

Health & Safety Policy

Document Control

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Health and Safety policy

1. Introduction

1.1 Steiner Academy Bristol recognises and accepts that every one of its employees, pupils and visitors to the school is entitled to a safe and healthy environment as specified under the Health & Safety at Work Act 1974 and associated legislation.

1.2 It is the intention of the Governing Body that all appropriate steps will be taken to meet statutory requirements, recognised codes of practice and guidance notes in establishing a safe and healthy environment. Appendix 3, 'References', sets out the main sources.

1.3 The overall high quality of the environment will be evidence of a strong ethos of housekeeping, which will permeate the school community. An awareness of the fabric and appearance of the site will be demonstrated by pupils and employees on a daily basis.

1.4 All employees have both a duty and a responsibility to take reasonable care to avoid injury to themselves and others and to co-operate to ensure statutory duties and obligations are fulfilled. The school's Health and Safety Policy can only be successfully implemented with the full co-operation of everyone concerned.

1.5 Steiner Academy Bristol's curriculum and site allows for some activities that carry the risk of injury, such as use of sharp tools in woodworking; sports and games; climbing trees and other outdoor activities including lighting fires. The school believes that learning to manage risk is a valuable part of education and that any attempt to entirely remove risk of injury would be detrimental to the education that the school delivers.

Judith Hackett, Chair of the Health and Safety Executive, has stated that:

"You can't teach young people about risk from a text book - they need some practical experience. That's why cossetting children and seeking to remove all risk from their experiences ultimately leaves them ill equipped for adult and working life." (Young people, risk, and an exciting education, 2012)

Steiner Academy Bristol supports the approach presented by the Health and Safety Executive in 'Leading sensible health and safety management in schools':

"In schools sensible health and safety starts at the top and relies on every member of the management team making sure that risk is managed responsibly and proportionately. It is about creating a safe learning environment, giving pupils an appreciation of risk and how to deal with it. It means doing what is reasonably practicable to reduce significant risks by putting in place control measures to manage the real risks. It is not about the elimination of all risk."

2. Policy statement

2.1 It is the policy of Steiner Academy Bristol to provide and maintain conditions and an environment that secures the health and safety of all employees, pupils and any other persons who could be affected by the Academy.

2.2 The school regards the promotion of health and safety matters as a mutual objective of all management and staff who should work together in a positive way so that the possibility of personal injuries and hazards to the health of staff, pupils and others are reduced to a minimum as far as reasonably practicable.

2.3 In particular the school recognises that it has the following duties:

- To provide and maintain equipment and systems of work that are safe and without risk to health.
- To provide such information, instruction, training and supervision that will ensure the health and safety of all employees.
- To maintain any place of work under its control in a condition which is safe and without risk to health, and to provide safe means of entry and exit.

3. Responsibilities within the organisation

3.1 Governing body

3.1.1 The Governing Body will delegate general responsibility for Health and Safety to the Finance and Resources Committee. However, serious health and safety concerns such as incidents reportable under RIDDOR must be reported to the Full Board of Governors.

3.1.2 The Finance and Resources (F&R) Committee will have responsibility for ensuring that the school has an effective health and safety policy which is understood and carried out by all staff, so as to ensure that the health and safety of all children, staff and visitors is properly managed at all times.

3.1.3 The Finance and Resources Committee will nominate a Health and Safety Lead Governor with responsibility for regular site visits and audits of health and safety policy, procedure and practice. These audits should be reported in writing to the Finance and Resources Committee and any serious concerns should be reported to the Full Board of Governors.3.1.2.

3.1.4 The F&R Committee will ensure that a Health and Safety Committee is in place and that senior staff and H&S Committee members understand their tasks and responsibilities under this policy.

3.1.5 The F&R Committee should ensure an appropriate level of reporting on H&S issues from the H&S Committee, Principal and Operations and Resources Manager such that they have a clear understanding of H&S issues, procedure and practice in the school.

3.1.6 The F&R Committee will arrange for annual review of this policy, or more frequently if required by a change in circumstances such as the use of new sites or buildings.

3.2 Principal

3.2.1 The Principal has responsibility for the day-to-day development and implementation of safe working practices and conditions for all staff, pupils and visitors. The Principal will take all reasonably practicable steps to ensure that the Health and Safety policy is implemented. The Principal will delegate day to day responsibility for Health and Safety to the Operations and Resources Manager.

3.3 Operations and Resources Manager

3.3.1 The Operations and Resources Manager will carry the Academy's Health and Safety (H&S) mandate. This means that they will be responsible for the day-to-day implementation of the Health and Safety Policy and will be the designated contact with the Health & Safety Executive.

3.3.2 The Operations and Resources Manager will:

- Ensure that this policy and the decisions of the Health and Safety Committee are properly enacted, recorded and reported.
- Ensure that the resources required to fully enact this policy and the decisions of the H&S Committee are provided for within annual budgets and day to day purchasing.
- Keep accurate records of all Health and Safety checks and reports.
- Report all serious accidents to the Health and Safety Executive as required under RIDDOR (see 4.2.3 below). Such accidents must also be reported to the Health and Safety Committee and to the Full Board of Governors.

3.4 Health and Safety Committee

3.4.1 The Academy will have a Health and Safety Committee which will support the Operations and Resources Manager. The Committee will monitor Health and Safety issues within the Academy. The Committee will submit a short, written Health and Safety report to the Finance and Resources Committee of the Governing Body on a via the Operations and Resources Manager, in time for the committee meeting in term 2, 4 and 6.

3.4.2 The H&S Committee will be composed of appropriate staff to represent the different stages and staff teams within the school and will be chaired by the Operations and Resources Manager. The Committee will:

- Make themselves familiar with the requirements of health and safety legislation, policy and codes of practice that are relevant to the work of their area of responsibility.
- Ensure that the procedures for identifying, assessing and mitigating risks are understood and followed by all staff.
- Review existing risk assessments annually to ensure that all hazards are appropriately addressed and mitigated.
- Ensure that appropriate mechanisms are in place for all staff to report any concerns that may arise regarding health and safety.
- Review any concerns reported by staff and agree any actions that might be required.
- Ensure that procedures for recording accidents and near misses are in place, compliant with this policy and understood and followed by all staff.
- Review records of accidents and near misses on a termly basis (on the basis of a six-term year), reviewing the relevant risk assessments and working practices and determining amendments if appropriate.
- Request and review reports from the Operations and Resources Manager relating to First Aid training, so as to ensure that all appropriate members of staff have received First Aid training and that this training is kept up to date, so that all school activities have the required level of first aid cover.
- Request and review reports from the Operations and Resources Manager regarding number, position and contents of first aid kits, so as to ensure that First Aid supplies are kept in appropriate areas of the school and that they are regularly checked and re-ordered as required.
- Ensure that appropriate arrangements for staff induction and training are in place, so that all staff are familiar with health and safety policy and procedure and with their own responsibilities for health and safety.

3.5 All members of staff

3.5.1 All staff must work within with the H&S policy to ensure the health and safety of all children, staff and visitors.

In particular, members of staff will:

- Be familiar with the Health and Safety Policy and all safety requirements laid down by the Governing Body, and model good practice in health and safety for the benefit of pupils, visitors and other staff.
- Ensure that staff, pupils, visitors and contractors are applying Health and Safety regulations, rules, routines and procedures effectively, contributing to a collective culture of safe working.
- See that all plant, machinery and equipment are in good and safe working order and adequately guarded, and not make or allow improper use of such plant, machinery and equipment.
- Use the correct equipment and tools for the job and any protective equipment or safety devices that may be supplied, particularly that any electrical equipment is in good working order and regularly tested.
- Ensure that toxic, hazardous and highly flammable substances are correctly used, stored and labelled; cleaning staff should pay particular attention to the COSHH Regulations (see COSHH policy).
- Report any concerns about health and safety including working practices; near misses; unsafe buildings or outdoor facilities; and defects in the premises, plant and equipment. These reports should be made using a 'Health and Safety Cause for Concern' form.
- Study the standard Risk Assessments for all activities that they are involved with and ensure that all mitigating measures are followed.
- Carry out Risk Assessments on activities that they are responsible for which represent hazards not covered by the standard risk assessments, using the templates and guidance contained in Annex 2 / Risk Assessment below; file these risk assessments as required; and correctly follow all mitigating measures set out in the risk assessments.
- Report all accidents and near misses using the procedure set out in Annex 2 / First Aid Policy below.
- Ensure that they are aware of the fire procedures and how and when to evacuate Academy buildings.
- Ensure that they are aware of which staff members in their teams are trained first aiders.
- Ensure that they are aware of the locations of the first aid boxes and the rules regarding their use.

