sandy Lane Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims:

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
 - To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
 - Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.
- 1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Resources Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

- 2) Sandy Lane Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of

the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

- 3) The Sandy Lane Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Sandy Lane Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 - 5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Health & Safety Policy
 - Special Educational Needs Policy
 - Supporting Children with Medical Conditions and Administration of Medicines Policy
 - Trips and Residential Visits Policy
 - 6) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 - 7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Access Audit

The school is housed in one building plus a Portakabin, consisting of an older Victorian building with a large extension to the rear with library and Nurture facilities in the Portakabin. Entrances to the school are flat, ramped or accessed via staircases. (Lift access is available and all have wide doors fitted.) The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. Whilst we acknowledge that the size of the school site could potentially present challenges when moving through the building, we make reasonable adjustments as the need arises. The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate. There are 2 disabled toilet facilities available in both buildings. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	To identify pupils who may need adapted or additional provision	May to July annually	HT EYFS Leader and teachers	Provision set in place ready for when the child/ren start school
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT & Deputy/SENCo	Provision set in place ready for when the child/ren start school
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT & Governors	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning
To establish and maintain close liaison with outside agencies	To ensure collaboration between all key personnel.	Ongoing	SLT/SENCo, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews,

for pupils with additional needs				provision reviews and action planning
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo and all teaching staff, extra-curricular service providers and educational visits settings	Evidence that appropriate considerations and reasonable adjustments have been made

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical school environment	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	SLT, site manager and governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.

Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo, all teaching staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.
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Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.

FIRE DRILL PROCEDURES

SIGNAL Prolonged sounding of the fire alarm.

ACTION Open all classroom doors to the fullest extent. Children must stand in a quiet orderly manner. Walk silently out of the classroom in single file; teacher ensuring that no child is left behind. The children line up in the playground in alphabetical/register order, facing away from the school building. Teachers count the children and compare the numbers to the Register and perform a roll call if necessary.

AREA WITHIN SCHOOL	EXIT PROCEDURES
Blossom Class	Children leave school through the Blossom Class Entrance and down the steps into the playground.
Poplar Class	Children leave school through the Blossom Class Entrance and down the steps into the playground.
Rainbow Class	Children leave school through the Blossom Class Entrance and down the steps into the playground.
Larch Class	Children leave school through the Ash Class Entrance and down the steps into the playground.
Ash Class	Children leave school through the Ash Class Entrance and down the steps into the playground.
Willow Class	Children leave school through the fire doors at the rear of the Hall and passed the Portakabins and into the playground.
Beech Class	Children leave school through the fire doors at the rear of the Hall and passed the Portakabins and into the playground.
Elder Class	Children leave school through the Beech/Elder Class Entrance and down the slope into the playground.
Maple Class	Children leave school through the Beech/Elder Class Entrance and down the slope into the playground.
Bonsai Class	Children leave school through the Maple/Bonsai Class Entrance into the playground.
Oak Class	Children leave school through the Beech/Elder Class Entrance and down slope into playground.
Meeting Room (Portakabin 1)	Children leave school through the Exit Door (if door accessible or if not through the Library exit)
Hall	Children in the Hall leave by the fire doors in the Hall and passed the Portakabins and into the playground.

Library (Portakabin 2)	Children leave through the Library Fire Exit.
Elm Room	Children leave through the Beech/Elder Class Entrance and down the slope into the playground.
Inclusion Cedar Room	Children leave school through the Main Office Entrance and through the Car Park into the playground.
Breakfast Club	Children leave school through the fire doors in the Hall and passed the Portakabins and into the playground.
After School Club	Children leave through the fire doors in the Hall and passed the Portakabins and into the playground.
PPA Room	Children/Staff leave school through Maple/Bonsai Class Entrance into the playground.
Head of School's Office	Staff leave school through the Beech/Elder Class Entrance and down the slope into the playground.
Business Manager's Office	Staff leave school through the Beech/Elder Class Entrance and down the slope into the playground.
Office/Head/Staff Room/SEN Room	Staff leave school through the Main Office Entrance and through the Car Park into the playground. (Office staff need to take pupil register sheets/staff sign in, late arrivals and visitors sheets from inventory console/mobile).
	Staff leave school through the kitchen front Entrance and through the Car Park into the Playground.

Fire Marshalls to check their allocated areas, toilets and cloakrooms. Site Manager to do final check and check Portakabins.

“These are unprecedented times and the measure implemented are done so with the best intention”

ROLL CALL Teachers must conduct a register check in playground if pupil numbers do not match and report to the Headteacher, Head of School or Teacher in charge. Await final instructions for leaving the playground if necessary.

ACCORDING TO THE LOCATION OF THE FIRE, TEACHING STAFF MUST USE THE EXIT WHICH IS SAFEST FOR THE EVACUATION OF THE CHILDREN. CHILDREN WHO ARE WORKING IN ANOTHER AREA OF SCHOOL SHOULD BE TOLD TO LEAVE BY THE NEAREST SAFE EXIT AND JOIN THEIR CLASS IN THE PLAYGROUND.

First Aid & Procedures for Administration of Medicine

Pupils at Sandy Lane Primary School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The aims of the First Aid policy are to:

- Ensure that all children, staff and visitors in school are safe and properly cared for.
- To provide clear guidance and procedures for first aid administration in school.

Please see Annex A for Qualified First Aiders.

