



*Rikkyo School*

## Health and Safety: Safe Procedures Part 3 of 3

Date	Review Date	Coordinator	Nominated Governor
14/07/2023	14/07/2024	Dr Okano	Mrs Bunday

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Health and Safety at Work Act 1974
- Employers' Health and Safety Policy Statements (Exception) Regulations 1975
- Safety Representatives and Safety Committees Regulations 1977
- Health and Safety (Display Screen Equipment) Regulations 1992
- Health and Safety (Consultation with Employees) Regulations 1996
- Provision and Use of Work Equipment Regulations 1998
- Education (school Premises) Regulations 1999
- Management of Health and Safety at Work Regulations 1999
- Special Educational Needs and Disability Act 2001
- Health and Safety (Miscellaneous Amendments) Regulations 2002
- Control of Substances Hazardous to Health Regulations 2002
- Regulatory Reform (Fire Safety) Order 2005
- Chemicals (Hazard Information and Packaging for Supply) Regulations 2009
- Equality Act 2010
- Toys (Safety) Regulations 2011
- School Premises (England) Regulations 2012

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Managing for Health and Safety (HSE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We believe this policy should be viewed in **conjunction** with the following policies:

- Health and Safety Part 1 of 3: Safe Procedures
- Health and Safety Part 2 of 3: The Curriculum

The Health and Safety at Work Act etc. (HASAWA) 1974 remains the principal enactment for occupational health and safety in the UK. HASAWA establishes the responsibilities of employers, employees and contractors in relation to health and safety at work.

We recognise our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions (on



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the school premises and during school-sponsored activities), equipment and systems of work for all our pupils, school personnel and visitors to the school.

We believe we can help prevent accidents and provide a safe and healthy working and learning environment only if everyone works together to adopt and use safe systems of work and identified good practices of health and safety. Everyone has a duty to take care of their own safety and that of others while on the school premises or during school-sponsored activities.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To provide and maintain safe and healthy working conditions, equipment and systems of work for all our pupils, school personnel and visitors to the school.
- To provide a safe and healthy working and learning environment for all stakeholders.
- To have in place risk assessments for all operations, activities, jobs, tasks, people, systems, machines and equipment that may pose a risk to school personnel and others.
- To ensure that all predictable risks have been identified and risk assessed for curriculum activities such as art, design and technology, ICT, music, physical education and science.
- To ensure that control measures have been put in place for all identified risks.
- To encourage everyone to take responsibility for their own health and safety and that of others.
- To provide and maintain equipment.
- To establish safe operating systems within the school.
- To provide training and up dated information for all school personnel.
- To identify and outline the responsibilities of the whole school community.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Safe Procedures**

### **Accidents and Emergencies**



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### **Accidents and Emergencies**

Procedures, following guidance from the local authority and the Health and Safety Executive (HSE), are in place to deal with any accident or emergency involving staff, pupils or school visitors either on school premises or on educational visits.

#### **Procedures**

- All accidents and emergencies must be reported.
- Records are kept of all accidents and emergencies for a statutory length of time.
- All work-related accidents and dangerous occurrences (on and off-site) that involve significant personal injury must be reported to the Health and Safety Executive and to the local authority. Incidents such as:
  - accidents resulting in death or major injury
  - acts of violence to staff
  - diseases and medical conditions
  - accidents causing incapacity of more than three days
  - near misses
- The details of any incident in the event of any subsequent legal proceedings are kept confidential
- All school personnel must attend health and safety training on induction (and when the need arises) and will be made familiar with 'The Accidents and Emergency Procedures Handbook' which details the following information:
  - the names and responsibilities of staff;
  - names of all first aiders;
  - location of first aid equipment;
  - location of medical room;
  - accident procedures:
    - accidents dealt with by a member of staff
    - accidents dealt with by a qualified first aider
    - accidents that need the assistance of paramedics
- emergency procedures:
  - location of alarm systems
  - list of names of who to contact in an emergency
  - plan of assembly points
  - the names and responsibilities of staff
  - evacuation procedures



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- records of accidents or dangerous occurrences:
  - date and time;
  - location;
  - name of injured person;
  - description of accident;
  - date when accident was reported to the local authority, HSE and the Police
- Parents are requested to report any accident or emergency that takes place on the school site to the school office.

### **Slip, Trip and Fall Accidents**

Many accidents occur from slips, trips and falls and it is our duty to undertake thorough risk assessments of areas of the school, flooring, and safe systems of work, people and their work activities in order to reduce such accidents taking place.

School personnel must be aware that:

- the maintenance of a healthy and safe school is the shared responsibility of school personnel, pupils, governors and visitors to the school;
- they must take reasonable care of themselves and others whilst at work;
- everyone must work hard to develop a culture of safety throughout the school;
- all accidents or dangerous occurrences must be reported;
- any accident, dangerous occurrence or near miss will be investigated;
- all accidents will be analysed to see if slip, trip and fall accidents are being controlled;
- risk assessments and safe systems are in place to prevent slip, trip and fall accidents;
- floor surfaces are checked, cleaned and maintained regularly especially in entrances and exits;
- computer cabling managers are in place to prevent obstructions and hazards;
- all walk ways must be free of obstructions;
- lighting is checked regularly;
- safe operating systems are in place for working at height and for the use of ladders;
- all school personnel must attend appropriate training on induction and when the need arises;
- regular health and safety surveys are in place;
- all cleaning equipment must be safely stored;
- all building defects, hazards, damage to equipment and safety hazards must be reported to the Health and Safety Representative

### **Cleaning**

A school cleaning regime is in place that controls bacteria, reduces the risk of accidents, helps to maintain machinery and protects fabrics, fixtures and fittings. We believe that poor standards of cleaning can lead to problems with vermin, fire hazards or disease.



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### **Procedures**

- School personnel will:
  - help maintain a clean working and learning environment;
  - inform the site manager where an area of the school needs attention;
  - encourage pupils to help maintain a clean working and learning environment
  
- The Site Manager is in charge of all aspects of school cleaning and will provide:
  - a cost effective cleaning schedule that meets statutory requirements;
  - job description and cleaning instructions for all cleaning staff;
  - appropriate training for the cleaning staff namely:
    - a full understanding of their cleaning duties
    - handling of cleaning chemicals and potentially dangerous substances
    - first aid
    - personal protective clothing
    - safe working practices
    - use of powered equipment
    - storage areas and equipment
    - risk assessments
  
  - protective clothing;
  - high standard cleaning equipment;
  - secure storage for all cleaning materials and equipment;
  - data sheets in order to comply with COSHH;
  - risk assessments
  
- Cleaning staff will:
  - comply with the standards of cleanliness as specified in the cleaning schedule;
  - comply with all health and safety policies and procedures;
  - attend appropriate training;
  - wear protective clothing;
  - only use safe and appropriate cleaning equipment;
  - report any defects to equipment and the fabric of the building

### **Curriculum**

#### **Animal Friendly School**

As an animal friendly school we encourage both pupils and school personnel to be aware of the welfare needs of both domestic and wild animals.



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Pupils can be taught about animals without them being kept in classrooms. Animals have the right to be kept in a suitable environment with a suitable diet and should be allowed to display normal behaviour patterns.

Parents are discouraged from bringing animals being onto the school site without prior permission. The local dog warden will be contacted if any dog strays onto the school grounds.

### **Procedures**

We aim to promote an animal friendly school by:

- ensuring the school conforms to animal welfare legislation;
- ensuring pupils and school personnel demonstrate responsibility and respect towards all living things;
- teaching pupils about the welfare needs of both domestic and wild animals;
- establishing an after school eco-club;
- developing the school grounds into an animal friendly environment;
- organising educational visits to community farms and nature reserves;
- assessing animal welfare issues before visiting a community farm, nature reserve or any other venue such as zoos, safari parks, rescue centres or animal sanctuaries

### **Gardening Activities**

Through gardening pupils are engaged with their surroundings in order to develop a responsible and caring attitude to protecting the environment and promoting a better and healthier lifestyle.

It is important that we involve the local community with our school gardening by inviting the local horticultural association, parent volunteers and other local groups to take a major role with the development of our school garden.

### **Procedures**

- Through gardening we aim to:
  - increase pupil's knowledge of plants, of how they grow and how to take care of them;
  - develop pupil's life skills such as self-discipline, confidence, decision making, teamwork and communication
- All year groups are encouraged to apply for wildlife gardening awards.
- All planned gardening activities must include cross curricular links.
- Parents, other volunteers and the local community are encouraged to help develop gardening throughout the school.
- Pupil's are encouraged to sell their garden produce and with the money raised used to purchase additional equipment for gardening.



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- All gardening activities are risk assessed.
- The school garden must be checked before each session.
- Pupils must be dressed appropriately to suit the weather conditions.
- Pupils must wash their hands after each session.
- Pupils must be shown how to use and carry equipment safely.
- Pupils are not allowed to lift heavy objects.
- Pupils must be supervised at all times.
- All accidents must be recorded and reported to parents.
- A qualified first aider must be at hand at all times.

### **Health and Safety in the Curriculum**

The Governing Body has a statutory duty of care to pupils and school personnel by ensuring that all predictable risks have been identified and risk assessed for all curriculum activities such as art, design and technology, ICT, music, physical education and science.

We are aware that we may be legally liable if negligence is established against the school if a child is injured. Therefore, we must ensure that control measures have been put in place for all identified risks.

### **Procedures**

- The Headteacher, the Health and Safety Representative and the Site Manager:
  - annually review all risk assessments
  - undertake regular health and safety surveys
- The Site Manger undertakes daily inspections.
- An annual maintenance programme is in place for all equipment, apparatus, tools and machinery and undertaken by suitably qualified contractors.
- All major accidents or dangerous occurrences are reported to the local authority and to HSE.
- The causes of any accident, dangerous occurrence or near miss, is investigated.
- Medical and first aid procedures and facilities are in place.
- Safe systems are put into place to prevent any accident, dangerous occurrence or near miss happening again;
- All new school personnel undertake appropriate induction training.
- A health and safety audit is undertaken annually.
- All electrical equipment, physical education apparatus and equipment, tools and machinery are serviced and maintained by suitably qualified contractors;
- All maintenance records are kept up to date and readily available for any health and safety inspection.
- All chemicals and hazardous substances are clearly labelled, stored and disposed under the correct COSHH guidelines.



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- The water system is well maintained in order to prevent Legionnaire's disease.
- All cleaning staff are aware of the Health and Safety Policy and its implications such as storage arrangements for materials, use of equipment, substances etc;
- Any identified defect or hazard is immediately reported.
- All new equipment must be supplied with the appropriate documentation.
- The fire alarm system is tested each week.
- A record of hazardous substances used for cleaning and similar purposes is maintained.
- School personnel must take reasonable care of themselves and others whilst at work.
- They must ensure pupils:
  - wear appropriate clothing in art and D&T lessons;
  - tie their hair back when undertaking art, D&T and science lessons
  - wear appropriate clothing and footwear in PE;
  - do not wear jewelry or watches during PE or swimming;
  - wear sun protection when taking part in summer PE field activities;
  - consume sufficient water to prevent hydration during PE activities;
  - wash their hands before and after handling food;
  - tie their hair back when handling food;
  - sit correctly when using computers;
  - pupils are not affected by loud music;
- Pupils are expected to follow the safety rules of the school and in particular the instructions of teaching and support staff given in an emergency.
- Pupils must:
  - use and not willfully misuse, neglect or interfere with things provided for their safety;
  - exercise personal responsibility for the safety of themselves and others;
  - observe standards of dress consistent with safety and or / or hygiene
  - treat others, their work and equipment with respect

## **Outdoor Learning and Forest Schools**

Outdoor learning/Forest School is an important experience as it makes a major contribution to children's development. Children will be 'missing out on important learning opportunities if quality outdoor provision is not available to them.' (Margaret Edgington - 'The Great Outdoors')

An outdoor learning area has been created which is stimulating, exciting, takes account of children's interests and is used throughout all year groups. An outdoor learning area has a positive impact on children's sense of wellbeing and helps them develop independence, self-motivation, self-esteem and self-confidence while preparing them for lifelong learning.