4. Health & Safety Arrangements

4.1 Fire Safety (see Fire policy in Appendix 2)

4.1.1 The Operations and Resources Manager will ensure that a Fire Risk Assessment (FRA) is in place for the site and that this FRA is reviewed annually. The FRA must be produced by an appropriately qualified independent person or organisation.

4.1.2 The school will have in place a Fire Strategy for all buildings managed by the school, which will be reviewed annually.

4.1.3 The H&S Committee will agree Fire Evacuation Procedures based on the FRA and Fire Strategy and will ensure that all staff receive training in these procedures. The Committee will monitor the effectiveness of these procedures by reviewing reports of all fire drills and other relevant incidents.

4.1.4 The Operations and Resources Manager will ensure that appropriate staff receive Fire Marshall training, and that all staff understand their collective responsibility to minimise fire hazards and to manage evacuations.

4.1.5 The Operations and Resources Manager will be responsible for ensuring that the fire evacuation procedure is prominently displayed in all teaching rooms, offices and curriculum areas, in a clear and graphic form.

4.1.6 The Operations and Resources Manager will ensure that all equipment and facilities relating to fire safety are in place as set out in the FRA, and are serviced at appropriate intervals and kept accessible, clearly labelled and in good order.

4.2 Risk assessment (see Risk Assessment Policy in Appendix 2)

4.2.1 The school will hold risk assessments for all standard activities, which will be reviewed annually by the Health and Safety Committee.

4.2.2 In the event that any serious accident takes place, or if a pattern of similar accidents emerges during a review of accident reports, the Health and Safety Committee will review and if necessary change the standard risk assessments to mitigate against the risk of further accidents.

4.2.3 The school uses a system of 'nested' risk assessments, with high level assessments covering all general activities on site, and specific risk assessments for subjects, activities or individual lessons that present specific hazards not covered by the general risk assessment. Full details of this system are given in Appendix 2 / Risk Assessment Policy.

4.2.4 It is the responsibility of all staff to study the standard risk assessments for any activities that they are involved in, and to ensure that all mitigating measures are properly carried out.

4.2.4 It is the responsibility of all staff to identify any situations in which hazards are present which are not covered by the standard risk assessments, and to carry out a new risk assessment to cover those hazards.

4.2.5 The Operations and Resources Manager should ensure that all risk assessments are done using a standard format and are filed so that all staff can readily access them.

4.3 First Aid (see First Aid policy in Appendix 2)

4.3.1 The Operations and Resources Manager should ensure that a risk assessment has been undertaken to assess the number of qualified first aiders needed on the school site.

4.3.2 The Operations and Resources Manager should ensure that first aid kits are held at various locations throughout the Academy and are correctly stored, signposted and stocked. These supplies should be checked on a regular basis by a qualified first-aider.

4.4 Reporting Accidents (see First Aid policy in Appendix 2)

4.4.1 The Operations and Resources Manager is responsible for investigating accidents, keeping all safety records, arranging and monitoring fire drills, performing safety inspections and helping with risk assessments.

4.4.2 If an accident occurs for which the first aider attending believes an ambulance is needed, it is their responsibility to ensure one is summoned and the administrative staff on duty told of the incident immediately.

4.4.3 All accidents to staff, pupils and visitors must be reported, in writing, using the Academy's accident report form. The completed form must be filed according to procedures set out by the Operations and Resources Manager. Certain accidents must be reported to the Health and Safety Executive under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR). The Operations and Resources Manager will ensure that the Health and Safety Executive is informed of reportable incidents. Such accidents must also be reported to the Health and Safety Committee and to the Full Board of Governors.

4.4.4 All serious near misses must be reported using the 'Health and Safety cause for Concern' form. A serious near miss is defined here as an incident in which a serious accident (see below) was only narrowly avoided.

4.4.5 In the event that any serious accident takes place, the Operations and Resources Manager will carry out an investigation and provide a written report for the H&S Committee, including recommendations for action to prevent or minimise any such accidents in future. A serious accident is here defined as any accident resulting in injuries that require treatment by external services such as a GP or A&E department.

4.5 Equipment, materials and chemicals

4.5.1 Protective clothing/gloves/masks/helmets must be provided and used by technicians and site supervisory staff when required. Staff and pupils must be provided with and use protective glasses/eye shields in all workshops and laboratories. Visitors must be provided with protective clothing as appropriate.

4.5.2 The following equipment must be checked annually by approved inspectors or an appropriately trained member of staff:

- Fume cupboards
- All electrical appliances (PAT Testing)
- Workshop equipment, e.g. Lathes, kilns
- Gymnasium equipment

4.5.3 When new equipment is purchased, it is the responsibility of the Operations and Resources Manager as necessary, to ensure that it meets appropriate educational standards and that its installation and use conforms to Health and Safety requirements.

4.5.4 Equipment, materials and chemicals must be stored in the appropriate storage containers and areas. All containers must be labelled with the correct hazard sign and contents label. Managers should consider storage life when ordering new supplies. Reference must be made to COSHH and the Ionising Radiations Regulations; copies of all relevant COSHH and regulations must be kept in the Science Department.

4.6 Control of Substances Hazardous to Health (C.O.S.H.H) – (See appendix 10)

4.6.1 The Operations and Resources Manager should keep a C.O.S.H.H Register and risk assessments for the use and storage of all such substances. No new chemicals or cleaning materials may be introduced without clearance by the Operations and Resources Manager.

4.7 Trips and visits (See appendix 7)

4.7.1 Educational trips and visits must be organised in accordance with the Academy's "Off Site Policy and Procedures".

4.7.2 Transport on trips and visits should always be either via public transport, or using a professional coach or minibus hire company which provides an appropriately qualified driver. Staff should not use their own vehicles or parents or volunteers' vehicles for transporting pupils on school trips or visits, nor should vehicles be hired without drivers for staff to drive themselves.

4.8 Visitors to the school site

4.8.1 All visitors to the Academy will sign in and out at the reception.

4.8.2 No contractor may undertake work on the Academy site without permission from the Site Manager/Administrator other than in an emergency, e.g. fire, flooding or to make safe following theft/vandalism.

4.8.3 Contractors are responsible for the Health and Safety of their employees and for their safe working practices, which must not constitute a hazard to staff, pupils and visitors to the Academy.

4.8.4 Hirers of the Academy premises must use plant, equipment and substances correctly and use the appropriate safety equipment. They will be made aware of their obligations in relation to Health and Safety when making the booking. (See separate Lettings Policy)

4.8.5 Whilst on site, all visitors and contractors must wear an Academy visitor's badge. Cleaning contractor's employees must wear an identifiable uniform or an identity badge at all times. Temporary teaching staff on cover duties must sign in at reception on first arrival, and should be issued with an identity badge.

4.8.6 If a member of staff meets someone on site who they do not recognise and is not wearing a visitors badge, they should, if they do not feel threatened, enquire if the person needs assistance and direct them either to the Academy reception or off the site, as appropriate. If they are unable or unsure about making an approach, they should keep them in site and send for assistance to the office or phone the office themselves.

4.8.7 If an intruder is uncooperative in going to the reception or leaving the site, or a member of staff feels threatened, or is threatened with violence or a violent attack takes place, immediate help from the Police should be sought by telephone.