Location of First Aid station and Equipment

- All First aid supplies are stored at the First Aid station outside Delius classroom.
- Members of staff on playground duty must carry a first aid bag to deal with minor injuries.
- All first aid equipment and supplies will be maintained by the First Aiders.
- First Aid Accident forms will be kept at the first aid station.
- A separate First Aid supply and Accident Forms also kept in the Early Years toilets out of children's reach.
- Portable first aid supplies for outings and visits are stored in the First Aid station.
- Staff should report when they have used supplies to Anne Chapman. Supplies checked monthly by Anne Chapman.
- The defibrillator machine is kept in the Staff room next to the Site Manager's (Mr Ogilvie) desk. All staff are aware of its location and who the trained personnel are. The names are on a notice next to it. In the event of an emergency requiring the use of the defibrillator, trained personnel will take priority over non-trained personnel. At the time of writing this policy, the trained personnel are those on Annex A at the end of this Policy.

Contaminated Waste

All contaminated waste (blood / plastic gloves) MUST be put in the yellow bags and disposed of in the sanitary bin in the ladies toilets. Other waste should be disposed of in the first aid pedal bin at the station.

First Aid Classroom Files

A folder that identifies children with specific medical needs is located in that child's classroom.

- Asthma
- Epilepsy
- Allergies
- Diabetic
- Anaphylactic shock
- Hearing impairment
- Sight impairment

The file also contains the first aid policy, specific guidance regarding asthma, epi pens, choking, seizures. These files are checked and updated annually, as new children arrive in school mid year or as pupils medical conditions change throughout the year.

First Aid Procedures

- When a child is feeling unwell they should notify a member of staff, who will contact a First Aider. The First Aider will then assess the needs, treatment required or if the child needs to go home. If the child needs to go home the Teaching Assistant will then arrange this.
- All reportable injuries, such as bleeding, tooth damage, suspected fractures and head injuries **must** be reported to a First Aider who will take the appropriate action.
- Any minor injuries, such as grazes, bumped knees may be dealt with by any member of playground staff on duty at the time.
- All injuries to be recorded on the school accident forms located at the First Aid station outside Delius classroom and a copy sent home to parents. In the case of a more serious injuries parents will be contacted by phone.

Procedures for more serious injuries

- Send for First Aider
- All staff are to carry an emergency card with them at all times.
- Whenever possible the injured party must be left where they are until the First Aider has assessed the situation.
- The First Aider will deal with the emergency.
- If the casualty requires emergency hospital treatment an ambulance will be called and parents contacted immediately. In the case of a pupil written details of that pupils' name, age, address and details of treatment already given should sent to the hospital with the pupil who will be accompanied by a member of staff.
- Serious accidents must be brought to the attention of the Head Teacher or Deputy Head Teacher.
- First Aider dealing with the incident must also complete a form on the Occupational Health website (occupational.safety@bradford.gov.uk).
- If the pupil requires less immediate hospital treatment parent will be contacted and advice given regarding the next step (visit the Doctors, Dentist A&E if symptoms persist)
- First Aider dealing with the incident must also complete a form on the Occupational Health website.

Procedures for School Trips

- First Aid boxes/bags are available from First Aider - Anne Chapman.
- Identified staff must carry a first aid bag.
- A Paediatric First Aider must be taken on all trips where children are aged 5 and under.
- Sick bucket/bags must be taken on coach trips.

- Lead staff on trip should carry the yellow critical incident card and a mobile phone for use in emergencies.
- Children who require inhalers, epi-pens and medicine will be highlighted on group lists and medication carried by First Aider or group leader.

Procedures for Administration of Medicine

- Parents must complete a Medicine Authorisation Form which is kept at the office when they bring the pupil's medicine into school. This gives details of the medicine to be given, the dosage, the time and the authority for Sandy Lane staff to administer it.
- All medicine must be prescribed by the doctor and must have the pupil's name and date of birth on the medicine bottle/tube. The medicine is kept either in a cupboard in the office or in the staffroom fridge.
- The form is then copied by the office staff, the copy goes to the pupil's class for information purposes and the original is kept in the office.
- The teaching assistant from the child's class then comes to the office with the pupil at the appropriate time to give the medicine.
- The teaching assistant signs the form in the office on the reverse to say that the medicine has been given, the dosage and the time it was given.
- The parent must collect the medicine from the office at the end of the day.
- **Inhalers** will be kept in the pupil's classroom in a first aid pump bag and a record made when administered
- **Epi-pens** are kept in a First Aid pump bag with a photograph of pupil attached and kept in the pupil's classroom. This contains epi-pens, copy of care plan, paper and pencil to record time if epi-pen is administered.
- In the case of a child suffering from anaphylactic shock the epi-pen will be administered immediately and an ambulance/paramedic called. At the same time the child's parents/carer will be notified.
- Parents/Carers must ensure that all medication in school is in date and replaced when required.
- Photographs of pupil's and information about the individual condition and requirements are on display in the staffroom, in the classroom medical file and in the first aid cupboard.
- Photographs of pupils with dietary requirements are on display in the kitchen and in the classroom medical file.

Staff Training

- First aid procedures will be shared at staff induction by Anne Chapman.
- 10 x staff will have up to date paediatric first aid training.
- 3 x member of staff will have up to date First Aid at Work training.
- Other school staff will receive appropriate training for individual health care plans in school.