By developing an outdoor learning/Forest School experience programme children take responsibility for their actions and that of others when they are faced with situations when risk management strategies have to be used.





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### **Procedures**

School personnel will:

- be trained in first aid and health and safety procedures;
- assist with planning the programme for outdoor learning and for the Forest Schools experience;
- wear appropriate outdoor clothing;
- take an active role in all activities delegated to them by the Forest School leader;
- assist with any behavioural issues;
- ensure all equipment is safe to use;
- train children in health and safety procedures;
- train children in security issues;
- report any accidents or hazards

### **PE Safety**

Children and school personnel are given the opportunity to work in a safe environment at all times. All reasonable steps are taken to ensure the safety of the school premises and that all PE equipment conforms to British Standards Institute and European Community Standards.

### **Procedures**

Teachers who teach PE will:

- safeguard the health and safety of pupils and will take reasonable care of themselves;
- comply with all the afore mentioned aspects of this policy;
- undertake training in PE safety and will be aware of the BAALPE publication "Safe Practice in Physical Education";
- cooperate with all safety procedures;
- wear appropriate clothing;
- always check the condition of the floor area where any PE activity is taken;
- check all apparatus and equipment before use,
- report any faulty equipment;
- teach the children about the need for safety and for good behaviour;
- ensure that children are dressed appropriately;
- ensure that children remove all jewellery;
- ensure that long hair is tied back;
- ensure that pupils take appropriate precautions against the harmful rays of the sun;
- be aware of the ages, capabilities and aptitudes of the children;
- include differentiated activities in their planning;
- ensure that all pupils are aware of and understand instructions and rules;
- be aware of children's medical conditions;
- adopt a position where they are able to view and effectively supervise children when working;
- supervise the children all the time;



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- report all accidents and injuries

### **Swimming Safety**

All children and school personnel are given the opportunity to work in a safe environment at all times. All reasonable steps are taken to ensure the safety and welfare of all pupils when they take part in supervised swimming sessions.

Teachers who teach swimming and specialist swimming instructors must have the appropriate swimming qualifications to do so.

### **Procedures**

Teachers who teach swimming or qualified swimming instructors will:

- safeguard the health and safety of pupils and will take reasonable care of themselves;
- have qualifications from the:
  - Royal Life Saving Society UK or
  - Amateur Swimming Association or
  - Swimming Teachers' Association
- be qualified in:
  - expired air resuscitation
  - cardio-pulmonary resuscitation
  - emergency procedures
  - undertaking a rescue
- cooperate with all safety procedures;
- undertake risk assessments;
- be aware of emergency procedures to evacuate the water and to seek assistance;
- wear appropriate clothing;
- teach the children about the need for safety and for good behaviour;
- ensure that children are dressed appropriately;
- ensure that children remove all jewellery;
- ensure that long hair is tied back;
- be aware of the ages, capabilities and aptitudes of the children;
- include differentiated activities in their planning;
- ensure that all pupils are aware of and understand instructions and rules;
- be aware of children's medical conditions;
- adopt a position where they are able to view and effectively supervise children when working;
- supervise the children all the time;
- report all accidents and injuries;
- undertake training on induction;



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- attend regular training as part of their continuous professional development;
- be kept up to date with new information by the coordinator for PE

### **Educational Visits**

Educational visits benefit the development of young people. An educational visit could be a short term visit in the local community, a day visit further afield, a visit lasting several days at a residential educational centre or an educational visit involving overseas travel.

### **Procedures**

- The Governing Body has appointed a member of staff to be the Coordinator for Educational Visits (EVC).
- All educational visits will be sanctioned and authorised by the Headteacher whatever the duration or purpose.
- All volunteer helpers/supervisors are subjected to a Disclosure and Barring Service criminal records check before they take part in an educational visit.
- The EVC will:
  - undertake appropriate training in:
    - organising and supervising educational visits
    - risk assessment
    - emergency procedures
    - medical and first aid
    - pupil behaviour and discipline
    - supporting pupils with additional learning needs
    - outdoor activities
    - water safety
    - dealing with the media
  - ensure that all documentation is in place before the Visit Plan can be authorised by the Headteacher and Governing Body;
  - review the planning, documentation and competence of the Party Leader before recommending the authorisation of any educational visit;
  - report all accidents and emergencies;
  - ensure the Party Leader completes the Visit Plan before any visit is authorised;
  - ensure all risk assessments are in place before any visit is authorised;
  - ensure the correct adult to pupil ratios are in place;
  - ensure school personnel are trained in first aid;
  - inform parents of all educational visits by the school and will give them full detailed information of the visit;
  - ensure parents complete a standard parental consent form before their child attends an educational visit so that medical conditions, allergies and special dietary needs are covered;



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- ensure parents submit current emergency contact details before an educational visit takes place;
- invite parents to a planning and information meeting before any residential or overseas visit takes place;
- ensure pupils are aware of the ground rules and the standards of behaviour for any educational visit;
- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### **Electrical**

### **CCTV**

It is essential to have in place exceptional school security systems to protect pupils, school personnel, equipment, visitors, the school grounds and premises. CCTV helps in establishing a school environment where everyone feels safe and secure as it is able to monitor activities in the school grounds and premises that could affect our security, safety and wellbeing.

Under no circumstances has CCTV been introduced to monitor pupils, parents or school personnel.

### **Procedures**

- CCTV cameras are placed in identified strategic positions around the school premises.
- A CCTV monitoring person monitors the cameras during the school working day and will report to the Headteacher any incident deemed to be serious.
- At all times the rights of school personnel and pupils will not be compromised.
- The Site Manager checks the CCTV system every day.
- The CCTV is well maintained, managed and complies with the Information Commissioner's Code of Practice.
- CCTV cameras are in constant operation all year round and are annually maintained.
- Warning signs are displayed around the school building and grounds informing everyone that their image and actions might be recorded.
- Periodic training takes place for the appropriate school personnel who deal with the CCTV surveillance equipment.
- The number of incidents recorded by CCTV is monitored.
- An annual review of the effectiveness of the CCTV surveillance equipment is undertaken.

### **Electrical Safety**



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All electrical equipment within the school meets the safety requirements of the Electricity at Work Regulations 1989 so that pupils, school personnel and school visitors are not exposed to danger.

Only suitably qualified and competent persons may carry out work such as fitting plugs, fuses and lamps, to any electrical equipment.

### **Procedures**

- All electrical equipment is maintained to a satisfactory standard in order to minimise risk to school personnel, pupils and visitors.
- All electrical equipment is periodically tested by an external qualified contractor.
- Only suitably qualified and competent persons may carry out work such as fitting plugs, fuses and lamps, to any electrical equipment.
- All electrical contractors are suitably qualified and must work in conjunction with all safety regulations.
- All electrical equipment is annually PAT tested and labelled.
- An annual PAT report is received;
- Faulty equipment is clearly marked and is taken out of use;
- No personal electrical equipment is used within school without it being PAT tested;
- The Site Manager ensures all electrical contractors are made aware of any asbestos in the school buildings.
- Regular health and safety surveys are conducted by the Headteacher and Safety Representative.
- All cleaning staff are aware of the Health and Safety Policy and its implications such as storage arrangements for materials, use of equipment, substances etc.
- Before the use of any electrical equipment visual equipment must be carried out.
- All electrical equipment, their leads and extension leads must have valid and current test labels attached to them.
- Extension leads must be covered or out of the way so as to prevent a trip or a fall.
- All faulty equipment must be reported, replaced or taken out of use.
- Personal mains-powered equipment must not be brought into school without prior permission and that the equipment has a valid and current test label.
- Pupils will be taught the dangers of electricity and the role of electricity in everyday life.

### **Portable Appliance Testing**

All portable electrical appliances in school must be well maintained and annually tested (PAT). All tested equipment is labelled with a record being kept of all tested equipment. All new equipment will only require a simple visual check to ensure the product is not damaged in any way; while established equipment that is regularly moved and used will be inspected every week.

### **Procedures**



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The caretaker has been appointed Duty Holder and will:

- be trained in undertaking regular visual inspections of all electrical appliances;
- undertake regular checks of all electrical appliances;
- keep records of the above checks;
- appoint an established electrical contractor to undertake PAT;
- report any faulty appliances to be repaired by a competent contractor;
- ensure that PAT takes place periodically;
- check the PAT report received after the testing takes place;
- ensure that all portable electrical equipment clearly displays a valid and current test label;
- ensure that all leads and extension leads clearly display a valid and current test label;
- ensure personnel are aware of their safety duties and trained to undertake visual checks of electrical equipment

School personnel will be trained in undertaking visual checks of electrical equipment and will report to the duty holder any faulty equipment.

## **Emergency Plans**

### **Crisis Management**

It is essential to have in place set procedures to deal with any incident occurring within or outside the school boundary that poses a risk or potential risk to the well being of the school community. The safety of everyone within the school community is paramount.

Incidents may include abduction of a pupil, asbestos disturbance, bomb alert or explosion, break-in, chemical or biological contamination, fire, flu pandemic, illness or epidemic affecting staff or pupils, loss of access or accommodation, missing person, power failure, serious injury, severe weather, vandalism and violent intrusion.

### **Procedures**

- The Governing Body has in place a critical incident management team comprising of the Headteacher, the Chair of Governors, the Health and Safety Coordinator, members of the Senior Leadership Team, premises manager and school office manager.
- The Headteacher will act as the crisis manager and will lead the crisis management team.
- The crisis management team will take the lead in an emergency and will take the appropriate course of action. The crisis management team will:
  - ensure each member will be allocated key tasks;
  - keep detailed records of the incident which will be essential in any post-incident inquiry;
  - immediately inform the emergency services, local authority and the Chair of Governors when an incident occurs;
  - ensure that constant liaising with the emergency services, local authority and other agencies takes place;



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- communicate effectively with parents, staff and pupils;
  - ensure support from the local authority and other agencies will be offered to individuals affected by stress or emotional trauma;
  - ensure that after an appropriate period normal routines will be established;
  - review the effectiveness of the response to the incident in order to re-assess procedures and make appropriate improvements
- The crisis manager will:
    - periodically meet the crisis management team to discuss the crisis management plan and to update or revise accordingly;
    - organise simulation exercises for the crisis management team and the whole school;
    - in the event of an emergency:
      - notify the crisis management team
      - establish and activate their roles
      - establish as much information about the incident as possible
      - assess any injuries to pupils and school personnel
      - assess any damage to the school building
      - assess school security procedures and the welfare and safeguarding of pupils and school personnel
      - notify parents of the temporary closure of the school
      - establish the duration of the crisis
      - liaise with the local authority, emergency services, health authority etc
      - liaise with the media
      - provide counselling for pupils and school personnel
- The crisis management plan consists of:
  - Crisis Management Team Structure
  - Roles and Responsibilities of the Crisis Management Team
  - Role of School Personnel
  - Emergency Plans
  - Vital Records
  - Emergency Contact List

## **School Disaster Recovery**

A disaster recovery plan is in place in order to respond to any emergency such as fire, flood, theft of major equipment, failure of the school's IT system, a pandemic, accidents, explosions, bomb threats, or violence. The disaster recovery plan will deal with all eventualities, will be kept up to date and clearly show how the school will recover from an emergency so that this school can function as normal.