4.9 Security (see Appendix 2)

4.9.1 All staff should be conscious of all aspects of the security of people and property. In particular, the emergency exit doors on the outer perimeter of the buildings should only be used in the event of emergencies and kept secure at all other times; they should also be kept clear of bags, storage etc.

4.9.2 Maintaining security is aimed at reducing the opportunity for unauthorised persons to enter the buildings through non-designated access points. It is also necessary to be alert to the possible presence of unauthorised persons on site who may constitute a threat to staff, pupils and bona-fide visitors and contractors; staff should not

hesitate to ask an unknown person without a visitors badge if they need help, directions or take them to Reception to sign in.

4.10 Site maintenance and housekeeping

4.10.1 The Operations and Resources Manager will monitor the cleaning standards of the cleaners, to ensure that they meet the standards set out in any cleaning specification or contract. Special consideration will be given to hygiene areas.

4.10.2 The Operations and Resources Manager will monitor the efficiency of the waste collection service, ensuring that separate provision is made for the collection and disposal of hazardous materials (laboratory chemicals, broken glass etc.,) clinical waste and normal refuse.

4.10.3 The Operations and Resources Manager will ensure good general 'housekeeping' on the whole site, monitor for risks of slips trips and falls such as uneven surfaces, wet areas and steps and take preventative action when possible and otherwise remedial action as soon as possible.

5. Safety Education

5.1 The DCSF has published guidance for schools on Safety Education. This guidance shows how the curriculum for Personal and Health Education (PSHE) and Citizenship can address the issue of learning to judge risk, accidental injury and death in children and young people.

5.2 One of the aims of the Steiner Waldorf curriculum is to enable children to apply personal and social skills to a range of contexts in their lives and to develop into young people and adults who can take responsibility and initiative in their lives. Staff should routinely involve pupils in the process of risk assessment, to help to develop an awareness of health and safety, a clear sense of relative risk and an understanding of risk mitigation.

5.3 This curriculum, and the way that it is taught, promotes awareness of self, others, a healthy approach to life, health and risk management throughout the subject matter and age range (see curriculum policy and statement). Children should be made aware of their own responsibility for their health and safety and for the health and safety of others.

5.4 Teachers should address safety issues with classes in age-appropriate ways in relation to all subjects where this is appropriate and for all off site trips and activities.

6. Inspections and Audits

6.1 Periodic inspections are carried out by the Operations and Resources Manager. Regular audits will be carried out by the Health and Safety Lead Governor.

6.2 If at any time any member of the Full Board of Governors, F&R Committee or Health and Safety Committee or the Principal, Operations and Resources Manager has serious concerns about health and safety that they feel are not being addressed through normal procedures, they should in the first instance contact the Chair of Governors. The Chair of Governors should initially investigate the matter internally, but if serious flaws in H&S policy, procedure or practice emerge, an independent H&S audit should be commissioned.

7. Monitoring, Evaluation and Review

7.1 The Governing Body will review this policy annually and assess its implementation and effectiveness.

7.2 This review should be carried out in consultation with the Health and Safety Committee and with staff.

7.3 The review should focus on:

- The extent to which measures in this policy are effective in minimising accidents and addressing new hazards as they emerge, through reporting, risk assessment and staff training.
- The extent to which this policy is understood and put into practice at all levels of the organisation.
- Benchmarking and sharing of good practice with other schools.

7. Health and Safety Responsibilities Chart

	Actions	Record	Report	Review
Full Board of Governors (FBG)	<ul style="list-style-type: none"> Ensure appropriate reporting on H&S issues from F&RC 			<ul style="list-style-type: none"> Review H&S Policy annually and following any major incidents
Finance and Resources Committee (F&RC)	<ul style="list-style-type: none"> Appoint H&S Lead Governor Ensure that effective H&S Committee is in place Ensure effective reporting on H&S from school staff 	<ul style="list-style-type: none"> Minutes of any H&S issues discussed 	<ul style="list-style-type: none"> Report to FBG as required 	<ul style="list-style-type: none"> Biannual review of H&S Policy Regular review of any relevant policies
H&S Lead Governor	<ul style="list-style-type: none"> Regular site visit for H&S audit 	<ul style="list-style-type: none"> Written record of H&S site visits 	<ul style="list-style-type: none"> Report on site visits etc. to F&RC Report any serious concerns to FBG 	<ul style="list-style-type: none"> Participate in biannual reviews of H&S Policy
Principal	<ul style="list-style-type: none"> Overall responsibility for H&S within school operations Delegate day to day responsibility to SBM 			<ul style="list-style-type: none"> Participate in biannual reviews of H&S Policy
Operations and Resources Manager (SBM)	<ul style="list-style-type: none"> Ensure that H&S Policy and decisions of H&SC are properly enacted, recorded and reported Ensure appropriate resources within annual budgets and purchasing for H&S Approve new risk assessments and specific adjustments made for individual children/cases Investigate any serious accidents Arrange fire drills Arrange testing and servicing of fire, P.E., electrical, safety equipment 	<ul style="list-style-type: none"> Keep records of staff training on first aid, risk assessment, etc. Keep records of first aid cabinets and supplies Keep records of accident investigations Ensure proper arrangements for keeping records of all accidents Keep records of fire drills Keep COSHH register and risk assessments 	<ul style="list-style-type: none"> Report all serious accidents to HSE, H&SC and FBG as required under RIDDOR Provide fire drill records for H&SC. Keep accurate records of all testing and reports. 	<ul style="list-style-type: none"> Participate in biannual reviews of H&S Policy
Health and Safety Committee (H&SC)	<ul style="list-style-type: none"> Ensure Risk Assessment training in place for all staff Ensure fire evacuation training in place for all staff Ensure that FRA and Fire Strategy are in place Agree fire evacuation procedures 		<ul style="list-style-type: none"> Report three times annually to F&RC 	<ul style="list-style-type: none"> Review standard Risk Assessments annually or in case of serious accident or pattern of minor accidents Review accident records Review H&S concerns from staff
All staff	<ul style="list-style-type: none"> Carry out risk assessments when planning activities that present new hazards 	<ul style="list-style-type: none"> Record all incidents requiring first aid treatment 	<ul style="list-style-type: none"> Report any H&S concerns (including near misses) to ORM 	<ul style="list-style-type: none"> Review existing risk assessments to ensure that

			using 'H&S Cause for Concern' sheet	all planned activities are covered
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Appendices – Specific policies

Appendix 1: Fire Precautions Policy

1. Policy statement

The school will provide appropriate fire precautions to prevent fires, to detect fires if they arise, and to safely and swiftly evacuate everyone from a building in which a fire has started.

2. Staff responsibilities

2.1 The Operations and Resources Manager is responsible for ensuring that the Academy complies with the general requirements for good fire protection, including the maintenance and testing of fire detection and fire-fighting equipment and the provision of suitable fire exit routes with appropriate signage, and maintained and tested emergency lighting.

2.2 The Operations and Resources Manager shall also act as the senior person responsible for ensuring that the decisions of the H&S Committee regarding staff training, evacuation procedures and fire drills are provided with the proper resources within school budgets and general purchasing, and are carried out effectively

2.3 Any staff member who appoints or manages volunteers, contractors or visitors, or provides induction on site, is required to ensure that the fire safety precautions are brought to their attention, and to receive assurances that they will be respected and complied with.

2.4 Every staff member is responsible for maintaining fire safety by avoiding the creation of fire hazards with either flammable materials (careful storage, disposal) or sources of ignition (smoking, electrical equipment). Fire exits and routes must be kept clear and, in the event of an alarm, staff are required to make an orderly exit together with the pupils and assemble at the appointed assembly point. Staff hosting visitors are required to draw their attention to the fire safety arrangements and to guide them to the assembly point in the event of an evacuation.

2.5 All staff must be aware that the safety of the occupants is the first duty of all members of staff and fire-fighting operations should not take precedence over evacuation of the building.