Appendix 1

Diabetes Policy

Pupils at Sandy Lane Primary School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Diabetes is a condition where the levels of glucose in the blood rises. This is either due to the lack of insulin (Type 1 diabetes) or because there is insufficient insulin for the child's needs or the insulin is not working properly (Type 2 diabetes)

Each child may experience different symptoms and these are outlined in each child's IHP (Individual Health plan). Signs are that the child may need to go to the toilet or drink more, tiredness and weight loss may indicate poor diabetic control and these should be reported to parents.

Control Type 1

Children with diabetes need to be allowed to eat regularly during the day. If a snack or meal is missed they may experience a hypoglycemic episode (a hypo) during which the blood glucose levels fall too low (below 4mmols). This is also prone to occur during times of high physical exercise so children need to have access to their diabetic control bag.

The individual or combined symptoms of a hypoglycemic reaction (hypo) are:

- Hunger
- Sweating
- Drowsiness
- Pallor
- Glazed Eyes
- Shaking or trembling
- Lack of concentration
- Irritability
- Headache
- Mood changes, especially angry or aggressive behaviour **Individual symptoms are outlined in each child's IHP**

Hierarchy of need:

- If a child has a hypo (below 4mmols) it is important that the child is not left alone. Give the child 2 glucose tablets or 5 jelly babies for example.

These are kept in the children's individual diabetic bags in the school office. Glucose levels need to be checked again with another finger prick blood test after 15 minutes.

- If a child becomes sleepy and /or is unable to take food or drink orally massage Glucose onto the inside of the cheek wall. Use all of one tube.
These are kept in the children's individual diabetic bags in the school office.
- If a child becomes unconscious put them into the recovery position and call 999. Liaise with paramedics as to medicine administered prior to ambulance arrival.
- Some children may experience hyperglycemia (high glucose level of more than 15mmols) and have a greater need to go to the toilet or to drink.
- Parents are informed when this occurs.
- If a child is unwell, vomiting or has diarrhea this can lead to dehydration. If a child is giving off a smell of pear drops or acetone this may be a sign of ketosis and dehydration and the child will need urgent medical attention. **Individual procedures are outlined in each child's IHCP.**

Food in School

We liaise closely with parents about any food consumed at school e.g. for tasting activities, snacks, parties, cooking activities etc.

Children eating a school meal have the dinner menus to take home so parents can highlight meal choices with their child and catering staff can ensure the child gets their choice for the day. Parents have the responsibility to provide an appropriate packed lunch.

Medication

Diabetics for the majority of children is controlled by injections of insulin each day.

All details regarding medication, blood test results and food eaten during the school day will be logged in a book. A copy of this will be sent home at the end of each day.

At Sandy Lane children are monitored by trained staff. This is discussed and agreed upon by the child, parents, staff and diabetic nurses.

Children needing long term or emergency medication are invited together with parents to training sessions and school must get written permission before any medication is administered by staff. This form is part of the process when drawing up the Individual Health Plan.

For any off site education e.g. school visits and residential, medication is carried by a member of staff and all adults attending the experience are made aware of all the children's needs. In specific cases parents may be asked to attend school visits to administer medication for their child.

Appendix 2

Asthma Policy

Pupils at Sandy Lane Primary School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

- The school recognises that asthma is an important condition affecting many school children.
- Ensures that children with asthma participate fully in all aspects of school life including PE.
- Recognises that immediate access to reliever inhalers is vital.
- Keeps records of children with asthma and the medication they take.
- Ensures the school environment is favourable to children with asthma.
- Ensures that other children understand asthma.
- Ensures all staff who come into contact with children with asthma know what to do in the event of an asthma attack.
- Ensures that staff take reliever inhalers when a child leaves the school premises. (trips, swimming, park etc.)
- Will work in partnership with all interested parties including school staff, parents, governors, doctors and nurses and children to ensure the policy is implemented and maintained successfully.
- Supply teachers and new staff will also be made aware of the policy

Medication

- Immediate access to reliever inhalers (usually blue) which are kept in the child's classroom.
- Parents are asked to ensure that the school is provided with a prescription labelled reliever inhaler.
- Parents are required and MUST fill in the asthma consent form giving details of symptoms, what can trigger an attack, dosage ie how many puffs of the inhaler and whether the child can self-administer the medication or require support e.g. using a spacer for younger children. (forms available from the main office)
- All staff will let children take their own medication when they need to. This is to be recorded on the child's individual record which is on the back of the parents written

consent form kept in the class First Aid folder. It is the responsibility of the parents to provide the medication and ensure that it is in date.

School holds emergency reliever inhalers in the main school office and first aid station.

Record Keeping

At the beginning of each school year, parents are required to complete a new consent form so that we receive notice of any changes to their child's condition or medication. When a child joins the school, parents are asked if their child has asthma.

Every time a child uses their inhaler it is recorded on their individual record and signed by staff.

Asthma Attacks

All staff who come into contact with children with asthma know what to do in the event of an asthma attack. The school follows the procedure which is clearly displayed in the Class First Aid Folder.

- Ensure that the reliever inhaler is taken immediately.
- Stay calm and reassure the child.
- Sit the child down let them lean slightly forward onto you or a chair.
- Slow, steady breaths
- Help the child to breath by ensuring tight clothing is loosened.

After the attack

Minor asthma attacks should not interrupt a child's involvement in school. When they feel better they can return to school activities.