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All emergency situations will be handled by the appointed Disaster Recovery Team who will initiate the disaster recovery plan. All team members will be in charge of one aspect of the plan.

**Procedures**

- The Governing Body has appointed a Disaster Recovery Team to deal with all emergency situations.
- The Headteacher to act as the director of the Disaster Recovery Team.
- The Headteacher and the Disaster Recovery Team will:
  - devise a disaster recovery plan in conjunction with the local authority;
  - keep the disaster recovery plan up to date;
  - prepare for all emergency eventualities such as:

Emergency /disaster	Action
Fire	
Flood	
Theft of major equipment	
Hardware / software failure	
Accidents	
Explosions	
Pandemics	
Bomb threats	
Violent situations	
Other emergency situations	

- train and practice for all emergency situations;
- ensure all members of the Disaster Recovery Team are aware of their roles and responsibilities such as:

Area of Responsibility	Team Leader	Role
Liaison with the Emergency Services	Headteacher	
Liaison with the Local Authority	Headteacher	
Accommodation		
School security		
Utilities – electricity, water, gas, heating, telephones, fire alarm		
IT hardware and software		





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<b>Data recovery</b>		
<b>Supplies and replacement of valuable equipment</b>		
<b>Communications and public relationships</b>		
<b>Local health authority</b>		
<b>Catering</b>		
<b>Insurance</b>		

**Environmental**

**Recycling and Waste Minimisation**

It is essential to minimise the amount of waste that we produce by implementing good waste management procedures and wherever possible re-using and recycling materials.

The school curriculum includes opportunities for pupils to study waste management and its impact on health and the environment and to include opportunities for pupils to creatively explore and use ways to reduce, reuse and recycle the waste they generate.

**Procedures**

School personnel must:

- be aware that the school aims to minimise as much waste as we can and to ensure that wherever possible materials are re-used and recycled;
- be aware that all waste is stored in a secure place in order to prevent arson and scavenging;
- include in the school curriculum opportunities for pupils to study waste management and its impact on health and the environment;
- provide opportunities for pupils to creatively explore and use ways to reduce, reuse and recycle the waste they generate;
- ensure all classroom waste is placed in the appropriate bins for collection by the cleaning staff;
- handle waste carefully and safely;
- report any dangers that they see such as broken glass placed in recyclable containers;
- undertake appropriate training on waste handling

The Site Manager will:

- ensure school personnel, pupils and visitors are aware of the importance of recycling and waste minimisation;
- ensure the cleaning staff segregate all waste into appropriate containers;
- ensure the cleaning staff attend appropriate health and safety training and guidance in regard to waste management;



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- supply all cleaning staff with disposable gloves and aprons;
- ensure that there is always an adequate supply disposable bags for the collection of waste;
- ensure organic waste such as suitable waste food is taken to the schools compost bins which is then used in the school allotment area;
- keep records of the removal of all hazardous waste;
- display recycling notices around the school;
- help deliver the Eco School action plan which aims to reduce the amount of waste by:
  - buying only what is needed;
  - using only what is needed;
  - purchasing goods with minimal packaging;
  - re-using waste by:
    - creatively re-using items safely to extend their life or for different purposes;
    - using durable products;
    - using refillable or returnable containers;
    - repairing or refurbishing broken or worn items;
    - purchasing recycled goods and products
- recycling paper, cardboard, plastics, cans and foil, postage stamps, print cartridges, jewelry, British and foreign coins
- composting waste food and taking part in the green waste scheme
- considering ways to help charities by collecting postage stamps and British and foreign coins

## **Fire Safety**

Fire safety duties are taken very seriously in order to protect pupils, school personnel and visitors to school. Risk assessments, evacuation procedures and fire precaution systems are reviewed every half term.

### **Procedures**

School personnel:

- are informed that a Fire Safety Manager has been appointed who has overall responsibility for fire safety matters;
- are responsible for the safe evacuation of all pupils in their charge;
- must be familiar with personal evacuation plans for pupils and school personnel with a disability;
- have a duty to take reasonable steps to ensure they do not place themselves or others at risk or harm;
- will only attempt to tackle small fires that pose no major threat to pupils, school personnel or visitors to school;



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- are expected to be fully aware of and comply with all fire and emergency evacuation procedures;
- are responsible for maintaining a high standard of fire precautions in areas under their control or influence such as:
  - not covering heaters
  - not overloading electrical sockets
  - not leaving rubbish lying around
  - securing recyclable waste in a secure area away from the school building
  - not having large flammable displays along escape routes
  - periodic checks to portable electrical equipment
  - keeping escape routes clear at all time
  - not blocking fire exit doors
- must ensure that pupils for whom they are responsible are informed of fire evacuation procedures;
- undertake periodic training in all fire safety procedures;
- undertake training in the use of portable fire-fighting equipment;
- must report any concern they have in regard to fire safety;
- must be aware of the guidelines for the evacuation of the building:
  - When the alarm sounds the pupils should remain calm and they must listen to the following instructions from the teacher.
  - The pupils will then leave via the nearest exit indicated by the class teacher who will be the last person to leave the classroom.
  - Before leaving the room all windows should be closed.
  - Doors must be closed when leaving the room.
  - The class teacher should count the number leaving the class and then recount at the assembly point.

## **Food**

All aspects of food and nutrition in school promote the health and well-being of pupils, staff and visitors to this school.

A good diet, which is healthy and varied, is important for good health and will help maintain body weight. This will enhance general well-being reducing the number of diseases such as heart disease, stroke, cancer, diabetes and osteoporosis.

### **Procedures**

- A member of staff has been appointed to be responsible for Healthy Eating.
- Food, nutrition and healthy eating is planned and taught at an appropriate level throughout each year group.



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- Pupil's dietary requirements are recorded on the child's registration card with the appropriate personnel are informed.
- Systems are in place to ensure that children receive the correct dietary requirements.
- Menus are planned avoiding large quantities of fat, sugar, salt, artificial additives, preservatives and colourings.
- All pupils are welcome to attend Breakfast Club from 8.00 to 8.30a.m. The menu consists of a variety of healthy choices
- Children are encouraged to bring their own fruit and vegetables as a break-time snack.
- For a small amount of money children may buy fruit and vegetables and other healthy food at the Break-time Tuck Shop.
- Parents are reminded that packed lunches should be healthy and balanced and should contain only water and no chocolate bars.
- Children are discouraged in sharing their food.
- All our school lunches meet nutritional standards.
- The ingredients are fresh and there is a good variety of fruit and vegetables.
- This is an important time of the day when we can nurture and build friendships, teach table manners and promote a balanced diet.
- Water is available at all times in school for children and staff.
- Parents are encouraged to provide water with their child's packed lunch
- We work closely with parents to establish the correct dietary requirements for their children.
- Weekly menus are sent home a week prior so that parents can discuss the menu with their child.
- Parents may observe school lunches at any time in order to view the quality of food that we provide.
- Food in school is always a discussion point at most PTA meetings.

## **IT**

### **Display Screen Equipment**

Display equipment covers monitors, laptops and other graphic displays including CCTV. A workstation includes equipment peripheral to the DSE but within the immediate work environment such as desk, chair, keyboard, mouse etc.

A display screen user is an employee who normally uses a DSE for continuous or near continuous spells of an hour or more at a time. We are aware that display screen users may suffer from postural difficulties and visual fatigue.

### **Procedures**

Risk assessments are in place and cover:

- all the equipment and the environment of the workstation;
- the work patterns of the employee;
- the extent of use;



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- training and information and any special needs for disabled people
- Sufficient resources are in place to manage the risks of DSE.
- Users are asked to treat all workstation equipment with due care and attention and to report any concerns they have about the use of display screen equipment or any defective equipment.
- Display screen work is timetabled so that there are breaks away from the display screen.
- Appropriate health and safety training is provided for display screen users in the use of workstations in order to prevent postural difficulties and visual fatigue.
- DSE users are advised to report any discomfort or any health condition that they believe is caused by using DSE and to have regular eye tests.
- DSE is annually maintained by suitably qualified contractor.

### **E-Safety**

The increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. Pupils are taught how to evaluate Internet information and to take care of their own safety and security.

E-Safety, which encompasses Internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

All pupils and other members of the school community have an entitlement to safe Internet access at all times.

### **Procedures**

- A member of staff has been appointed to be responsible for e-Safety.
- The e-Safety of all members of the school community is very important.
- A safe ICT learning environment must be created by having in place:
  - an effective range of technological tools
  - clear roles and responsibilities
  - safe procedures
  - a comprehensive policy for pupils, staff and parents
- Regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- E-Safety must be embedded into all aspects of the curriculum and other school activities.
- The e-Safety coordinator will:
  - be responsible for the day to day e-Safety issues;
  - undertake an annual e-safety audit in order to establish compliance with Local Authority guidance;



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- ensure that all Internet users are kept up to date with new guidance and procedures;
  - have editorial responsibility of the school Web site and will ensure that content is accurate and appropriate;
  - ensure regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable;
  - undertake risk assessments in order to reduce Internet misuse;
  - maintains a log of all e-Safety incidents;
  - reports all e-Safety incidents to the Headteacher;
  - ensure e-Safety is embedded in all aspects of the curriculum and other school activities
- Before using any Internet resource school personnel must accept the terms of the 'Responsible Internet Use' statement.
  - School personnel are responsible for promoting e-Safety procedures such as showing pupils how to deal with inappropriate material.
  - Any unsuitable website or material must be reported to the e-Safety Coordinator.
  - Pupils must be aware and understand the school policy on the use of mobile phones, digital cameras, hand held devices, cyber bullying and the use of photographic images.
  - Parents are asked to support the e-Safety policy, to sign the consent form allowing their child to have Internet access and to make their children aware of the e-Safety policy.

## **Materials and Chemicals**

### **Asbestos**

Asbestos fibres are a major health hazard as they can penetrate deep into the human lung and stay there for long periods. Inhaled asbestos can cause a range of diseases such as diffuse pleural thickening, asbestosis, lung cancer and mesothelioma.

Asbestos can be found in pipe lagging, some ceiling and floor tiles, and insulation boards. As far as is reasonably practicable, pupils, school personnel and school visitors are not exposed to risks to their health due to the exposure to Asbestos Containing Material (ACM).

### **Procedures**

- The School Asbestos Management Plan and Asbestos Register are managed by the Premises Manager and are in line with the local authority's asbestos policy.
- All contractors receive authorisation to carry out any work in accordance with the Asbestos Management Plan;
- Contractors consult the Asbestos Register before beginning any work on-site and record any work undertaken;
- The local authority's Property Services Team is contacted if any asbestos is found.
- A critical incident plan is in place to deal with asbestos related incidents.
- Emergency procedures are implemented if ACM is disturbed.
- School personnel must report any concerns they have about the fabric of the building to the Health and Safety coordinator and Premises Manager;



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- School personnel are reminded that the Premises Manager must be consulted before undertaking any small jobs such as the erection of shelving etc as this might disturb any material containing asbestos.