3. Fire evacuation procedure

3.1 The Health and Safety Committee should approve a Fire Evacuation Procedure, to be reviewed annually or in advance of any significant changes to the school site.

3.2 The Operations and Resources Manager should ensure that the procedure is displayed throughout the school in a clear and graphic form, including in reception areas so that staff can familiarise any visitors to the school with the location of appropriate emergency exits and assembly points.

3.3 The Fire Evacuation Procedure should include:

- Plans of all areas of the school site indicating emergency exits and assembly points.
- Details of normal numbers and ages of children and numbers of staff in each room.
- Staff responsibilities during an evacuation, including the staff members responsible for checking areas such as toilets or storage rooms.
- Alternative exit routes.
- Any additional hazards such as stairs, awkward access areas etc. along with staff responsible for any actions required to mitigate such hazards (e.g. “Kindergarten 2 assistant to remain on landing until all children have passed down stairs”).

- Details of individual Personal Evacuation Plans (PEPs) for specified needs.

4. Fire Drills

4.1 The Operations and Resources Manager should organise practice drills to take place, once every half-term. Members of staff should receive regular instruction in their duties in the event of a fire or the alarm sounding.

4.2 A record of fire drills should be kept, which should include a report on any issues arising during each drill, along with recommendations for improvements. Time taken to evacuate areas and the whole school will be reported. These reports should be provided to the Health and Safety Committee.

4.3 An assembly point should be specified in advance, and the object of the drill should be to assemble all staff and pupils at this point in a rapid but orderly manner.

4.4 Drills should be arranged in which one or other of the escape routes set out in the Evacuation procedure are assumed to be impassable, so as to test alternative routes. The Operations and Resources Manager should arrange that a pupil or member of staff is missing during some fire drills to test the adequacy of the training and procedures.

4.5 The teachers at the assembly point should take a register and report to the lead admin staff member on duty. The lead admin staff member on duty should check that all adults are present at the assembly point, by reference to signing-in sheets from all entrances within the site.

5. Testing and Checking of Equipment

5.1 An inventory of alarm and extinguisher equipment is to be maintained by the Operations and Resources Manager

5.2 The Operations and Resources Manager should arrange for a designated person to check the alarm equipment every week by setting off the alarm from a different call point or detector each time. A log of these checks should be kept.

5.3 As part of the same procedure, a regular check should be made that each item of fire extinguisher equipment and/or fire blanket listed is in its correct position and in full working order. This checked should also be logged.

5.4 The emergency lights should be tested once a month by turning the electricity power off at the fuse box. Every six months the emergency lights should be fully tested for a minimum of one hour. The details and results of each test should be recorded. Any occasion of the alarm sounding should be recorded with details of the actions taken.

Appendix 2: Lost Child Policy and Procedure

1. Introduction

1.1 In the event of a pupil becoming lost whilst at the Academy (including Kindergarten), the Academy has procedures to deal with this situation. These ensure that a systematic approach to find the pupil is taken and consideration is given to the levels of risk to the pupil.

1.2 The overarching aim of this policy is to ensure that in the event that a pupil is lost, we will ensure a search is made for the pupil as soon as possible, parents and authorities are notified at the appropriate stage, and a high level of care is maintained for other pupils at the Academy /Kindergarten while procedures are followed.

2. Procedure

2.1 Once a pupil has been reported missing (or it is found on checking the register that a pupil is unaccounted for) the Academy staff will

- Check the register to confirm the pupil came to school that day
- Inform the school office to coordinate the search. A single member of the administrative staff ('the administrator') will coordinate subsequent activities until the situation is resolved.
- The administrator will send all available staff members to make a comprehensive search for the pupil
- A thorough search of all rooms, cupboards and areas of the school buildings will take place, including the grounds.
- The next level of search will start with the members of staff going to the road outside the school, the adjacent streets and the routes into Oldbury Court Estate and the allotments.
- While the initial search is made, the administrator will make enquiries of all adults and suitable pupils to establish the place and time of last sighting, the clothes that the pupil was wearing, and the mental state of the pupil (happy, upset etc.)
- The administrator will telephone the parent or carer and report the situation. They should ask the parent to come to the school, by using the normal route that the pupil would take. The teacher will then ask available members of staff to continue the search until instructed otherwise.
- The administrator or his/her assistant will then telephone the police and report the situation and follow their advice. This should be within 30 minutes of the pupil being reported missing (unless particular circumstances with an older pupil in which case a new time frame will be established based on and informed by risk assessment).
- When the parent arrives at school, if the pupil is still lost, the administrator will ask the parent to ensure that there is a responsible person at home in case the pupil has managed to make their way home.
- Telephone lines should remain as free as possible so that messages are not delayed.
- Activities for the remaining pupils will continue as normal and staff not involved in the search will give the pupils their full attention.

3. Lost Pupils on trips and visits

3.1 During off-site activities and trips we attempt to minimise the possibility of pupils getting lost by ensuring they are properly supervised by a parent, carer or member of staff. Each pupil without a parent or carer on the outing will have a responsible adult allotted to supervise them, who will be allocated a number of pupils (suitable to the age group and environment and not exceeding the agreed ratios for trips).

3.2 The teacher in charge will make sure that a roll call is carried out at suitable moments during the trip to ensure that all pupils are safe and present.

3.3 The procedures are:

- If coach travel is part of the outing, the number of people will be counted and double-checked on the coach prior to leaving and at each stop during the trip.
- If a pupil is presumed lost at the outing's venue, the group leader will insist that all adults and pupils return to a previously designated meeting point at the agreed time, (see trip arrangements and information to adults and pupils)
- A count will be made to confirm that all staff/adults and pupils are present. If confirmed that a pupil is missing, adults and pupils will be asked when they last saw the pupil, and what clothes he/she was wearing. All available adults will be asked to look for the pupil, a member of staff/responsible adult will stay at the meeting point so that if the pupil is found, this can be reported to the trip leader. If appropriate the rest of the group will continue with the trip and return to the meeting point at regular intervals.
- The Principal will be informed and their advice followed, including managing social media and press enquiries. School staff must not communicate with the press and refer any press enquiries to the Principal, who will be in touch with the Chair of Governors.
- If the parents are not on the outing, the trip leader will telephone the parents and advise them of the situation.
- The trip leader will alert officials at the venue that there is a missing pupil and take their advice.
- The police should be telephoned to report the situation and staff will follow their advice (preferably within 30 minutes, dependant on the arrangements of the trip and the age of the pupil. In all cases it is suggested that it should not be more than 30 minutes after an agreed meeting time has elapsed, and/or the pupil has been reported missing/lost).
- At the end of the outing, if the pupil has not yet been located, a responsible adult, preferably a member of staff, will remain at the venue to assist in the search, and if successful to bring the pupil back. If this is the case the police must be involved in the search and decisions on how best to proceed concerning the lost pupil; the parents must have been informed (unless un-contactable) and the Academy consulted.

Appendix 3: Violence in school – policy statement

Steiner Academy Bristol will not tolerate any form of violence, threatening behaviour or abuse by any adult against any member of the school community, or against any member of the public whilst on school property, at any school event or in the presence of school staff or governors. Such behaviour is unlawful and will be treated as an offence.

Violence, threatening behaviour or abuse by children is addressed in the school's Behaviour Policy.

Appendix 4: Security Policy

This policy should be read in conjunction with Steiner Academy Bristol's Health and Safety Policy. The aim of the policy is to ensure the safety and security of children, families, staff and property while on the school site.

1. Responsibilities

- 1.1 The Principal is responsible for ensuring that staff are adequately trained to ensure the pupils' safety whilst on Steiner Academy Bristol premises and during Academy activities off site.
- 1.2 The Principal is responsible for the development of strategies for ensuring that parents, police and the community are fully involved and consulted about security issues; and as appropriate receive a copy of this policy.
- 1.3 The Operations and Resources Manager is responsible for ensuring that regular routine security checks and annual risk assessments take place.
- 1.4 The Principal and the teaching staff are responsible for ensuring the raising of pupils' awareness in relation to their own personal safety and welfare and the safety of others.
- 1.5 All staff and volunteers must comply with the Security Policy and arrangements.