Asthma Attacks

Severe asthma attacks happen less frequently but are characterized by:

- Wheezing or whistling when breathing in and out.
- Rapid breathing
- Uncontrollable coughing
- Chest pains or chest tightening
- Difficulty talking
- Anxiety or panic
- Pale face, blue lips /fingers
- Persistence of symptoms despite use of asthma medication

Follow the procedure

1. Ensure that the reliever inhaler is taken immediately.
2. Stay calm and reassure the child.
3. Sit the child down let them lean slightly forward onto you or a chair.
4. Slow, steady breaths.
5. Help the child to breath by ensuring tight clothing is loosened.

If symptoms persist despite use of asthma medication after five to ten minutes or

- a. The child is either distressed or unable to talk.
- b. The child is getting exhausted.
- c. You have any doubts at all about the child's condition.
- d. If the symptoms persist despite the use of asthma medication:-

Call 999 for an ambulance and contact parents. A child should always be taken to hospital in an ambulance. School staff MUST not take them in their car as the child's condition may deteriorate.

PE

Taking part in sports is an essential part of school life. Teachers should be aware of which children have asthma. Children with asthma are encouraged to participate fully in PE. Teachers will remind children whose asthma is triggered by exercise to take their reliever inhaler before the lesson. If the child needs to use their inhaler during the lesson, they will be encouraged to do so.

The School Environment

The school does all that it can to ensure the school environment is favourable to children with asthma. The school has a non-smoking policy.

(guidance taken from Asthma UK)

Training Undertaken by Staff

The following staff have received general training

Paediatric First Aiders:

Shazia Khan	Teaching Assistant	Date of Training	10 th April 2019
Karen Dickinson	Teaching Assistant	Date of training	14 th October 2020
Janette Stott	Midday Supervisor	Date of Training	10 th April 2019
Claire Skelly	Teaching Assistant	Date of Training	14 th October 2020
Amy Barker	Teaching Assistant	Date of Training	28 th September 2020
Kamaljit Kaur	Teaching Assistant	Date of Training	11 th February 2020
Philippa McHugh	Teaching Assistant	Date of Training	28 th September 2020
Bethany Fox	Teaching Assistant Breakfast and After School Club	Date of Training	19 th January 2021
Clare Rodgers	Midday Supervisor/ Breakfast and After School Club	Date of Training	19 th January 2021

First Aid at Work (Level 2):

Philippa McHugh	Teaching Assistant	Date of Training	13 th March 2019
Claire Skelly	Teaching Assistant	Date of Training	20 th June 2019
Kamaljit Kaur	Teaching Assistant	Date of Training	11 th February 2019

The following staff have received Specific/specialist training:

Defibrillator Training:

Shazia Khan	Teaching Assistant	Date of Training	10 th April 2019
Karen Dickinson	Teaching Assistant	Date of training	14 th October 2020
Janette Stott	Midday Supervisor	Date of Training	10 th April 2019
Claire Skelly	Teaching Assistant	Date of Training	14 th October 2020
Amy Barker	Teaching Assistant	Date of Training	28 th September 2020
Kamaljit Kaur	Teaching Assistant	Date of Training	11 th February 2020
Philippa McHugh	Teaching Assistant	Date of Training	28 th September 2020
Bethany Fox	Teaching Assistant Breakfast and After School Club	Date of Training	19 th January 2021
Clare Rodgers	Midday Supervisor/ Breakfast and After School Club	Date of Training	19 th January 2021

Epi-pen and Asthma Training:

Shazia Khan	Teaching Assistant	Date of Training	10 th April 2019
Karen Dickinson	Teaching Assistant	Date of training	14 th October 2020
Janette Stott	Midday Supervisor	Date of Training	10 th April 2019
Claire Skelly	Teaching Assistant	Date of Training	14 th October 2020
Amy Barker	Teaching Assistant	Date of Training	28 th September 2020
Kamaljit Kaur	Teaching Assistant	Date of Training	11 th February 2020
Philippa McHugh	Teaching Assistant	Date of Training	28 th September 2020
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Health & Safety

This policy is in addition to Bradford Council's Health and Safety Policy in order to benefit staff, pupils, visitors and other users of the premises.

Our policy deals with those aspects over which the Executive Headteacher has control and covers safety associated with the building structure, plant, fixed equipment and services for which other officers of the authority also have responsibility. It describes how the Executive Headteacher discharges his responsibilities in respect of staff, pupils and visitors.

Aim

To provide a safe and healthy working and learning environment for staff, pupils and visitors

- Ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

- Ensure that all reasonably practical steps are taken to ensure the health and safety of staff, pupils and other supervising adults participating in off-site visits.
- Establish and maintain safe working procedures amongst staff and pupils.
- Make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances.
- Develop safety awareness amongst staff, pupils and other supervising adults.
- Formulate and implement effective procedures for use in the event of fire and other emergencies.
- The maintenance of a healthy and safe school is the shared responsibility of the whole school community.