## **COSHH**

Although no chemical substance can be regarded as completely safe, we have in place safety measures in order to prevent the exposure of pupils and school personnel to substances that are hazardous to health.

### **Procedures**

- All substances hazardous to health been identified and itemised in an inventory.
- Detailed information accompanies each hazardous substance.
- Any new hazardous substances must be supplied with the appropriate documentation.
- All hazardous substances are securely stored.
- Risk assessments are in place to prevent everyone in the school community being exposed to hazardous substances.
- Risk assessments are undertaken of all school activities and operations which involve or may involve exposure to substances hazardous to health.
- Risk assessments are reviewed annually.
- Preventative control measures are in place and relevant school personnel are aware of these.
- Every three years all school activities and operations using hazardous substances are reassessed.
- School personnel and pupils are provided with personal safety equipment when and where required.
- All safety equipment is reviewed annually and replaced if need be.
- Relevant school personnel are trained in the safe use, handling, storing and transporting of hazardous substances.
- Emergency procedures are in place to deal with any accident involving hazardous substances.
- All school personnel are provided with appropriate training and up to date information on the nature of hazardous substances.
- Cleaning staff are aware of the Health and Safety Policy and its implications such as storage arrangements for materials, use of cleaning equipment, use of personal protective equipment, substances etc;
- School personnel and pupils must report immediately any defects or hazards that they find.

## **Medical and First Aid**

### **Allergies**

It is fairly common for people to have mild allergies to things such as nuts (in particular peanuts), milk, eggs, fish and shellfish, wasps, bees, ants and natural rubber latex. Some



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people can experience a severe allergic reaction (anaphylaxis) if they touch, swallow, taste, eat or breathe in a particular substance.

An allergic reaction occurs when the body's immune system over-reacts on contact with normally harmless substances. An allergic person's immune system treats certain substances as threats and releases a substance called histamine to defend the body against them. The release of histamine can cause the body to produce a range of mild to severe symptoms such as an itchy tingling or burning sensation in the mouth, a rash, hives, intense itching, swelling of the face, feeling hot or very chilled, rising anxiety, feeling flushed, nausea or vomiting, abdominal pain, mild wheeziness.

### **Procedures**

School personnel must:

- be trained in first aid;
- be trained in how to administer medication in the case of a severe allergic reaction;
- follow this course of action in an emergency:
  - take what the pupil says seriously
  - do not ask the pupil to wait and see how they feel later
  - look for signs that a reaction is occurring
  - reassure the pupil
  - administer the adrenaline using the EpiPens
  - call an ambulance
  - lay the pupil down unless they are experiencing severe breathing difficulties
  - remain with the pupil
  - keep the pupil calm
- Risk assessments are in place in order to minimise the risk of exposure to trigger foods, insects or materials.
- We work closely with parents in establishing Individual Health Care Plans for individual pupils.
- All school personnel must be aware of Individual Health Care Plans for pupils.
- In an emergency all school personnel must know what to do.
- Allergy management strategies are incorporated into risk assessments for all school events, educational visits and sporting events;
- Parents are asked to inform school if their child suffers from any form of allergy.

### **Administering Medicines**

Under the standard terms and conditions for the employment of teachers there is no legal duty for them to administer or to supervise a child taking medication.





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Administration of medicines by any member of the school personnel is undertaken purely on a voluntary basis and individual decisions will be respected. However, appropriate training will be provided before any member of the school personnel who has volunteered and accepted this role to be familiar with all administration of medication procedures.

### **Procedures**

- Effective strategies and examples of good practice for the administration of prescribed medicines are in place.
- Members of the school personnel who have volunteered to administer or supervise the taking of medication will:
  - undertake appropriate training;
  - be up to date with the Individual Health Care Plans for those pupils with specific medical needs or emergency medication such as asthma inhalers or epipens;
  - be aware of Individual Health Care Plans and of symptoms which may require emergency action;
  - read and check the Medical Consent Forms before administering or supervising the taking of medicines;
  - check that the medication belongs to the named pupil;
  - check that the medication is within the expiry date;
  - inform the parent if the medication has reached its expiry date;
  - confirm the dosage/frequency on each occasion and consult the medicine record form to prevent double dosage;
  - record on the medication record all relevant details of when medication was given;
  - return medications to the secure cabinet for storage;
  - always take appropriate hygiene precautions;
  - record when a child refuses to take medication;
  - immediately inform the parent/carer of this refusal
- Before medications are administered parents/carers must provide written permission by completing the Medication Consent Form which includes:
  - Name and date of birth of the child
  - Name and contact details of the parent/carer
  - Name and contact details of GP
  - Name of medicines
  - Details of prescribed dosage
  - Date and time of last dosage given
  - Expiry date of medication
  - Storage details
  - the medication in its original container
  - sufficient medicine for the dosage to be given in school



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- All medications are kept in a secure place such as a small secure fridge and accessible only to the designated persons.

### **Asthma**

Asthma, which particularly affects children, causes the airways in the lungs to narrow making it difficult to breathe. Sudden narrowing produces what is usually called an attack of asthma.

The school environment is favourable to all asthma sufferers. All children who suffer with asthma are encouraged to fully participate in all aspects of school life.

### **Procedures**

School personnel will:

- be aware of the school register of pupils who suffer from asthma;
- ensure parents provide the school with an annual updated asthma card outlining the dosage and the frequency of use of their child's medication;
- will inform parent/carers if their child:
  - has had an asthma attack;
  - is using more reliever inhaler than they usually would;
  - is falling behind with their work because of asthma
- inform parents/carers if they think their child shows the symptoms of asthma;
- ensure spare inhalers are kept in school;
- ensure inhalers are clearly marked with the child's name and kept in an agreed safe place for easy access;
- ensure school pets are housed away from the classroom;
- not purchase certain science and art products that contain chemicals that are potential triggers for asthma sufferers;
- ensure inhalers will always be taken on all educational visits and residential visits;
- undertake the appropriate training on how to deal with a pupil's asthma attack;
- ensure pupils:
  - know the location of their inhaler;
  - be able to administer their own inhaler;
  - remind school personnel that their inhaler must accompany them on all educational and residential visits

### **Communicable or Infectious Diseases**

Outbreaks of many communicable diseases in schools are actually a reflection of infection spreading in the general community and are difficult to prevent. Some communicable disease can be passed on before a person becomes unwell while others can be transmitted by



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apparently-well carriers of a disease. Therefore, it is very important for us to maintain high standards of basic cleanliness and hygiene at all times.

Under the Management of Health and Safety at Work Regulations 1999 we have a legal responsibility to protect any member of the school personnel who is or in the future could be a new or expectant mother.

### **Procedures**

- School personnel, especially those who handle food, are asked to inform school and to stay away if they are showing symptoms of a communicable disease or infection until they are fit enough to return.
- Any outbreak of an infectious disease will be reported to school personnel, parents, the local authority and HSE.
- Parents must inform the school if their child has a communicable disease or infection and to keep their child at home until the minimum period of exclusion has passed.
- Pupils who become ill during the school day will be taken home by their parents.
- We will be aware of an outbreak of an infectious disease by:
  - a sudden increase in the number of pupil absentees;
  - reports from parents that their children are suffering from an infectious disease;
  - the mode of transmission;
  - the Health Protection Unit contacting the school
- The school nurse and the Health Protection Unit and the local authority will be notified of any problems relating to communicable diseases.
- In the interest of health and safety we will enforce individual medical exclusions from school.
- The local authority will keep schools updated with new guidance on the control of communicable diseases.

### **Diabetes**

Diabetes is a condition where the level of glucose in the blood rises which 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).

People with Type 1 diabetes need to have daily insulin injections to monitor their blood glucose level and to eat regularly according to their personal dietary plan while Type 2 diabetics are usually treated by diet and exercise alone.

Awareness training for school personnel is provided by an appropriate health professional that will also show the procedures that need to be followed when a diabetic person suffers a hypoglycaemic reaction (a hypo).

Under the standard terms and conditions for the employment of teachers there is no legal duty for school personnel to administer or to supervise a child taking medication.



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Administration of medicines is undertaken purely on a voluntary basis and individual decisions will be respected.

### **Procedures**

- Members of the school personnel who have volunteered to administer or supervise the taking of medication will:
  - undertake appropriate training;
  - be up to date with the Individual Health Care Plans for those pupils with specific medical needs or emergency medication
- Parents will:
  - take part in drawing up their child's health care plan;
  - provide written permission by completing the Medication Consent Form;
  - provide sufficient medical information on their child's medical condition;
  - provide the medication in its original container;
  - provide sufficient medicine for the dosage to be given in school;
- Pupils will be aware that some pupils may be diabetic and will learn about diabetes and its effects on people.

### **Disposal of Nappies and Personal Protective Equipment**

A strategy for dealing with the segregation and safe disposal of nappies, other soiled items and personal protection equipment such as gloves and disposal plastic aprons is in place. Risk assessments to deal with this type of waste have been undertaken and are in place.

Nappies, incontinence pads and similar items are classified as offensive/hygiene waste rather than clinical/infectious waste. Offensive/hygiene waste includes incontinence and other waste produced from human hygiene, sanitary waste, disposable medical items, personal protection equipment, animal faeces and soiled animal bedding.

Offensive/hygiene waste must be segregated from general school waste such as paper and other items.

### **Procedures**

The site manager will:

- provide guidance and support to the appropriate staff who deal with the intimate care of pupils;
- ensure the segregation of offensive/hygiene waste and general school waste;



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- ensure the safe disposal of offensive/hygiene waste;
- ensure school personnel segregate offensive/hygiene waste from general school waste;
- ensure risk assessments are undertaken and in place

## **Epilepsy**

Epilepsy is a neurological condition resulting in a person having seizures when the electrical signals given out by the nerve cells in the brain are disrupted. Epilepsy is a common condition affecting children and is an individual condition which affects people in different ways. Therefore, we need to be informed by parents of children diagnosed with epilepsy and what procedures to take if their child has a seizure.

Epilepsy is a condition that is covered under the Equality Act 2010 which ensures that all people with disabilities are not discriminated against. Therefore, we will ensure that we will not disadvantage any child suffering from epilepsy but we will use appropriate teaching methods to deliver the curriculum.

Pupils with epilepsy are actively encouraged to achieve their full potential and to take part in all aspects of school life.

## **Procedures**

School personnel will:

- undertake appropriate training;
- be aware of pupils who suffer from epilepsy;
- make themselves aware of the following procedures to take in the event of a pupil having a seizure:
  - stay calm;
  - place something soft under the child's head if the child is convulsing;
  - protect the child from injury by clearing the immediate space around the child of all objects;
  - not place anything between the child's teeth;
  - call the paramedics if the seizure lasts longer than five minutes;
  - stay with child at all times;
  - reassure the child;
  - call the child's parents;
  - listen to the instructions of the paramedics
- record when a seizure takes place;
- contact the child's parents when a seizure takes place;
- be aware of the child's individual healthcare plan (IHP);
- be aware of the child's Individual Education Plan (IEP) if appropriate;
- teach pupils about epilepsy and how it affects people



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### **Intimate Care**

Intimate care is any activity such as feeding, oral care, washing, changing clothes, toileting, first aid and medical assistance, comforting and support, and supervising intimate self-care that is required to meet the personal needs of a child regularly or during a one-off incident.