Arrangements

2. Site and Buildings

- 2.1 The site will be managed in such a way that a secure perimeter exists around the spaces generally used for education. Access to the secure education spaces will only be possible by secure gates or doors, either directly monitored by staff or with an intercom linked to the school office.
- 2.2 All buildings are fitted with an alarm system which should be monitored on a 24 hour basis, by remote monitoring.
- 2.3 Perimeter doors and gates and, where appropriate, internal doors and gates are fitted with entry management systems using either codes or tags to allow staff to enter.
- 2.4 A register of key-holders, entry code or tag-holders and alarm code-holders is kept by the Operations and Resources Manager. Staff are only issued with keys, codes or tags for the areas that are relevant to their work. Any staff who are required to open or close up the buildings should receive training in use of the intruder alarm, and this training should be also be recorded on the register of key-holders. To provide information about who is accessing the site, we may issue individual codes.
- 2.5 The buildings will be opened by appropriate staff on arrival. In general, the cleaning team will lock up the buildings at the end of their working day. However, if any areas of the school are in use for meetings or events that go on after the normal end time for the cleaning team, those staff will be responsible for locking up.
- 2.6 All staff are responsible for closing windows and checking doors at the end of the working day in the areas in which they work, as well as ensuring fire exits are clear, there are no additional fire risks from waste or electrical equipment being left on.

3. Supervision and Safety of Pupils

- 3.1 All gates that are opened for children to enter and leave school in the mornings and afternoons will be supervised by a member of the administration team to prevent unauthorised entry, or unauthorised children leaving without their named adult.

3.2 All outside play areas are supervised at any time when children are outdoors, whether this is during break or lunch, or as part of a lesson. Children are never allowed to play outdoors unsupervised.

3.3 Rotas will be arranged for staff supervision of outdoor spaces, and will be displayed in the main office and in each staff room.

3.4 If a pupil needs to be on the school site before 8.30am, parents must seek agreement from suitable staff (class teacher/guardian) for their care and supervision. Unless a specific named staff member has agreed to take responsibility for a specific pupil, children will not be allowed on site before the gates open or after the gates are closed at the end of the school day.

3. Parking

3.1 Any staff wishing to use the school car park must apply to the Operations and Resources Manager for a permit. The Health and Safety Committee will agree the criteria on which parking permits are granted. Parking permits must be displayed. Staff parking places will be clearly marked and numbered.

3.2 Parents and carers are not permitted to use the school car park when dropping off or collecting children at the normal start or end of the school day.

3.3 Visitors to the school site will be directed to an available visitors' space in the car park by administration staff. Where parents or carers are visiting the school for meetings or to drop off or collect children during the school day, they will be allowed to use the visitors' parking spaces in the school car park.

3.4 Disability parking spaces will be clearly marked and must only be used by people with a Disability parking badge.

3.5 Where a vehicle is found to be parked in an inappropriate space, the administration staff will attempt to find the vehicle owner and ask them to move it. If this is not possible, a school 'parking ticket' will be left on the vehicle explaining the problem.

3.6 Parents and carers are encouraged to park a street or two away from site so as to minimise parking and traffic problems.

4. Visitors and Contractors

4.1 All visitors and contractors working at the Academy must report to the reception office on arrival to sign in, and must sign out when they leave the site.

4.2 All visitors, volunteers and contractors must be issued and wear an appropriate identifying badge.

4.3 All parent and carers staying longer than drop-off or pick-up time to work as volunteers or to attend meetings must also sign in and out in the reception office.

4.4 Information on safeguarding, health and safety and fire procedures will be provided for all visitors, and they will be expected to respect the school's policies in these areas.

4.5 Any person on site not known to be a staff member and not wearing a visitors badge must be challenged and if necessary accompanied to the reception area to verify their permission to be on the site and issue a visitor's badge. If a staff member does not feel safe in challenging an unknown visitor, they should if possible alert the school office while staying in sight of the unknown visitor, for example by calling using a mobile or by sending another staff member as a messenger.

4.6 Visitors to the school should in general be accompanied by a staff member at all times while on site.

4.7 When contractors are working on site, if at all possible they should only access the site outside of school hours. If it is necessary for contractors to work on site during school hours, they must be accompanied by a member of staff at all times.

4.8 All staff should be vigilant regarding contractors, who should always wear a visitors badge and should not be moving around the site unaccompanied during the school day.

Appendix 5: First Aid Policy

1. Aims

The Academy aims to adopt a comprehensive first aid policy that provides suitable care for pupils, staff and other people who may be at the Academy or accompanying a trip. Management of Health and Safety at Work Regulations 1999 require that an accurate assessment of first-aid needs is carried out, and that there is an adequately trained first-aider on the premises to deal with any incidences that may occur.

The aim of this policy is to ensure that first aid provision is available at all times during school activities whether on the school site or elsewhere.

2. Objectives

- To appoint the appropriate number of suitably trained people as Appointed Persons and First Aiders.
- To provide relevant training and ensure monitoring of training needs
- To provide sufficient and appropriate resources and facilities
- To inform staff of First Aid arrangements
- To keep accident records and to report to the HSE as required under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.

3. Who does the policy cover?

This policy covers anyone who enters the school site or participates in any activity run by the school elsewhere: pupils, teachers, pupils, administration staff, temporary, voluntary, part-time or full-time workers, parents and visitors.

4. Responsibilities

4.1 Definitions

a) First Aid – is the treatment of minor injuries that would otherwise receive no treatment or do not require treatment by a medical practitioner. In cases where a person requires treatment by a medical practitioner or nurse, first-aid aims to preserve life and minimise the consequences of injury or illness until such help is obtained.

b) A First-Aider is someone who has undergone a training course in administering first-aid at work and holds a current first-aid certificate. This certificate is valid for 3 years; training updates will need to be attended.

c) An appointed person is someone who takes charge when someone falls ill and calls an ambulance if required. Appropriate training updates (3 yearly) will need to be attended.

d) A Portable kit is a very basic first-aid kit given to teachers for trips and visits outside of the Academy premises or used to supply specific areas in the Academy (a general fuller kit being held centrally on site).

4.2 Training and management

4.2.1 Governors

- The governing body is responsible for health and safety within the school, which includes the policy and implementation of first aid.
- First aid provision for staff, pupils and visitors will be inspected as part of governor's Health and Safety visits and reports.

4.2.2 Principal

- The Principal will ensure that a scheme is in place for first aid training for appropriate staff, including record-keeping and top-up training as required.
- The Principal will ensure that information on first-aid provision forms part of induction programmes for new staff, pupils and pupils.

4.2.3 First Aid lead

- A First Aid lead will be nominated within the Administration staff team.
- The First Aid Lead will ensure that all first aid kits are kept in good order and that supplies are re-ordered as necessary.

5. Administering first aid

5.1 Trained staff

- 5.1.1 First aid will always be administered by a designated person who has received appropriate training.
- 5.1.2 The staff team will be structured and timetabled such that at all times there is a trained first-aider working in each separate building in which children are present within the school site.
- 5.1.4 All teaching staff will be offered basic first-aid training. A list of the first-aiders will be made available in the Reception office and staff room and in the H&S file.
- 5.1.5 Paediatric first aid requires specific training. At least one member of staff with paediatric first aid training will be present in each class when children under seven are on site.

5.2 First aid kits

- 5.2.1 The school will provide a first-aid kit for general use in the Reception office and another in or adjacent to the Staff room.
- 5.2.2 There will be a first-aid kit in the woodwork room, the science labs, the pottery, the machine room, the handwork room and the sports hall. Each of these spaces should be risk-assessed to determine appropriate first aid materials to have available.
- 5.2.3 The kits will be checked each term by the First Aid Lead and will be re-stocked if and when items are used or become out of date.
- 5.2.4 Surplus first-aid supplies will be kept in the main office.
- 5.2.5 Portable first-aid kits must be taken on the Academy trips, and will be checked as above.