Procedure

<p>Role of the Governing Body</p>	<ul style="list-style-type: none"> ● Decide policy and re-visit annually ● Monitor the effectiveness of the policy ● Give strategic guidance ● Monitor and review health and safety issues through the premises and safeguarding sub-committee, reporting back through the chair of the sub-committee to the governing body ● Ensure adequate resources for health and safety are Available by making recommendations to the finance committee ● Recognise their responsibility under the Health and Safety at Work Act 1974 so far as is reasonably practicable to: <ul style="list-style-type: none"> ○ Provide plant, equipment and systems of work, which are safe, and without risks to health ○ Make arrangements for handling, storage and transportation of articles and substances ○ Provide adequate training, information, instruction and supervision to enable all staff employed in the school and pupils to perform their work safely and efficiently ○ Promote the development and maintenance of sound safety, health and welfare practices ○ Maintain the premises in a condition that is safe and without risks to health and the maintenance of access to and egress from the premises ○ Provide and maintain a working environment that is safe, without risk to health and adequate as regards welfare facilities for staff, pupils and other supervising adults ○ Ensure sufficient funds are available to provide, as necessary, protective clothing/equipment to all staff employed in the school, for the safe use of machinery, equipment and substances ○ Maintain a close interest in all the health and safety matters in so far as they affect activities in the premises under the control of the school
<p>Role of the Executive Headteacher</p>	<ul style="list-style-type: none"> ● Be responsible for the day-to-day implementation of school safety organisation alongside the site manager ● Develop a culture of safety throughout the school ● Report to governors on pertinent issues through the premises and safeguarding sub-committee ● Liaise with outside agencies able to offer expert advice ● Ensure that all staff fulfil their duties to co-operate with the policy ● Formulate and co-ordinate safety procedures ● Review first aid, fire/evacuation and risk assessment procedures with relevant staff, on an annual basis or as and when necessary, reporting back to the premises and safeguarding sub-committee ● Ensure relevant staff have access to appropriate training ● Meet with the site manager and office manager regularly to manage site issues ● Report to the site manager and office manager any defects and hazards that are brought to notice
<p>Role of the Senior</p>	<ul style="list-style-type: none"> ● Ensure risk assessments are accurate, suitable and reviewed annually

Leadership Team	<ul style="list-style-type: none"> • Provide support for the Executive Headteacher in ensuring relevant risk assessments are in place • report any areas of concern in order to minimise risk • Provide guidance and support to all school staff • Keep up to date with new developments and resources • Review and monitor the effectiveness of this policy
Role of the Staff	<ul style="list-style-type: none"> • Ensure that they have read the Health and Safety Policy. • Fully support all health and safety arrangements. • Take reasonable care of their own health and safety and that of others who may be affected by their actions • Ensure, as far as is reasonably practicable, that their classroom or office is safe • Use equipment safely. • Ensure, as far as is reasonably practicable, that pupils use equipment safely • Risk assess any curriculum activity that poses a health and safety risk to children • Use 'Evolve' online planning tool to risk assess curriculum visits. • Identify risks on planning. • Report situations which may present a serious or imminent danger to the site manager or office manager • Report any defects and hazards to the site manager. • Report any 'near misses' to the site manager. • Report any child protection concerns or abuse to pupils to the Executive Headteacher or named person for child protection in line with the school Child Protection Policy. • Complete an 'Accident / Incident / form, available from the office manager, in the event of a significant accident • Complete a serious behaviour incident form available from the office manager in the event of a serious behaviour incident in school in line with the school Behaviour Policy • New staff to attend to health and safety as part of their induction
Role of the Site manager	<ul style="list-style-type: none"> • Ensure that they are familiar with the school's Health and Safety Policy. • Conduct a yearly health and safety survey with either the Union Representative of safeguarding committee • Conduct regular site checks as part of day to day responsibilities • Meet with the Executive Headteacher and/or Business manager to manage site issues. • Ensure that all cleaning staff are aware of any implications of the Health and Safety Policy as it affects their work activities e.g. storage arrangements for materials, equipment, substances • Report to the Executive Headteacher and/or Business Manager any defects and hazards that are brought to notice and action accordingly • To have liaise closely with the Project Manager during building • Ensure that everything received from suppliers (for direct school use), machinery, equipment, substances etc. is accompanied by adequate information and instruction prior to use. • Test and record the fire bells and fire doors weekly • Inform the Business manager whenever contractors

	<p>are due to enter the school to undertake maintenance, service or works contracts</p> <ul style="list-style-type: none"> • Maintain a record of hazardous substances used for cleaning and similar purposes • Clearly identify appropriate cloths and buckets in the site managers room for staff to use in the event of a spillage occurring (as per the site manager's colour coded system). • Ensure no toxic substances are within reach of pupils as per COSHH register • Ensure all risk assessments relating to the buildings are reviewed on an annual basis
Role of the Office Staff	<ul style="list-style-type: none"> • Report to the Site manager any defects and hazards that are brought to his notice • Liaise with the Site manager when organising health and safety works • Record dates and supporting information relating to contractors working on site and pass to site manager • Liaise with the Executive Headteacher on any financial implications for health and safety / premises issues. • Meet with the Executive Headteacher and/or Site manager regularly to manage site issues. • Ensure persons booking the school for a letting will be sent a copy of the Health and Safety Policy.
Role of the Subject Leaders	<ul style="list-style-type: none"> • Ensure staff and any other supervising adults are aware of any matters pertaining to Health and Safety in their particular curriculum areas.
Role of the Lunchtime Staff	<ul style="list-style-type: none"> • Report any health and safety concerns at lunchtime to the Lead Lunchtime Supervisor and/or the Site manager.
Role of the Pupils	<ul style="list-style-type: none"> • Exercise personal responsibility for the safety of themselves and other pupils. • Observe standards of dress consistent with safety and/or hygiene. • Follow the safety rules of the school and in particular the instructions of teaching and support staff given in an emergency. • Use and not wilfully misuse, neglect or interfere with things provided for their safety.

Arrangements

Accident and Incident reporting

- Follow the Bradford Council 'Accident Reporting and Recording Procedure held in the green accident file in the School Office.
- The School first aid policy gives of school first aid procedures.