The safeguarding of children and school personnel is paramount at all times. Independence must be developed in each child but on those occasions when children need assistance they must feel safe, have personal privacy, feel valued, are treated with dignity and respect, are involved and consulted about their own intimate care with school personnel that are specially trained in intimate care procedures.

All children have the right to be treated with sensitivity and respect in such a way that their experience of intimate care is a positive one. We do not wish to cause any form of distress, embarrassment or pain.

### **Procedures**

School personnel suitably trained in intimate care procedures for children will:

- receive training in Child Protection, First Aid, intimate care procedures, and Health and Safety training in moving and handling;
- be professional in their duties at all times;
- be respectful of a child's needs;
- preserve a child's dignity and respect with a high level of privacy, choice and control appropriate to the child's age and situation;
- be aware of a child's method and level of communication;
- make sure practice in intimate care is consistent;
- be aware of their own limitations;
- promote positive self-esteem and body image;
- report any concerns they have about a child;
- report any concerns they have about a colleague's intimate care practice;
- be aware of the danger of allegations being made against them;
- take precautions to avoid risk;
- be aware of all individual intimate care plans;
- discuss intimate care arrangements with parents/carers regularly;
- record all arrangements of individual personal care plans;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school

Nappy changing procedures include:



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- Nappy changing undertaken in a allocated room.
- Parents are asked about their child's during nappy changing.
- A child's key person changes a child's nappy.
- Record kept when each nappy is changed and with information shared with parents/carers.
- Children's nappies checked at appropriate intervals by key person.
- Nappy changing resources readily supplied.
- A named box for each child containing spare clothes in place.
- A new set of gloves and apron to be worn for every nappy change change.
- Child to be placed on a mat during a nappy change.
- Soiled nappies to be placed in a nappy sack for disposal.
- Any soiled clothes to be sent home in a separate bag.
- All cleaning wipes to be placed in a nappy sack.
- Nappy sack to be securely tied and placed in the appropriate bin for disposal.
- Before dressing the child dispose of all personal protective equipment used in the appropriate bin.
- Hands to be washed before dressing child.
- Return child to the classroom/play room.
- Then thoroughly clean the nappy changing area using anti bacterial spray and disposal paper towels.
- See 'Disposal of Nappies and Personal Protection equipment'.

## **Sharps and Needles**

Sharps, blades, needles and syringes present a potential health and safety risk to pupils, school personnel and to others who use the school site. Every effort is made for the safe management of sharps, blades, needles and syringes and that a safe procedure is in place to assist in the prevention of needle stick injuries. All discovered sharps, blades, needles and syringes will be removed to a safe and secure place prior to disposal.

### **Procedures**

School personnel:

- will undertake appropriate training in identifying, collecting and the disposal of any sharps, blades, needles and syringes;
- must be familiar with normal precautions for avoiding infection and follow basic hygiene procedures;
- who are diabetics must have in place their own individual sharps management plan;
- must follow the following procedures if either a sharp or a blade or a needle or a syringe is found:
  - cover the item with a suitable container
  - put on impenetrable gloves
  - use a litter picker or a tongs to pick up the item



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- dispose of the item in a sharp box
- when managing needle injuries must inform a school First Aider who will:
  - allow the wound to bleed
  - wash the area with soap and water
  - dry the wound
  - apply a waterproof band aid
  - contact the child's parents and suggest the child must be taken immediately to a hospital
  - in the absence of the parents take the child immediately to a hospital
  - dispose of the item as above
  - complete the appropriate report forms
- train pupils not to pick up from the ground or handle any item that looks like a sharp or a blade or a needle or a syringe but to inform a member of the school personnel who will deal with it

### **Medical and First Aid**

First aid provision is up to date and available at all times in school and for all off-site educational visits and sporting events. First aid is administered by suitably trained and qualified school personnel. More than adequate first aid equipment and resources are in place.

Pupils and school personnel with specific health needs and disabilities are given specific consideration.

All serious and fatal accidents are reported to the Health and Safety Executive (HSE).

A member of the school personnel is in charge of organising medical and first aid.

### **Procedures**

All school personnel must:

- be aware of first aid arrangements;
- be trained in first aid;
- undertake refresher training every three years;
- ensure that pupils and school personnel with specific health needs and disabilities are given specific consideration;
- be suitably trained in identifying pupils with expected medical problems;
- report any concerns they have on the medical welfare of any pupil;
- report and record all accidents and first aid treatment administered in the Accident Book;
- remind pupils to report all accidents;
- encourage pupils to attend first aid training during organised after school activities;





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- ensure the appropriate medical resources (asthma inhalers, insulin, epipens) are available for those pupils with specific health needs at all times;
- ensure first aid kits are taken on educational visits or off-site sporting activities;
- ensure parents have been informed of any accident especially head injuries and of any first aid administered
- be aware of the role of the nominated member of staff

The nominated person in charge of medical and first aid will:

- ensure all school personnel are trained in first aid arrangements and hold a certificate of competence that is valid for three years;
- ensure all school personnel receive refresher training every three years;
- organise and maintain the medical room;
- be responsible for maintaining a budget in order to purchase first aid equipment;
- ensure that there are adequate stocks of first aid equipment;
- position and maintain first aid containers at appropriate locations around the school;
- conduct with the Health and Safety coordinator annual risk assessments;
- ensure all accidents and injuries are recorded and reported;
- ensure that pupils and school personnel with specific health needs and disabilities are given specific consideration;
- ensure the appropriate medical resources (asthma inhalers, insulin, epipens) are available for those pupils with specific health needs at all times;
- ensure school personnel are aware of the specific health needs and disabilities of pupils;
- determine the level of provision:
  - at break times and lunch times
  - when school personnel are absent
  - for all educational visits and sporting activities
  - for curriculum activities
- ensure first aid kits are taken on educational visits or off-site sporting activities;
- ensure there is a designated medical room that is kept well stocked and free from clutter;
- ensure school personnel follow basic hygiene procedures and have access to disposable gloves and hand washing facilities;
- inform parents of any accident especially head injuries and of any first aid administered;
- ensure first aid notices are displayed in the appropriate places;
- ensure first aid information is provided in the staff handbook

## **People**

## **Alcohol and Drugs Misuse**

Alcohol, drug and substance misuse is defined as “the intermittent or continual use of alcohol or any drug or other substance which causes detriment to a member of staff’s health, functioning,



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or performance at work, and which affects efficiency, productivity, safety, attendance, time keeping or conduct in the workplace”.

The excessive and/or inappropriate use of alcohol, or the misuse of drugs/substances, whether illicit or prescribed, is not condoned.

School personnel with alcohol and drug/substance related problems are encouraged to seek help voluntarily. Support will be given throughout this process.

No member of staff will be permitted to be at work if they are under the influence of alcohol (or smelling of alcohol) and drugs. Appropriate action will be taken if it is judged that absenteeism, presenteeism or misconduct has arisen out of the inappropriate use of alcohol or drugs.

### **Procedures**

School personnel will:

- be offered support if they are suffering from alcohol or drug/substance related problems;
- co-operate with any help and support that is offered once a problem has been identified;
- consider taking part in any drug or alcohol screening;
- seek help if they feel they are suffering from a drug or alcohol related problem;
- be offered a programme of counselling and treatment instead of potential disciplinary action;
- be referred to occupational health;
- be granted paid leave of absence to undergo treatment and support;
- in consultation with the local authority determine if it is appropriate to continue in their current job role or to consider alternative permanent or temporary employment with the local authority;
- inform the Headteacher or their line manager if they are taking prescribed medication;
- encourage employees who they believe to be suffering from an alcohol or drug related problem to seek help;
- be aware disciplinary action will be taken if a member of staff suffering from alcohol or drugs related problems:
  - continues to behave inappropriately after a programme of support and counselling has been exhausted;
  - declines to seek assistance;
  - discontinues a course of treatment before completion;
  - continues inappropriate use of alcohol and drugs
- be aware that all personal information regarding will be dealt with in the strictest confidence

### **Head Lice**

Head lice are parasitic insects with hook-like claws on each of their six legs that live in the hair of humans feeding on the blood of their host.



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Regular information is provided for parents in regard to head lice prevention and how to deal with infestation. Parents must be made aware that having head lice is a problem that can be easily dealt with and that children are likely to get head lice at some point in their school career.

### **Procedures**

School personnel will:

- attend appropriate training sessions;
- report any cases of head lice to the school office so that alert letters can be sent to parents;
- not inspect a child's hair but inform the parent if we feel a suspected problem exists;
- not identify children who have head lice;
- not exclude any child on the grounds of having head lice;
- be discreet and will not embarrass any child that has head lice;
- encourage children to tie back long hair;
- identify repeat cases and speak to the parents who may be not aware of the problem;
- make full use of the school nurse to provide informative talks to parents on prevention and cure of head lice;
- remind parents that information is available on the school website and information leaflets located in the school entrance

### **Health and Well-being of School Personnel**

School personnel are the most valuable resource that the school has. It is essential that they all feel valued and that they are offered support with any problems they may be experiencing that may impact on their health, performance or attendance at work.

It is vital to have in place a working environment that puts the health and well-being of all school personnel right at the heart of this school. By being a health promoting school, we will improve moral, job enrichment, the quality of work life and the continuous improvement of educational achievement.

### **Procedures**

School personnel will:

- be supportive of each other;
- bring to the attention of the Headteacher or Senior Leadership Team anything that may be a source of stress either to themselves or to other school personnel;
- be aware of the role of the member of staff in charge of the well-being of school personnel who working with the Headteacher has responsibilities for:
  - creating a pleasant, safe and comfortable working environment to help reduce stress;
  - providing high quality facilities;



## **Rikkyo School**

- fostering good working relationships;
- providing opportunities for consultation and discussion about the strategic direction of the school;
- having in place a support network for those experiencing difficulties;
- providing access to external support services;
- creating a culture for staff to learn from their mistakes;
- establishing annual Performance Management Review;
- ensuring that PPA time is taken;
- creating a clear system of line management;
- ensuring clear job descriptions are in place;
- having in place a supportive behaviour policy and an equal opportunities policy;
- having in place an induction programme and individual mentors for all new staff;
- monitoring of time management in order to ensure that everyone has excellent work-life balance;
- devising a health and well-being action plan that will ensure school personnel will undertake training in:

- mental and emotional health and well-being
- occupational voice loss
- nutrition
- physical activity
- general health issues
- musculoskeletal disorders
- personal development and relationships
- alcohol and substance use and misuse
- environment
- health and safety

- having in place good lines of communication between the SLT and school personnel;
- monitoring:
  - work performance
  - workloads
  - absenteeism
  - recognising the symptoms of stress
  - the effectiveness of this policy

## **Hygiene**

Procedures are in place to prevent the spread of infection by ensuring high standards of personal hygiene, the maintenance of a clean learning environment and the promotion of a healthy lifestyle.