5.3 Incidents

- 5.3.1 When a 'first aid incident' occurs, it should be notified to the school office so that a First Aider can be called to take charge (if the FA is in charge of pupils at that time, the office staff will be asked to send a replacement ASAP).
- 5.3.2 The designated first-aider will administer first-aid.

5.3.3 An ambulance will be called if it is deemed necessary (by first-aider/appointed person or person with their instruction). If this concerns a pupil, a member of staff known to the child will travel with them to the hospital and stay until their parent arrives. A copy of the pupil's emergency contact details and medical needs sheet should also be taken by the member of staff.

5.3.4 The First Aid Lead (or designated person) must be informed when emergency services are called. It is the First Aid Lead's responsibility to inform other members of staff of such situations as required by the Health and Safety Policy.

5.3.5 Parents, carers or emergency contacts will be informed as soon as possible of any serious injury to a child or staff member.

5.3.6 After any incident in which first aid is administered, a written record must be made in the accident book. This will be retained in line with the School Records and Retention policy.

5.3.7 An injured child must not leave the Academy without a staff member or a parent or carer.

6. Emergency Contact Forms

6.1 All staff will complete a medical questionnaire when joining the Academy, identifying any medical needs and an emergency contact. It is the duty of all staff to indicate any changes to these to the Administrator. These details will be held confidentially by the Administration.

6.2 Parents will complete a form for each child in the Academy, listing emergency phone numbers and any specific medical conditions (this is part of the admissions procedure). It is the parents' responsibility to make sure they update the Academy when necessary.

6.3 Children with specific medical needs will have their photograph displayed out of sight in the main office or kept in a confidential file so that all staff are able to identify them. A brief description of their condition and treatment will be placed alongside.

7. Allergies, Anaphylaxis and Medication

7.1 Any member of the school community who has a severe allergic reaction to something (e.g. nut allergy) and carries an Epipen will have information displayed (including photograph) in the main office. See 7.1 above.

7.2 The Academy will ban the substance that causes the allergy from site if this is practical and reasonable.

7.3 If children are on roll who may require an Epipen, all staff will receive training in how to use an Epipen. **No member of staff may administer an Epipen without appropriate training.** This training must be conducted by a professional.

7.4 The school's Administration of Medication Policy covers the routine administration of prescribed medications. Medication can only be administered by those authorised to do so and with express parental consent and information, in line with our medicines policy.

8. First-aid accommodation

The Education (School Premises) Regulations 1996 require every school to have a suitable room that can be used for sick children. This room is located on the first floor of the main block, in the Administration area. This room will be available for pupils should they require a quiet space to lie down if they are feeling unwell and are waiting to be taken home. First Aid care will take place in Reception or at the site of the incident or closest suitable room.

9. Hygiene and infection control

9.1 Staff should take precautions to avoid infection and must follow basic hygiene procedures. Single-use disposable gloves and hand washing facilities should be used when dealing with blood or other body fluids.

9.2 Whenever blood or body fluids are spilt, the appropriate procedure must be used to remove the risk of exposure to blood-borne pathogens. Annex 1 to this policy (below) sets out safe procedures.

10. Reporting accidents and record keeping

10.1 All accidents must be reported in the Accident book which is held in the Main Office. Remove completed accident form and hand to the First Aid Lead or the Operations and Resources Manager who will be responsible for reporting RIDDOR as appropriate.

10.2 Under the reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) some accidents must be reported to the HSE (Health and Safety Executive).

10.3 The school will keep a record of any reportable injury, disease or dangerous occurrence including;

- i. The time, date and place of event
- ii. The person involved and brief description of disease or injury;
- iii. The name and signature of the first-aider who dealt with the incident.
- iv. Names of any witnesses if appropriate.
- v. Following action i.e. went home, stayed at school etc.

NB This applies on trips as well.

Records should be kept for a minimum of ten years.

10.4 In conjunction with the Operations and Resources Manager, the Principal will take the decision based on RIDDOR guidelines as to whether the incident needs investigating, and if so:

- will delegate a member of staff to conduct the investigation and notify all staff and the injured party that the investigation is to take place
- The delegated member of staff will take the responsibility of communicating with the injured party and the family for the period of the investigation
- In the case of 'Death or Major injury' RIDDOR must be notified as soon as is practically possible
- In the case of a 'seven day injury' RIDDOR must be notified within 15 days
- The full investigation will be completed within 10 working days, and a written letter or report from the Principal to be sent to the injured party and/or their family within 2 weeks of the date of the incident.

10.5 A copy of any report is to be kept in the accident file and submitted to the Health and Safety Committee.

11 Reporting of accidents for different groups

11.1 Context

Schools work with individuals and groups which fall outside of the definitions of an employee as defined by RIDDOR, and therefore different criteria are used to determine whether a RIDDOR investigation is required. This section is meant for ease of use and quick reference.

11.2 Employees

Any person engaged in delivering any aspect of the work of Steiner Academy Bristol, this includes those in unpaid and casual positions

RIDDOR notified if:

- Death
- Specified injury (Full definition on HSE site)
- Seven Day injury
- Dangerous occurrence

11.3 Persons 'not at work'

Pupils, parents, members of public, visitors not connected with the work of Steiner Academy Bristol whether adults or children.

RIDDOR notified if:

- Any death on school premises
- Any injury associated with the work of Steiner Academy Bristol that required further treatment in hospital.

11.5 Foreseeable injuries

Foreseeable injuries, which are those associated with the educational activities of the school, are not normally reportable to RIDDOR.

However, RIDDOR must be notified if an injury required hospitalisation **and** was caused by either:

- A failure of equipment
- A failure of 'good practice' relating to Steiner Academy Bristol's organisation, physical infrastructure, policy or supervision of pupils.

12. Monitoring and statistics

Records of all first aid incidents should be collated regularly and passed to the Health and Safety Committee so that trends and patterns can be identified. Standing risk assessments should be reviewed in light of this data so that higher-risk activities can be avoided or mitigated.

13. Policy review

The First-aid policy will be reviewed annually by the Governors.

14. Related policies

- Administering of Medication
- Policy and procedure for Children with Medical needs
- Communicable diseases information –Parents & Staff handbooks

15. Cleaning up blood and bodily fluids

Proper Blood Clean Up

Exposure to potentially hazardous blood is a very real concern for anyone working in a youth-focused or community-based organization. When a child falls or gets a bloody nose you might be asked to clean it up. Exposure to blood-borne pathogens must be dealt with correctly to avoid risk.

It is important to remember two things whenever you're asked to clean up blood:

1. Always assume the blood is infected with a dangerous disease like HIV, Hepatitis B or C.
2. Have the right clean-up equipment and use it properly.

Blood-borne Pathogen Clean-up Supplies Checklist

Bodily fluid spills may require some specialized equipment depending on their location within the facility, the size of the spill and the type of spill, but most can be cleaned safely using the equipment recommended in OSHA's Blood-borne Pathogen Clean-up Kit.

- Disposable gloves
- Absorbent materials (e.g., kitty litter, sand, etc.)
- Disinfecting towelettes
- Biohazard bag with zip tie
- Scoop
- Protective cap
- Eye protection
- Protective gown
- Mask

How to Clean Up Blood in Different Types of Conditions

Sometimes it won't be easy to simply block off an area and follow general blood clean-up guidelines. Read through the following descriptions to ensure you're prepared for any blood clean-up experience.

Blood Spills on Non-Carpeted Floors

A hard, non-carpeted surface is the most common setting for blood spills. These surfaces include tile, ceramic, vinyl, linoleum, metal, wood, cement, and any other non-absorbent flooring. Cleaning up blood and other bodily fluids off these surface types is easier than absorbent surfaces, but there are still important steps for you to consider.