In brief: -

- Any pupil who has been injured is sent to a qualified First Aider to inspect and, when appropriate, treatment will be given. All incidents and treatment are reported in the accident book
- More serious accidents are recorded on 'Accident / Incident forms in the green accident file.
- Parents/carers are contacted if there are any doubts over the health or welfare of a pupil.
- In the event of a serious incident, appropriate help will be sought and the emergency services contacted if needed. If required, the area will be evacuated and a parent/carer notified. If a

parent/carer is unable to get to school then a member of staff will initially accompany the pupil to hospital until the parent/carer arrives.

- Staff should complete an Accident Book Form (AB1) if they sustain an injury at work. The form can be obtained from the School Office. An injured member of staff or other supervising adult should not continue to work if there is any possibility that further medical treatment is needed. The member of staff or other supervising adult concerned should seek medical advice without delay.

Medicines

- Our trained First Aiders supervise the self-administration by a pupil of medication for chronic or long-term conditions.
- Parents/carers give written consent to authorise members of staff to administer prescribed medication. Staff record the time medication is given and sign the reverse of the form.
- Medicines are stored in the staff fridge.
- Medication for asthma and anaphylactic shock is stored in classrooms. Pupils are supervised by a member of staff when taking their asthma medication. EpiPen will only ever be administered by trained personnel who will be listed on the EpiPen training register.

Playground equipment

- One member of staff closely supervises the use of the adventure trail and slide at break and lunchtimes.
- Pupils should not use the adventure trail and slide until a member of staff or a lunchtime Supervisor is in attendance.
- The site manager inspects the equipment on a regular basis to ensure it is safe to play on

Asbestos

- An asbestos register is held centrally in the Site managers Office
- The Site manager makes it available to contractors working on site who sign to say that they are aware of the register
- Asbestos checks are done prior to any alterations to the school premises

Bad Weather

- It is the role of the Site manager to ensure there is a path for pupil and parents/carers to have access to the school in adverse weather conditions. In accordance with the Site managers gritting plan.
- If it is decided by the Executive Headteacher that the school cannot open due to adverse weather conditions, parents/carers will be informed by the admin staff via 'Schoolcomms' and the Executive Headteacher instigates the snow tree contact sheet.
- Parents/Carers will also be informed on the school website.
- The Local Authority will be informed by the Executive Headteacher who will inform the radio stations. The Chair of Governors will be informed by the Executive Head teacher. If possible, clear signage will be displayed on main gates indicating school closure. -

Control of Hazardous Substances

- The Site manager completes a COSHH assessment sheet for substances in school, compiling and maintaining a list giving details of these substances.
- All hazardous substances are stored in a locked cupboard and are not handled by anyone other than the Site manager.

Educational Visits

- Staff comply with Bradford Council requirements and the schools Educational Visits Policy when organising educational visits. Staff use Evolve educational visit planning.

Electrical Testing

- All items of portable electrical apparatus and equipment in use at the school are inspected and checked annually by an accredited contractor, organized by the Site manager

Evacuation of the Building

- The Fire register and fire and evacuation policy details the procedure for the evacuation of the building.
- Fire exits are clearly labelled.
- Plans showing exit routes are displayed by the door of each classroom.
- Fire bells are tested weekly and fire doors tested half termly by the Site manager.
- A fire drill is practised and documented once a term by the SLT reported by the Executive Headteacher to the Governing Body.
- Fire appliances are checked annually an external authorised contractor.

Fire Safety

- Please refer to the Fire and evacuation safety Policy and fire register.

First Aid Provision / injuries in school

- Please refer to the First Aid Policy for further information
- The Executive Headteacher is responsible for ensuring that there is an adequate number of qualified First Aiders. Their names are displayed at the first aid point in the School.
- First Aid is administered at the first aid point in school.

Lift

- The Lift is checked and recorded by the Site manager monthly and by an accredited contractor annually. It is repaired as appropriate. *(lift broken at the moment with no option to repair due to lack of funding-therefore no access) Thursday, 01 November 2018*

Movement Around School

- Pupils should walk around school in single file on the left and stand in single file when waiting. Pupils should move around school safely and in line with the school Behaviour policy.
- No pupils should remain unsupervised.

Manual Handling

- Pupils, staff and any other supervising adults should only lift equipment and furniture within their own individual capability.
- A risk assessment is undertaken for manual handling
- Staff will have appropriate training for manual handling

PE Equipment

- Gymnastic equipment is checked and recorded by the Site manager monthly and by an accredited contractor annually. It is repaired or removed as appropriate.

Playground

- Staff actively encourage pupils to play safely.
- Staff supervise the KS1 and KS2 playgrounds and grounds during break times.

- We have appropriate numbers of Midday Supervisors on duty at lunchtime. Senior Management Team members routinely help supervise pupils at lunchtime.
- Pupils should not enter the playground without adult supervision.

Positive Handling Plans

- There is a common misconception that any physical contact with a child is in some way unlawful. This is NOT true.
- *“It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary: holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; when comforting a distressed pupil; when a pupil is being congratulated or praised; to demonstrate how to use a musical instrument; to demonstrate exercises or techniques during PE lessons or sports coaching; to give first aid.”*

Page 8, The Use of Reasonable Force – Advice for head teachers, staff and governing bodies – July 2013

- This section needs to be read in conjunction with schools Care & Control Policy.
- **Pregnant Workers**
- The Executive Headteacher will carry out a risk assessment in accordance with Bradford Council guidance. Appropriate action will be taken to ensure she is not exposed to any significant risks.