## **Procedures**



## **Rikkyo School**

School personnel will:

- encourage pupils to:
  - understand the ways of preventing the spread of infection;
  - understand the importance of personal hygiene;
  - understand good hygiene practice
  - use disposable tissues available in all classrooms;
  - not be allowed to swap or try on other pupil's earrings;
  - wash their hands after using the toilet, before eating, before handling food and after handling animals;
  - shield their mouths and nose when coughing or sneezing with a tissue;
  - wash their hands after using or disposing of tissues;
  - not to spit;
  - report any concerns they have about the cleanliness of any child
  
- wear personal protective equipment when dealing with blood and body fluid spillages when handling cleaning materials and when cleaning toys and equipment;
- dispose of used wipes or paper towels by flushing away immediately;
- disinfect floors and other affected surfaces with appropriate chemicals;
- discard or wash any soiled fabrics;
- place soiled garments in sealed polythene bags to be sent home or washed on the premises;
- when dealing with soiled fabric or linen will wash the materials in the hottest possible wash;
- dispose of personal protective equipment in clinical waste bags to be removed by a registered contractor;
- will observe current legislation regarding food hygiene, registration and training;
- ensure that;
- animal living quarters are kept clean, located away from food areas and animal waste is disposed of every day;
- ensure pupils understand the importance of personal hygiene when visiting farms

### **Lone Workers**

Lone working is any activity that requires an employee working on their own or without close or direct supervision. Lone working may occur in the evening, at the weekend or during holiday periods and may be dangerous due to acts of aggression or violence by others, hazards in the workplace or the lack of help should an accident or illness occur.

School personnel are reminded that they should only work alone on the school premises if it is absolutely necessary. Safe system procedures are in place for all school personnel when working alone.

### **Procedures**



## **Rikkyo School**

- Before undertaking lone working school personnel must:
  - attend training and information sessions;
  - follow the safe working procedures such as first aid, communication procedures and emergency procedures;
  - comply with the safe working procedures;
  - report any concerns they have
  
- When working alone school personnel must:
  - inform the school office when they will be working alone
  - inform someone close to them where they are and when they will be home
  - inform someone if they are attending an emergency call out
  - avoid situations that put themselves at risk
  - avoid meeting anyone alone if there is a possibility of aggression or violence
  - have the school phone, school mobile or personal mobile with them
  - have a list of contact telephone numbers in case of an emergency
  - ensure the main door is locked
  - have a torch with them in a case of a power cut
  - park in a well lit area close to the main door
  - have a first aid kit at hand
  - be trained in first aid
  - be trained in fire fighting procedures
  - ensure that the work they are doing does not involve working at height and lifting heavy goods

## **Manual Handling**

Manual handling is the movement of a load (inanimate objects as well as pupils) by means of bodily force which includes lifting, supporting, carrying, putting down, pushing and pulling.

In order to reduce risk to school personnel risk assessments are undertaken and in place, lifting aids are in place and a workplace environment that has been ergonomically designed.

School personnel are supplied with training and guidance on the measures that should be taken to ensure safe lifting and carrying.

## **Procedures**

School personnel:

- are responsible for the health and safety of themselves and the health and safety of others with whom they work;
- must follow the guidance and procedures provided;
- must undertake manual handling training;



## **Rikkyo School**

- must report all accidents or incidents;
- must report if the manual handling assessment requires revision;
- must report any injury or health problem that affects their ability to carry out the procedures;
- will not wear clothing or jewelry that may affect the manual handling procedures

### **New and Expectant Mothers at Work**

Risk assessments will be undertaken to ensure the safety of any member of the school personnel who is pregnant, or has given birth in the last six months or is breast feeding.

#### **Procedures**

- The Headteacher will conduct a specific risk assessment that will look at the following:
  - work environment
  - work equipment
  - electrical equipment
  - display screen equipment
  - access to welfare facilities
  - inappropriate seating
  - moving and manual handling
  - noise levels
  - infectious and contagious diseases
  - chemical agents
  - extreme temperatures
  - working alone
  - excessive hours of work
  - violent and aggressive situations
  - work related stress
  - work fatigue
- Control measures put in place as a result of the risk assessment must be complied with and monitored regularly by the Headteacher and the staff member.
- If any identified risks cannot be removed then the Headteacher will:
  - temporarily adjust the working conditions and/or hours of work; or if that is not possible
  - offer suitable alternative work at the same rate of pay if available; or
  - suspend her from work on paid leave for as long as necessary to protect her health and safety and that of her child

### **No Smoking**

Smoking is prohibited in any part of the school building, school grounds, school playing fields, on educational visits, school events and school letting events. It is illegal to expose a person in an enclosed workplace to second-hand smoke.



## **Rikkyo School**

The school environment is a smoke free zone and anyone found breaching this policy will face disciplinary action.

### **Procedures**

- School personnel will:
  - seek advice and support if they wish to give up smoking;
  - take reasonable care of themselves and others whilst at work;
  - co-operate with the Headteacher and others in school to comply with legislation;
  - inform pupils that smoking damages people's health;
  - inform pupils that they will be disciplined if they are caught smoking;
  - act as role models;
  - provide a duty of care for all pupils from smoking when attending educational visits and inter school sporting activities;
  - be aware of the 'No Smoking' signs are placed in school entrances, in the school hall, in school vehicles and in other conspicuous places around the school;
  - be aware that sanctions will be taken if anyone smokes on the school premises;
  - ask any visitor who is seen smoking on the school premises to refrain from smoking;
  - report any breach to this policy

### **Photographic and Video Images**

School personnel and pupils are protected from the unauthorised taking and publication of their images.

### **Procedures**

- School personnel are aware that:
  - they have the right not to have their photograph taken without their express consent and especially where these images are manipulated or published without their consent;
  - they are protected from having their photograph taken and that any image taken must be destroyed;
  - their permission must be sought before their image is taken and is then published on the school website or in a school publication;
  - the Governing Body decides the conditions that apply to the taking of photographs at all school events in order that children are kept safe, that the performance is not disrupted and children and staff are not distracted;
  - there is no law stopping parents from taking photographs of their children at school events as long as photographs are taken purely for personal use;
  - photographs taken for official school use and stored electronically with other personal data may be covered by the Data Protection Act 1998;





## **Rikkyo School**

- parents are informed when the school has given permission for an official press photographer to take photographs during a school event which will then appear in the local press or in some other publication;
- the permission of parents/carers is sought when we want to use images of their children in the school prospectus, on the school website, be used on a webcam for internal school use only, appear in printed educational publications, or appear on a professional video that will later be sold to raise money for the school

### **Positive Handling (Restraint of Pupils)**

Everyone works hard to maintain a positive school ethos where all members of the school community work well alongside each other developing positive working relationships with pupils and each other and where the use of positive handling is minimised.

School personnel may use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

(Department for Education – Use of reasonable force)

### **Procedures**

- School personnel will:
  - be aware that they can use reasonable force to control or restrain pupils in certain circumstances;
  - not use force as a form of punishment under any circumstance;
  - be trained in positive handling techniques on induction by an accredited trainer;
  - take part in refresher training every three years;
  - be aware of their responsibility in assessing risks in particular circumstances;
  - make judgements when the use of force is necessary and how much force is to be used;
  - be aware that they have a legal duty to 'make reasonable adjustments for disabled children and children with special educational needs';
  - report to the Headteacher all incidents of restraint and record all incidents on the appropriate report form;
  - will have to make decisions when dealing with any of the following incidents:
    - fighting - pupils fighting
    - attack - a pupil attacks an adult or another pupil



## **Rikkyo School**

- damage to property – a pupil deliberately damages property or is about to
  - injury or damage – a pupil causes or is about to cause injury or damage
  - absconding – when a pupil tries to leave school which could put his/her own safety at risk, the safety of others or the damage to property
  - defying an instruction – when a pupil persistently refuses to leave a classroom
  - disruption of lessons – when a pupil's behaviour seriously disrupts a lesson
  - disrupting a school event – when a pupil's behaviour seriously disrupts a school event
- when faced with an incident and before force is used must:
    - act in a calm and measured manner;
    - show no anger or frustration;
    - tell the pupil to stop misbehaving or restraint will be used but will stop when the pupil behaves
  - use the following types of force:
    - passive physical contact by standing between pupils or by blocking a pupil's path;
    - active physical contact by using restrictive holds, leading a pupil by the arm or hand or ushering a pupil away by placing a hand in the centre of the back
  - make every effort not to harm a pupil or restrain a pupil that could be interpreted as sexually inappropriate conduct

## **Stress Management**

Strategies are in place to identify and manage stress for all school personnel. This school is committed to protecting the health, safety and welfare of its employees.

Dealing with stress is a continuing task and not a one-off process and every effort is made to address this problem by establishing a good working environment for all school personnel.

### **Procedures**

- School personnel will:
  - undertake appropriate stress management training;
  - learn to recognise the signs of stress and be able to deal with:
    - time stress
    - anticipatory stress,
    - situational stress
    - and encounter stress
  - be aware that stress must not be regarded as a weakness;
  - be aware of the effective number of coping strategies to keep stress under control;



## **Rikkyo School**

- be supportive to colleagues dealing with stress;
- be supportive to colleagues who have been off work due to stress;
- establish good lines of communication throughout the school and outside which should include pastoral and counselling arrangements;
- be aware of the local authority Stress Counselling Service;
- develop a supportive network within and outside the school for dealing with stress-related problems

### **Sun Protection**

Most skin cancers are caused by UV radiation from the sun and that sunburn in childhood can double the chance of skin cancer in later life. School personnel are encouraged to keep covered up especially at lunch time when the sun is at its hottest, to use sunscreen Sun Protection Factor 15, to stay in the shade, wear a hat, drink plenty of water and to check their skin regularly.

### **Procedures**

- School personnel must:
  - be aware of the Sun Safety Action Plan;
  - attend training sessions on the importance of sun safety;
  - include sun safety into their curriculum planning;
  - teach children the importance of sun safety;
  - hold outdoor activities in shaded areas;
  - encourage pupils to use shaded areas during break times, lunchtimes, sporting activities and educational visits;
  - encourage pupils to drink more water in hot weather;
  - encourage pupils to wear appropriate clothing for sun protection;
  - encourage pupils to apply sunscreen before they come to school;
  - lead by example and wear appropriate clothing for sun protection

### **Supervision of Pupils**

Supervising pupils begins when they arrive at school. All parents are informed of the time that school starts and that children should not arrive until at least 10 minutes before that time when school personnel will be on duty.

Safeguarding procedures are in place for the supervision of pupils throughout the school day in order to ensure their health, safety, welfare and good conduct.

### **Procedures**



## **Rikkyo School**

School personnel will:

- maintain good order and discipline among all pupils safeguarding their health and safety when they are authorised to be on the school site and during educational visits;
- ensure that no class of pupils should be left unsupervised;
- ensure they take the necessary precautions before undertaking any one to one supervision;
- record and report any incident or accident that could be considered a breach of supervision;
- be on duty 10 minutes prior to school begins;
- ensure that all pupils enter the school building and go to their classes where their class teacher and support staff will supervise them;
- at the end of the school day will ensure:
  - the safe exit of all pupils from the school site;
  - parents are contacted if children are not collected;
  - uncollected children remain in school until they are collected by their parent/carer or named person;
  - all pupils who travel by school bus or taxi are safely escorted to and handed over to the appropriate drivers and travel escorts.
- undertake the following when taking part in an after school activity:
  - supervise the pupils during and after the activity;
  - ensure the safe exit of all pupils from the school site;
  - contact parents if children are not collected;
  - ensure all uncollected children remain in school until they are collected by their parent/carer or named person
- when pupils are changing or showering will:
  - respect the privacy of children;
  - ensure bullying or teasing does not take place;
  - avoid any physical contact;
  - avoid any visually intrusive behaviour;
  - announce when they are entering the changing room;
  - avoid remaining in the room for any length of time;
  - not change in the same room as the children;
  - not shower with the children;
  - report all incidents to the Headteacher or a member of the SLT

### **Uncollected Child**

Security procedures are in place that will reassure parents that their children are safe from the time they arrive at school to the time they leave.