Spills on hard surfaces often spread over larger areas so it will be necessary to contain the spill quickly. The procedures for cleaning up spills on these surfaces are:

Block off the area until clean-up and disinfection is complete. No visitors or unprotected staff members should be able to access the area.

1. Put on disposable gloves.
2. Wipe up the spill as much as possible with paper towel or other absorbent material.

3. Gently pour bleach solution – 1 part bleach to 9 parts water – onto all contaminated areas.
4. Let bleach solution remain on contaminated area for 20 minutes and then wipe up remaining bleach solution.
5. All non-disposable cleaning materials such as mops, brushes and rags need to be disinfected by saturating with a bleach solution and then allowed to air dry.
6. Remove gloves and place in a garbage bag with all other soiled cleaning materials.
7. Double bag and securely tie up garbage bags and discard.
8. Thoroughly wash hands with soap and water.

Blood Spills on Carpeted Floors

Blood spills on carpeted floors are some of the most difficult to clean up due its absorbent nature. The majority of buildings contain at least some amount of carpeting, which is why it is important to know how to respond to spills in these areas. Many of the procedures for cleaning up blood on carpet will be the same as any other area, but there are a few additional concerns. In addition, there is no way to disinfect carpet completely so the best option is to sanitize as thoroughly as possible.

- **Work Quickly:** Blood or other bodily fluids can harden or set up quickly on carpeting, making it much more difficult to clean. Respond quickly, but make sure to follow all safety precautions like wearing appropriate PPE, securing the area, and ensuring the injured individual is safe.
- **Use Appropriate Products:** Bleach and other decontamination products can damage or destroy carpet. The best way to clean these areas is to use manufacturer approved carpet shampoos and cleaners. Make sure you select a product with some anti-microbial properties to help sanitize the area as thoroughly as possible. Another recommendation is that after the area is cleaned and dried repeat the process once or twice more since the absorbent nature of carpet can still conceal some pathogens.
- **Steam Clean:** Depending on the nature and size of the spill, it is advisable to perform a steam clean of the carpet. Steam cleaners will clean, remove debris, and sanitize carpeting more completely than conventional washing. Although there is some additional cost to steam cleaning, it is the best way to protect against blood-borne pathogens.
- **Change Carpet Tiles:** Removable carpet tiles are a great way to protect against exposure to blood-borne pathogens. Carpet tiles are often less expensive than traditional carpet, and if a certain area becomes heavily soiled with blood they can easily be removed and replaced. Be sure to dispose of them properly after being saturated with blood or any other potentially infectious bodily fluid.

The basic protocol for cleaning carpets and removing the threat of blood-borne pathogens is listed below. Please note that even when these steps are followed there is no guarantee that the threat of blood-borne pathogen exposure is 100% eliminated.

1. **Put on Disposable Gloves:** No matter what type of surface you're cleaning, always put gloves on first.
2. **Contain the Spill:** After a spill, it is important to keep it as contained as possible to avoid allowing the affected area to spread. Create a barrier around the spill with an absorbent material.
3. **Initial Disinfect:** Once the area is contained, spray the affected area with an appropriate carpet detergent to help kill some of the surviving pathogens. After spraying the area, allow it to sit for 10 minutes so the disinfectant has time to work.
4. **Blot up Excess Fluids:** Use disposable towels or rags to blot as much excess fluid as you can and then carefully dispose of the soiled rags in a sealable bag.

5. **Extract Absorbed Fluids:** The carpet will absorb some of the fluid so removing them will be the next step. Use a wet-vacuum to thoroughly wet and remove any fluids. Repeat the process of wetting and suctioning several times. While wetting the affected area be sure to prevent any water from spreading beyond the initial boundary.
6. **Re-disinfect:** After vacuuming, thoroughly re-saturate the area with an appropriate disinfectant. Follow your carpet manufacturer's recommendations since certain products can damage carpet fibres and dyes.
7. **Let Sit:** After completely disinfecting the area, allow the disinfectant to set and work for up to 20 minutes to make sure it has the full effect.
8. **Third Disinfect:** Repeat the previous two steps of disinfecting and then allowing to sit for 10-20 minutes.
9. **Rinse:** Once the final round of disinfecting is complete, rinse the area one last time to remove any remaining detergent or disinfecting solution. After rinsing, wet-vacuum the area.
10. **Dry:** Next, dry the area thoroughly with rags to draw out any remaining moisture and then place fans near the area to completely dry it,
11. **Wrap up:** After the area is clean, properly dispose of all rags and PPE contaminated by the spill. In addition, thoroughly clean all other equipment used during the spill clean-up.

Blood Spills on Furniture

Like bodily fluid spills on carpet, spills on furniture are difficult to clean as well. There are, however, certain steps you can take to make sure it is as clean and safe as possible. As is the case with blood spills on carpet, it is important to contain the spill as quickly as possible.

Cleaning blood off of furniture depends on what type of furniture is contaminated. Cloth furniture needs more treatment than wood or metal furniture. Depending on the type of cloth furniture and the degree of the spill, the best cleaning method is to remove the cloth covering, if possible, and launder it by itself on a warm wash cycle. If the cloth furniture does not have a removable cover, then it is best to treat the spot as you would a blood spill on carpet and disinfect, let sit, and repeat several times.

There are also professional services that can clean furniture much more effectively and thoroughly if the spill is severe enough. Blood spills on metal and wood furniture are not as laborious as those on cloth furniture, but it is important to point out that blood-borne pathogens are still a threat. Metal, wood and any other non-porous furniture should be cleaned just like a blood spill on a non-carpeted surface.

Appendix 6: Positive handling policy

Please see separate policy developed outside the brief of the H&S policy

Appendix 7: Off-Site Policy and procedures

1. Introduction

Steiner Academy Bristol considers off-site activities and trips to be a valuable and necessary part of the learning and way of fulfilling the curriculum. Teachers wish these trips to be a complete and balanced experience of learning that supports the wholeness of the curriculum. Trips will therefore include social/emotional, practical and academic learning and experience. The Academy will endeavour to make trips as well organised and safe as possible/reasonable and will encourage children as they get older to consciously work with risk assessing as part of their education.

The school uses a standard off-site trips and activities risk assessment as the basis for risk assessment of all such events. This risk assessment must be followed by all staff in preparing to take a group of children off site.

2. Parental consent

2.1 The school office should hold a signed parental consent form for each child, to cover all normal trips and outings. This consent covers all trips and outings that do not present any special risk, such as educational visits to museums, local walks, etc. A general trips risk assessment will be in place, and in planning trips, teachers should check whether the trip entails any risks that are not covered in the general trips risk assessment. If the trip does not entail any additional risks, it will be covered by the general parental consent for trips and outings. If new risks are present, then specific consent must be sought from parents and carers.

2.2 Where a trip does entail risks not covered by the general trips risk assessment, a new consent form must be signed by each parent specific to the outing. It must include the date; place to be visited; contact details of the teacher whilst away; the activities; travel arrangements; and any other relevant factors. This should be accompanied by, or follow, a letter to the parents concerning the trip and the educational rationale. The consent form should include an opportunity to provide new or additional include medical information and emergency contact details. Pupils will not be allowed to go on an outing without this form being returned to the school before departure.

3. Lead teacher

3.1 For every outing there will be a Lead Teacher who is the organiser or designated leader and carries full responsibility at all times. This person is responsible for ensuring the school's policy and procedures are carried out and should plan carefully, using the trips and outings checklist, in order to make the outing as safe and problem free as possible.

3.2 The Lead Teacher is responsible for the safety of both pupils and adults at all times and will make suitable arrangements to ensure this. These will include head counts/ taking the register at appropriate moments during the trip.

4. Planning

4.1 All trips must be agreed by the Principal who will look at the pedagogical aspect, the rationale for the trip, the suitability of the venue and arrangements, the cost and transport, and the safety of a particular teacher as the leader. This agreement can cover a series of regular trips such as local walks, or a programme of planned trips for a term or school year.