Safe Stacking and Storage

- Deliveries should be managed by the Site manager and Office Manager.
- Equipment should be stored at an appropriate level and position relative to its height, weight and bulk.
- On Site Vehicle Movements School car park should only be used by staff and for deliveries

Site Inspections

- The Site manager inspects the site as part of their daily routine.
- Urgent matters are **actioned** ASAP by either the site manager or the office manager.
- Routine matters are discussed at premises meetings between the Executive Headteacher, Site manager and/or Business Manager and actioned accordingly.
- The Site manager inspects the site on a termly basis alongside a Governor or a Union Representative.
- The Executive Headteacher, Site manager and a member of the Premises and Safeguarding Committee conduct a termly health and safety survey and report back to the Governing Body.

Slips, Trips and Falls

- It is unrealistic to expect pupils never to fall, especially at playtime. However, staff or other supervising adults should report any conditions considered hazardous e.g. uneven surfaces, holes, wet/slippery surfaces, worn carpet, trailing cables to the Site manager.

Swimming

- We use Bingley Baths for swimming lessons and follow the Councils Policy Guidance Note.
- Swimming instruction is provided by qualified swimming instructors. All sessions are supervised by school staff.

Supervision of Pupils

- Staff and other supervising adults should maintain good order and discipline, safeguarding their health and safety at all times.
- No pupil should be left unsupervised.
- Staff should be in class when pupils come into class in the morning/afternoon.
- Staff should be punctual in collecting pupils from the playground.
- The same duty of care applies when staff supervise pupils in after school clubs.
- If a member of staff knows that s/he is unable to undertake a duty s/he should organise cover.
- Team Leaders should inform supply teacher of their duties regarding supervision.
- Appropriate staff should be available to supervise cloakrooms and pupils entering/leaving toilets.

Water Safety

- Legionella/Temperature testing is checked and recorded by the Site manager annually by an accredited contractor and appropriate action taken.

Working at Height

- Staff and other supervising adults should use stepladders when working at height e.g. displaying work. Chairs and tables should not be used for this purpose.
- Staff will have appropriate training for working at height.
- Step ladders are kept in the following places: Site managers room, intervention room cellar. Step ladders are checked by the Site manager.

Risk Assessment

The stages of risk assessment are:

- Look at all the activities of the school such as systems, jobs, tasks, people, equipment etc
- Identify the hazards that are or may be involved
- Identify those persons who may be at risk
- Identify the level of risk
- Decide whether existing measures adequately control the hazard
- Consider appropriate and suitable measures that may eliminate or reduce risk
- Implement the risk control measures
- Communicate the risk control measures to all school personnel
- Monitor the control measures for effectiveness
- Review and introduce new procedures

Risk assessments are reviewed annually or more frequently if required.

All risk assessments are reported to:

- The Premises and Safeguarding Committee
- Relevant School staff
- Pupils where relevant
- Visitors where relevant

REVIEW

- The governing body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the health, safety and welfare of staff and pupils.

ARRANGEMENTS The Executive Head will ensure that pupils and staff are familiar with the arrangements set out in this policy.

Home Visits Policy

Rationale

There are times when a member of staff needs to meet with parents/carers and this may be most appropriate in the home. The purpose of home visits is to develop and strengthen relationships, to identify needs by offering support and advice and to signpost families to relevant agencies. Home visits provide an opportunity for one-to-one interaction with a family, at a time that suits the family. This also provides a starting point to understand family backgrounds and cultural needs. Meeting staff members can be a daunting prospect for some families, particularly if their own experiences of using outside agencies and education were less than positive. Parents/carers may feel secure and in control in their own homes, they may find it easier to ask for help, support and advice.

Definition of a home visit:

Any visit that necessitates a member of staff entering the home to meet with parents/carers.

Procedure for planning a home visit

- Make arrangements professionally and sensitively.
- Telephone or write to ask if it would be convenient to make a visit, unless it was felt any member of the family could be at risk*. Arrange a date and time.
- Always make the purpose of your visit clear.
- Assess whether there is a need for another member of staff to accompany the home visit. Initial visits must be done in pairs until a risk assessment is completed and it is deemed low risk to attend alone.
- Ensure you will be able to communicate effectively with parents/carers and use a translator if necessary.
- Before visiting any home ensure you find out as much factual information as possible.
- Discuss a possible home visit with the Executive Headteacher or Deputy Headteacher
- Make sure that the school office is aware of the time of your departure and expected time of return to school.

*an unannounced visit may be required. This should always be made by two members of school staff or one member of school staff and one member of staff from an outside agency.

Safety procedures:

Before visiting the home:

- When making home visits keep your personal safety in mind at all times.
- Always inform the Executive Headteacher or Deputy Headteacher of your intention to make a home visit.
- Remind yourself of emergency procedures below
- Always provide the office with the name, address and telephone number of the family home, the mobile phone number and the car registration of the person making the visit, the start time and the intended length of their visit.(see Home Visit book)
- Always take your mobile telephone with you and leave it switched on.
- Always inform the office if you make any changes to your visit or your timings.