## **Rikkyo School**

At the end of the morning session or at the end of the school day all children are collected by their parents/carers or a designated adult. In the event that a parent/carer/designated person is late then children will remain in the care of the school until they are collected.

### **Procedures**

- School personnel will:
  - reassure a child who has not been collected on time that they have not been forgotten;
  - call the parent/carer or designated person after five minutes of waiting;
  - try other emergency contact numbers if the parent/carer cannot be contacted;
  - wait with the child providing as much support and reassurance as is necessary;
  - not release a child into the care and supervision of another adult until they have verbal permission from the parent/carer;
  - not allow a child to go home alone even with the telephone consent of the parent/carer;
  - not escort or take children home;
  - contact the local Children Services department if after repeated attempts no contact is made with the parent/carer or designated person;
  - leave a message and contact number for the parent/carer or designated person informing them that their child is being looked after by the local authority;
  - record all incidents of late collection;
  - meet with parents who are persistently late in collecting their children

### **Visitors and Contractors**

All visitors and contractors must report to the main school office upon entering the school premises. They will be welcomed in a cordial confidential, efficient and purposeful manner. Visitors will be asked to state the purpose of their visit, and to confirm their status by producing verifiable documentation.

All visitors when visiting or working on the premises must act in a responsible and proper manner and to cooperate with our health and safety policies and procedures.

Contractors have a duty to ensure the health and safety of everyone in the school who may be affected by their work activities.

### **Procedures**

- School personnel must:
  - be informed that contractors are working on the school premises;
  - take reasonable care of the health and safety of pupils, visitors and contractors;
  - confront and report any visitor or contractor not wearing a school visitor identification badge;



## **Rikkyo School**

- report any visitor or contractor who is not complying with the health and safety policies and procedures when visiting or working on the school premises;
- never leave a visitor unattended or alone with children;
- be aware of the working agreement between the school and any contractor undertaking work in the school

### **Voice Care**

Voice injuries in the teaching profession are an important occupational health and safety issue. Female teachers are twice as likely as male teachers to report voice problems or symptoms while teachers of music, physical education and technology, pre-school and primary teachers are more at risk of suffering voice disorders.

Voice problems in teachers can occur in the first five years of teaching and also after a period of 15 years of teaching. Voice problems can be prevented by having in place a conducive working environment and a voice care education and training programme.

#### **Procedures**

School personnel will:

- look after their health and well-being;
  - attend the voice care education and training program that incorporates:
    - classroom management strategies
    - classroom acoustic management
    - voice care techniques
    - how to seek help
    - what voice therapy entails
    - types of voice problems experienced by teachers
- seek medical help if experiencing any health problems;
- be aware of the environmental plan

### **Working at Height**

We believe working at height includes working on ladders, platforms, trap hatches, roofs or any other position that could result in a person falling.

#### **Procedures**

- School personnel will:
  - only work at height if they are competent and trained by a suitably qualified provider;



## **Rikkyo School**

- try to avoid working at height wherever possible and where this cannot be avoided will use appropriate equipment in order to prevent anyone falling and injuring themselves or others;
- not use chairs, tables, units or any other school furniture in order to gain height to reach display boards etc.;
- take reasonable care in the health and safety of themselves and others;
- comply with all school health and safety instructions;
- ensure that their own health and safety or that of others is not put at risk when working at height;
- undertake training and guidance on how to work at height correctly;
- identify and report any necessary changes to the risk assessments on working at height;
- use any supplied equipment in accordance with the appropriate guidance and instructions given;
- report any faulty equipment

### **Work-Life Balance**

All school personnel must enjoy a reasonable balance between their working life and their out of school commitments and interests. It is not in the interests of either the school or the individual for any employee to work excessively without complementary rest or recreation.

### **Procedures**

- School personnel must:
  - enjoy a reasonable work-life balance;
  - undertake appropriate training;
  - assist in the development of good practice;
  - not, through their actions or omissions, create unnecessary work for themselves or their colleagues;
  - ensure PPA time is taken at set times and in school;
  - organise their classroom support effectively;
  - keep all planning to a minimum;
  - consider when dealing with a task/project the timescale, deadline and the amount of work to be undertaken in the time given;
  - must negotiate deadlines for projects etc.;
  - ensure all administrative work is delegated to appropriate support staff;
  - provide support to other school personnel when they are dealing with a disruptive pupil or a challenging parent;
  - organise meetings effectively by considering the agenda, the timescale, the frequency, who needs to attend and the most appropriate day of the week

### **Workplace Environment**



## **Rikkyo School**

It is vital that the workplace environment is kept to a high standard in order to protect the general health, safety and welfare of school personnel and others.

The following must be considered in protecting school personnel:

- sanitary conveniences and washing facilities
- rest and eating facilities
- heating
- lighting
- water supplies provision
- medical accommodation
- ventilation
- cleanliness
- workspace dimensions

### **Procedures**

- School personnel must:
  - undertake appropriate training;
  - take reasonable care in the health and safety of themselves and others;
  - comply with school health and safety instructions;
  - report all faults or damage to any of the above;
  - put forward suggestions to improve any aspect to the workplace environment;
  - help and keep the workplace environment to a high standard

### **Reporting**

#### **Reporting of Injuries, Diseases and Dangerous Occurrences**

Any incident involving significant personal injury that occurs on or off-site must reported to the local authority followed by an immediate investigation as to the cause of the incident.

The following incidents must be reported immediately to the Health and Safety Executive either on-line or by telephone:

- Death or major injury
- Over seven days lost to injury
- Certain diseases
- Dangerous occurrences

### **Procedures**

- School personnel must:
  - carry out their duties in accordance with the Health and Safety Policy;
  - take reasonable care of themselves and others whilst at work;





## **Rikkyo School**

- report to the Headteacher any accident or dangerous occurrence that occurs on or off-site;
- record any accident or dangerous occurrence that occurs on or off-site in the accident book as soon as possible after the event;
- be aware of the location of the accident book

## **School Premises**

### **Calming Room**

The calming room has been specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them. Everyone works hard to provide a safe, caring and nurturing leaning environment.

### **Procedures**

- School personnel must:
  - be trained in the benefits of the use of the calming room for pupils;
  - not use the calming room as a form of punishment;
  - work closely with the SENCO and individual needs assistants;
  - ensure individual needs assistants record in the 'Calming Room Visit Book' every time a child uses the calm room;
  - report every time a child uses the calming room;
  - discuss any improvements to the use of the calm room

### **Dogs on School Premises**

Animals are not allowed onto the school site without prior permission unless they are an assistance dog or a guide dog. The local authority is immediately informed if any dog strays onto the school grounds.

Parents and the local community are reminded that dogs are not allowed to be exercised on the school grounds as this could be a potential risk to pupils, school personnel and legitimate school visitors. Any person(s) entering school property without permission may be treated as a trespasser(s) and are not tolerated.

Anyone seen exercising their dog or allowing it to foul school property will be asked to leave.

School personnel are reminded to approach any trespasser with due caution as they may be vulnerable to assault. In such a situation school personnel are advised to assess whether the trespasser(s) is or is not a security risk before challenging the individual/s.



## **Rikkyo School**

### **Procedures**

- School personnel must:
  - inform the Site Manager if a stray dog is seen on school property;
  - not to approach or provoke a stray dog but to 'shepherd' it off school property;
  - inform the Site Manager if trespassers are seen in the school grounds;
  - ensure the safety of pupils if trespassers are seen in the school grounds;
  - wear personal protective equipment when removing and disposing dog faeces;
  - when dealing with an unidentified person on the school premises or in the school grounds must:
    - be polite, calm and non-confrontational;
    - ask the nature of their business;
    - escort or direct the person to the school office if the nature of their business is legitimate school business;
    - ensure the visitor signs the visitors book and is given to wear the appropriate visitor identification badge;
    - establish how the visitor breached school security;
    - ask the intruder to leave if the reason is not legitimate;
    - act calmly and non-confrontational if the intruder appears to pose a threat by acting in an agitated, irrational manner and refuses to leave the school premises;
    - seek support from other school personnel who should call the police if the intruder refuses to co-operate;
    - remain calm and display non aggressive body language while remembering that the safety of the children is paramount;
    - not use force to evict or restrain the intruder;
    - try to direct the intruder away from areas occupied by children;
    - back away from the intruder if the intruder displays a weapon;
    - reassure the intruder that the weapon is not necessary and it should be put away;
    - not try to disarm the intruder;
    - ensure that enough information is acquired in order to give a detailed description of the intruder to the police that's if the intruder leaves prior to the police arriving

### **School Toilets**

It is essential for the health, well-being and learning of all pupils that the school toilets are accessible throughout the school day, clean, safe, with high quality sanitary ware and provided with the basics of liquid soap, warm water, toilet tissue and paper towels.

### **Procedures**

- School personnel will promote the health, well-being and learning opportunities throughout the school and will ensure pupils:



## **Rikkyo School**

- respect the toilet and washroom facilities;
- establish a Pupil Code of Conduct for the toilet and washroom facilities;
- highlight toilet management issues;
- have access to toilet facilities during the school day to;
- understand that they have a right to use the toilet and washroom facilities at any time

### **Severe Weather**

The Governing Body has a duty to ensure the school remains open in the event of severe weather and to ensure a safe means of access and egress from the school premises.

Adequate procedures are in place to minimise the risks from snow and ice. Prioritised pathways and route ways will be treated with sufficient rock salt, sand and grit.

Risk assessments and an emergency plan of action are in place to deal with periods of severe weather conditions.

#### **Procedures**

Teaching and support staff will:

- be aware of the emergency action plan;
- not be expected to clear snow and ice;
- not be expected to ignore official advice not to travel and put themselves at risk;
- be informed by the Headteacher if school is either open or closed during severe weather conditions;
- ensure pupils are aware of the safe pathways into the school premises;
- ensure pupils leave the school building safely

### **Smoke Free School Environment**

Non-smokers are at risk from inhaling other people's second hand smoke as medical evidence proves that smoking is linked to lung cancer, heart disease, chronic bronchitis and other serious illnesses. Therefore, we have a duty to promote a healthy working environment for all non-smokers by ensuring employees and non-employees comply with current regulations.

Smoking is prohibited in school, in the school playground, in the school grounds, in the school minibus and in any vehicle leased by the school. This school is a smoke-free environment.

#### **Procedures**

School personnel will:

- advice members of the public seen smoking on school premises to comply with this policy;



## **Rikkyo School**

- ensure pupils are taught about the dangers of passive smoking within the Science and PSHE curriculum;
- be aware that statutory signage is displayed in all entrances, exits and in the school minibus.
- be aware that disciplinary action will be taken against any employee who smokes on the school premises, in the school minibus or in a vehicle leased by the school;
- be aware that sanctions will be taken against any member of the public seen smoking on the school premises and grounds

## **Security**

### **Anti - Violence, Aggressive and Anti-social Behaviour**

School personnel must feel safe at all times and not to work in fear of threats, violence or abuse. Any form of physical attack, attack against property or possessions, serious verbal abuse, threats or anti-social behaviour is treated as unlawful acts of violence or aggression and is taken seriously with the appropriate legal action taken if need be.

All parents/carers and other visitors must behave in a reasonable and acceptable manner towards school personnel. All school personnel must behave professionally at all times and when confronted with difficult situations must attempt to defuse them.