Safety procedures:**During the visit:**

- If for any reason staff feel uncomfortable in the family home they should leave immediately.
- If a member of staff fails to return from a home visit at the designated time, the school office should telephone the member of staff to ensure they are safe.
- Any events that occur during a home visit should be recorded on CPOMs or in writing if child not yet attending school as soon as possible, while events are fresh in people's memories.
- After visiting the home, if staff feel the home poses any potential future risk they must inform the designated safeguarding lead who make sure all staff are aware.
- It is possible that during a home visit a member of staff might observe something that causes concern about the well-being of the child (or other person). If this is the case the member of staff should alert schools Designated Safeguarding Lead who will take appropriate action as per school's Child Protection and Safeguarding Policies.

Emergency procedures:

This procedure will come into action when:

- A panic call has been received from the person making the home visit in the event that it is difficult to hold a conversation a panic phrase can be used. This is "can you check my fax machine"
- The worker has not returned one hour after estimated time, they have made no contact and/or the school is unable to contact them

Organisational procedure:

- Call back from school seeking further information and to reassure action is been taken
- If appropriate telephone 999 giving as much information as possible
- Inform Executive Headteacher
- The Executive Headteacher to remain in the building, take advice from police and keep the police informed of any changes.

Reviewed April 2018

Next Review April 2021

Home Visit Flow Chart.

If possible arrange a home visit in advance to ensure the person who is to be visited is available.

At times this is not possible if contact cannot be made with the family by telephone.

Two members of staff must always carry out a home visit and ensure as much factual information has been gathered before the visit.

Inform the office staff and a member of SLT prior to visit and discuss estimated length of time for the visit.
Arrange a translator if necessary in advance.

Complete the home visit book fully with all the information including time of the visit, expected return time, vehicle used, and telephone number and address where the visit is taking place.

Staff should always take their mobile telephones with them and they must be switched on at all times.

If any problems occur during the visit staff should telephone school and use the emergency panic word which is "can you check my fax machine" and school should act accordingly.*

Complete home visit book with time arrived back in school.

*See emergency protocol below

Staff safety is a priority. If you have any concerns leave the property as soon as possible or inform school.

Home Visit Emergency Protocol

This procedure will come into action when:

Either:

A panic call has been received from the person making the home visit in the event that it is difficult to hold a conversation a panic word can be used. This is "can you check my fax machine"

OR

The worker has not returned one hour after estimated time, they have made no contact and/or the school is unable to contact them

Call back from school seeking further information and to reassure staff that action is been taken

**If no response call police on 999 as an emergency giving all information visit.
If staff responds but still requires immediate assistance call 999 giving all information visit.**

Tell Executive Head teacher or Deputy head teacher in his absence

The Executive Headteacher to remain in the building take advice from police and keep the police informed of any changes.

Lone Working

Rationale

The governing body recognises that some staff may work alone as part of their normal day. This policy has been written to address the problems of lone working.

Safeguarding

In working alone staff may find themselves in a vulnerable position. For example, it may be more difficult for them to summon help if their health and safety is at risk. The law requires employees to take reasonable care of themselves, and other people in these circumstances, this policy sets out the context through which safe lone-working should occur.

Guidelines

Lone working is where a member of staff, whose activities involve a large percentage of their working time, are operating in situations without interaction with other members of staff or without supervision.

People who work alone face the same hazards in their daily work as other staff. However, for lone workers the risk of harm is often greater. The school will carry out risk assessments to identify any risks to the health and safety of staff who work alone.

Where it has been identified that a member of staff has been exposed to any significant risks the school will take steps to ensure that the risks are either removed or adequately controlled. Control measures may include instruction, training or supervision.

Where a risk assessment indicates that it is not possible for the work to be completed safely by a lone worker, arrangements for providing help or backup will be put in place.

The school will ensure, as far as is reasonably practical, that staff working alone are medically fit and suitable to work on their own. These assessments will not only cover routine work but also any foreseeable emergencies that may impose additional physical and mental pressure on the employee. Where there are doubts the school will seek the advice of the Occupational Health Adviser.

Anyone working alone should have access to a telephone / mobile and first aid equipment. They should also be aware of accident reporting procedures.

Staff should not use ladders and scaffold towers unless they have received appropriate training. Ladders and scaffold towers should not be used by anyone working alone.

Staff should not use hazardous equipment e.g. circular saws unless they have received appropriate training. Even if training has been received staff working alone should not use dangerous machinery, and for all other equipment, safe systems of work should be practised.

The most common accidental injury at work is manual handling. The school will ensure that staff are given information and training to enable them to make an instant evaluation of the risks involved in lifting or handling heavy or awkward loads. Where a risk assessment identifies that a lifting and handling task cannot be carried out safely by a lone worker the lone worker should request additional staff to assist.

Lone workers are particularly at risk if a fire occurs this is because they are less likely to be aware of a fire until they themselves see or smell it. Lone workers should always be aware of the appropriate access routes out of the building from their place of work. These routes should be kept clear at all times.

Some workers may be required to work with and handle hazardous chemicals. The school will carry out a risk assessment under the Control of Substances Hazardous to Health Regulations (COSHH), before any workers use hazardous substances. It is essential that lone workers know what substances or agents they are using, the hazards, what precautions are needed, and what to do in an emergency such as accidental spillage. They should be trained in the use of personal protective equipment.

Although proper information, and training can provide employees with the competence to work on their own, there still needs to be some method of monitoring lone workers to ensure that they remain safe. The school will carry out a risk assessment to identify the level of supervision required, the means of providing supervision and the procedures under which the lone worker should report to his/her supervisor. Anyone working alone should advise a relative, friend or neighbour of the time that they should be returning home.