### **Procedures**

School personnel will:

- take reasonable care of themselves and others whilst at work;
- work with the Headteacher on the risk assessment process by completing a fact finding questionnaire on the likelihood of them being subjected to violence or abuse in any form;
- prevent violent incidents occurring by avoiding situations that will provoke violent or aggressive behaviour from pupils who are known to have these tendencies;
- undertake training in:
  - recognising the signs of potential violent or aggressive situations developing;
  - school safety and security procedures;
  - personal safety awareness, basic breakaway techniques and safe methods of work;
  - identifying and dealing with potentially difficult situations;
  - physical restraint of pupils
- report any incident of violence and aggression;
- ensure that all incidents are reported to the Headteacher;
- when confronted face-to-face aggressive incident school personnel should:
  - stay calm;
  - stand back and listen;
  - concentrate at all times;



## **Rikkyo School**

- look for signs that could result in unpredictable behaviour;
  - seek assistance from another member of the school personnel;
  - act in a calm controlled manner;
  - speak in a quiet, slow and friendly voice;
  - not turn their back on the 'aggressor';
  - defuse the situation by listening and suggesting that the conversation takes place at some other time and place;
  - move to a place of safety;
  - only use restrictive physical intervention with a pupil as a last resort;
  - record the incident at its conclusion.
- when confronted with an anti-social telephone conversation school personnel should:
- inform the caller that the conversation is being placed on speaker so that the conversation can be witnessed;
  - if the inappropriate conversation continues then inform the caller that the tone of the conversation must improve or it will be terminated;
  - terminate the call if there is no improvement;
  - record the incident at its conclusion

## **Dealing with Intruders**

All members of the school community are vulnerable to assault from intruders who enter the school building or school grounds. Any person(s) found on the school premises and has not followed correct visitor procedures can best be described as intruders. In such a situation school personnel are advised to assess whether the intruder(s) is or is not a security risk before challenging the individual/s to establish their identity and the purpose of their 'visit'.

School personnel must be aware that intruders might be visitors with legitimate school business or they may be individuals who may pose a security risk. School personnel have a duty to assist in the personal safety of the whole school community by dealing with all suspicious persons who appear on the school premises or grounds in a calm non-confrontational manner.

## **Procedures**

School personnel must:

- be aware of their responsibilities to ensure a safe learning environment;
- be aware of school security procedures such as how to protect pupils from harm, guard against assault, and safeguard property;
- attend training in all of the above;



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- make pupils aware that any visitor not wearing the appropriate visitor's badge must be reported to a member of the school personnel;
- report any identified school intruders;
- report any identified breaches in school security;
- when dealing with an unidentified person on the school premises or in the school grounds must:
  - be polite, calm and non-confrontational;
  - ask the nature of their business;
  - escort or direct the person to the school office if the nature of their business is legitimate school business;
  - ensure the visitor signs the visitors book and is given to wear the appropriate visitor identification badge;
  - establish how the visitor breached school security;
  - ask the intruder to leave if the reason is not legitimate;
  - act calmly and non-confrontational if the intruder appears to pose a threat by acting in an agitated, irrational manner and refuses to leave the school premises;
  - seek support from other school personnel who should call the police if the intruder refuses to co-operate;
  - remain calm and display non aggressive body language while remembering that the safety of the children is paramount;
  - not use force to evict or restrain the intruder;
  - try to direct the intruder away from areas occupied by children;
  - back away from the intruder if the intruder displays a weapon;
  - reassure the intruder that the weapon is not necessary and it should be put away;
  - not try to disarm the intruder;
  - ensure that enough information is acquired in order to give a detailed description of the intruder to the police that's if the intruder leaves prior to the police arriving

### **Managing Anonymous Telephone Threats**

School personnel especially school switchboard operators will be trained in managing anonymous telephone threats such as bomb threats. The procedures are:

- Take all anonymous threats seriously
- Stay calm and listen carefully
- Record the conversation via the voicemail recorder if possible or
- Write down the main points of the conversation by asking:
  - Who they are?
  - Who do they represent?
  - Where are they calling from?
  - What is the location of the bomb/device?
  - What time will it detonate?
  - What does it look like?



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- What will cause it to detonate?
- Who placed the bomb/device?
- Why did you place the bomb/device?
  
- Once the call has concluded:
  - Inform the Headteacher immediately
  - Inform the police
  - Dial 1471 to obtain the caller's number
  - Record the:
    - Date and time of call
    - Length of the call
    - The sex of the caller
    - Approximate age
    - Nationality
    - Language
    - Caller's voice
    - Background sounds
    - Stay by the phone
  
- Provide the above information to the police

### **Emergency Action Plan**

The Headteacher / Crisis Manager will undertake the following action plan when dealing with an anonymous bomb threat:

- Inform the police
- Inform the Senior Leadership Team
- Senior Leadership Team to organise search plans of the school building and grounds
- Discuss with the police whether to set in place:
  - evacuation plans and procedures or
  - invacuation plans and procedures
  
- Inform the Senior Leadership Team of decision
- Evacuation/invacuation plans and procedures put into action
- Inform CMT of the situation
- Inform parents of the situation and to collect their children
- Inform the local authority
- Inform the police and the emergency services if a suspicious package / device is found
- Ensure the school building is evacuated and cordoned off



## **Rikkyo School**

School security systems are in place to protect pupils, school personnel, visitors and equipment. The personal safety of the whole school community is paramount.

### **Procedures**

School personnel will:

- undertake appropriate training in security procedures on the following:
  - site security
  - playground safety
  - entrances and exits
  - evacuation procedures
  - alarm systems
  - fire safety
  - flooding
  - dealing with intruders
  - violence
  - abduction of a pupil
  - traffic management
  - suspected bomb threat
  - theft
  - IT and Internet security
- inform and remind pupils of security procedures such as the reporting of unidentified visitors who are on the school site;
- put forward suggestions to improve security procedures;

### **Suspicious Package or Envelope**

All incoming letters and parcels are received and monitored in the school office by trained school personnel. Any item that is considered to be suspicious is left untouched with the following procedures and precautions undertaken. These procedures are also used with any suspicious package found on the school premises.

### **Procedures**

- The package or envelope is:
  - oddly shaped
  - lopsided
  - smelling of bleach, almonds or marzipan





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- of an usual weight
  - heavily taped
  - from an unfamiliar sender
  - minus a return address
  - marked personal or confidential
  - addressed inaccurately
  - addressed in an unusual way
  - postmarked with unusual postmarks or postage paid marks
- If the package is considered to be suspicious then:
- leave the package
  - move everyone a safe distance away from it
  - cordon off the area
  - notify the police
  - ask the person who found or dealt with the package to make a brief bullet point statement for the police

## **Traffic and Road Safety**

### **Road Safety**

It is very important to help reduce the number of road accidents involving children by teaching them road safety and making them aware of the dangers of road traffic and, therefore, improving their chances of being responsible road users throughout their lives.

Road safety is taught through a number of curriculum subjects that will look at risks, the development of knowledge and skills and thereby encouraging children to make safe choices. We want children to build on their existing skills in order for them to become good road independent users.

### **Procedures**

School personnel will:

- teach aspects of road safety education through a number of curriculum subjects;
- remind pupils of the dangers of road traffic especially before leaving school;
- remind pupils of road safety before all educational visits;
- encourage pupils to make safe choices;
- build on the existing skills of pupils in order for them to become good road independent road users;
- discuss with pupils road safety issue surrounding the school;
- inform the Headteacher of any road safety concerns;
- inform the Headteacher of any suggestions to improve road safety education;
- take part in road safety surveys;



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- encourage pupils to take part in road safety competitions;
- work with Junior Road Safety Officers

### **School Hired Transport**

School hired transport includes all vehicles hired by the school to take children on educational visits, to swimming lessons and sporting events, transport provided by parents and staff to take pupils on educational and sporting activities and transport provided by outside agencies to transport children and staff to off-site activities. School hired transport must be of a very high standard and complies with all health and safety procedures and current regulations.

#### **Procedures**

School personnel will:

- discuss with the EVC all details of a proposed educational visit including the type of transport required for the event;
- be made aware of all procedures dealing with educational visits; undertake appropriate training;
- provide the following information to the EVC:
  - the nature, purpose and length of the visit
  - accommodation details if any
  - the year group and pupil numbers
  - pupil names
  - contact details
  - emergency contact details
  - parent consent forms
  - medical records of pupils
  - the number of adults
  - adult pupil ratio
  - costings of the visit
  - itinerary of visit
- undertake a pre-journey inspection of all transport used by the school in order to ensure the vehicle complies with all health and safety procedures and current regulations

### **School Minibus**

The school minibus will be used for transporting small groups of up to 16 pupils to sporting or educational events or venues by suitably qualified and vetted drivers. No other persons will drive it under any circumstance.



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The management of the school minibus is the responsibility of the Headteacher, Bursar and Site Manager.

### **Procedures**

Designated approved drivers will:

- be DBS checked;
- have a clean driving licence;
- undertake safety checks before every journey;
- undertake appropriate training;
- carry a mobile telephone on all journeys
- undertake appropriate training in:
  - pre-drive safety checks
  - planning journeys
  - dealing with a breakdown
  - dealing with an accident
  - basic vehicle maintenance
  - recording journey logs
  - first aid
  - health and safety

### **Traffic Management**

It is essential to have in place good traffic management procedures in order to reduce the risk or potential risk to the school community as vehicle activities can be very dangerous and need to be properly managed.

The traffic management plan devised by the Sites and Buildings Committee covers all aspects of traffic management and is updated annually.

### **Procedures**

School personnel will:

- be aware of the traffic management plan that covers:
  - site management
  - vehicular movement
  - vehicle manoeuvres
  - signage and road markings
  - gates and access
  - staff parking
  - visitors and parents parking
  - contractors
  - delivery vehicles
  - public transport on site
  - buses and minibuses
  - cyclists
  - timing of the school day
  - timing of breakfast club



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- separation of vehicles and pedestrians
  - footpaths
  - pedestrian crossing points
  - routes suitable for potential traffic use
  - general route safety
  - site rules
  - emergency access
  - timing of after school activities
  - traffic awareness initiatives
  - safe cycle training
  - reducing traffic congestion
  - annual questionnaires to pupils, school personnel and visitors
- highlight the importance of traffic awareness to the pupils they teach;
  - comply with all traffic management procedures;
  - make pupils aware of all traffic management procedures within the school grounds and outside the school gates;
  - discuss with pupils how traffic management can be improved;

### **Training**

We:

- have in place appropriate training for all health and safety policies that is undertaken by a registered training provider;
- ensure all school personnel have received the appropriate training on all health and safety policies;
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- have in place evidence for all staff:
  - that highlights the knowledge gaps in the training;
  - that shows how those knowledge gaps were corrected

### **Raising Awareness**

We will raise awareness of this policy via:

- Staff Handbook
- Meetings with school personnel
- Text messages
- Email

### **Safeguarding**

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to



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create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

### **See Appendices Documents section on Policies for Schools Website**

- Frequency of Policy Monitoring



**Rikkyo School**

- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

We believe this policy:

- has been reviewed thoroughly by the governor responsible for health and safety and the Headteacher has been questioned on it to make sure it stands up to scrutiny;
- flows and is easy to follow;
- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings;
- has been received by all school personnel via appropriate safeguarding training;
- is provided to all school personnel and a hard copy can be found in the staffroom reference library

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	