4.2 All trips should be planned to include all the pupils of the class or group, whatever their ability, physical needs or cultural background. Where necessary additional arrangements may be needed to be inclusive. This does not mean that if one pupil cannot go swimming, for example, no pupil may.

4.3 The Lead Teacher must carry out a risk assessment for all trips, using the general trips and visits risk assessment as a starting point and identifying any additional or specific risks. The number of adults present will be based on the Risk Assessments. (If using an accredited activity centre the Lead Teacher will only assess the part of the trip for which he/she is directly responsible, but should ensure that a risk assessment is in place for the activities run by the centre, and that the school has a copy.)

4.4 For any overnight trips, separate rooms should be arranged for adults and children. Depending on the age of the children, it may be necessary to ensure that adults sleep within hearing distance of the children. All safeguarding and other Academy procedures will apply at all times and the centre's own policies will be observed. Copies of the Academy's insurance will be made available to parents. The Charges and Remissions policy cover financial aspects.

4.5 The school office will hold copies of all the trip details and emergency contact numbers and act as contact both for parents or school staff and those on the trip in case of concern or emergency.

4.6 The Lead Teacher must complete a Trips and Outings form for every trip (or series of regular trips such as local walks). This form must be passed to the Operations and Resources Manager, who will check that the school's requirements have been met in terms of planning; risk assessment; staffing; transport; etc. before agreement to go ahead is given.

5. Staffing

5.1 All off-site activities and trips will include at least 2 responsible adults, the Lead Teacher and a support person.

5.2 As a minimum all trips will meet the DCSF requirements on ratio of children to adults which are

- Kindergarten (5-7yr) – one adult to every 6 pupils (please note younger children need greater care, so that for KG the ration should be at least 1 to 4)
- Classes 1 & 2 – one adult to every 6 pupils
- Classes 3 to 5 – one adult to 10 pupils
- Classes 6 to 10 – one adult to 15 pupils, however school policy is that 1 to 10 is a minimum for good supervision, care and education).

The Lead Teacher may use their discretion to include higher ratios of adults according to age and ability of children, and type and length of trip/activity.

5.3 All adults accompanying trips must have a DBS check and other appropriate safeguarding checks as required by the school's Recruitment and Vetting Policy. This includes parents or other volunteers. This must be checked well in advance as a new DBS check can take some weeks.

6. First Aid

6.1 A suitable First Aid Kit and at least one mobile phone should be taken on every trip (to include a charger if on overnight trip).

6.2 All Trips will have a suitably qualified First Aider unless a Risk Assessment shows that this is not necessary. Wilderness trips, overseas trips and other trips with an element of significant danger will have a First aider with a 3 or 4-day training/qualification.

6.3 If relevant, all adults should make themselves aware of the position of emergency exits, fire extinguishers and alarms at the venue.

- 6.3 During the trip all accidents must be reported to the Lead Teacher who will take responsibility for any appropriate decision-making, and must record it in the school office on return. (Any serious accident must be reported to the school on the day it occurs. The Principal will be informed and their advice followed, including managing social media and press enquiries. School staff must not communicate with the press and refer any press enquiries to the Principal, who will be in touch with the Chair of Governors.)

7. Safety and conduct on trips

7.1 If transport is by vehicle, seat belts must be worn and only the permitted number of passengers may travel in the vehicle. Confirmation should be obtained from the organisation supplying vehicles and drivers that all vehicles have suitable insurance cover and that drivers have a current and appropriate licence for the vehicle and passengers. A second adult per vehicle is expected if more than 4 pupils are on board.

7.2 The Lead Teacher is responsible for ensuring that any volunteers/accompanying adults are aware of all plans for the timing, itinerary and organisation of the outing, of the responsibilities of every member of the party and of discipline and behaviour strategies, Lost Child policy and procedures and of the elements of the Risk Assessments. In most situations, the main authority is the Lead Teacher.

7.3 Caution is necessary concerning Safeguarding/Child Protection issues: as a guideline, all adults on the trip should follow these principles: read the code of conduct /behaviour (Safe Working Practice) for staff before leaving and be made aware of appropriate policies and what to do in case of violent or dangerous behaviour though the potential for this should be mitigated by a robust risk assessment which includes the possibility that some children may not attend, or are taken in a much smaller group. In general:

- Avoid inappropriate physical or verbal contact with others
- Protect your own and children's privacy, particularly in the case of overnight outings
- Refrain from showing favouritism
- Never make suggestive remarks or gestures, or tease pupils
- Report any concerns about inappropriate behaviour to Lead Teacher or Designated Safeguarding Lead, as soon as possible.

7.4 The Lead Teacher is responsible for making sure children's welfare, health and safety is cared for at all times; this includes sufficient warm clothing, wet weather gear, sun cream/block and sunhats and drinking water etc, depending on weather conditions.

7.5 The Lead Teacher is also responsible for stopping the trip if the risk to the health or safety of the pupils' is/or becomes unacceptable, and to have contingency plans in the event of unfavourable weather conditions, transport breakdown and in the event of a pupil needing to be sent home.

7.6 Staff must not smoke or vape or consume alcohol or drugs on outings. (For overnight trips with sufficient adults, smoking/vaping during 'time off' and well away from pupils may be agreed by the lead teacher but alcohol and drug use will not be agreed).

Appendix 8: Candle Policy

1. Introduction

Within our school, candles are used at the discretion of the teacher at such times as during the morning verse; as part of seasonal festivals; when celebrating pupils' birthdays; and as part of the science curriculum.

2. General use of candles

2.1 Candles should only be lit or left alight while a teacher or responsible adult is in the room and free to monitor the lit candle. If a teacher has lit a candle but then needs to leave the room or to move to another part of the room to attend to children's needs, they should extinguish the candle straight away.

2.2 Candles should only be placed well away from any flammable materials; away from potential contact with people moving around the room; and away from curtains or other fabrics.

2.3 Candles must be placed in candleholders which hold them securely; which catch any spilt or overflowing wax; and which are not good conductors of heat (wood or ceramic are best).

2.4 Candles may only be lit by a teacher or responsible adult or under their immediate supervision.

2.5 All matches and lighters must be kept in a locked cupboard, drawer or container where they cannot be accessed by children. In situations where matches and lighters are used repeatedly (e.g. festivals) they should be kept in a pocket rather than left out on a table. Spent matches should be put in an appropriate bin, not put back in the box.

2.6 Teachers shall routinely make the pupils aware of the danger of fire and instruct them not to interfere with candles, candle-holders, matches and lighters.

2.7 Teachers should always ensure that they know the whereabouts of the nearest fire extinguisher and call point.

2.8 Candles and all wax products shall be stored away from sources of heat.

3. Candles on Christmas Trees, Wreaths and within Advent Spirals

3.1 Christmas trees and Advent wreaths are an important part of the Academy's seasonal festivals. Although the use of candles with evergreen foliage presents additional risks, these can be mitigated through careful usage.

3.2 Any evergreens such as Christmas trees or Advent wreaths should be fresh with no dried leaves or falling needles.

3.3 In any situation where candles will be used around foliage, a single staff member will take responsibility for safe usage. This staff member will have read the candle policy and know the location of the nearest fire extinguisher and first aid box.

3.4 Christmas tree containers shall be securely placed on the floor weighted down so as to be difficult to move. The tree shall be immovable within its container. If it is deemed necessary to prevent tipping, the treetop will be attached securely to the roof or wall behind with wire.

3.5 Advent wreaths should be placed on secure and stable table away, away from exits and entrances to the room. To prevent injury from falling hot wax, advent wreaths should not be suspended from fixings to the ceiling.

3.6 The floor area under a tree or wreath shall be non-flammable, so that any falling candle cannot start a fire. If the wreath is on a table the area within candle falling distance will be non-flammable (or slow to ignite such as a wooden table).

3.7 Trees or wreaths should be placed so that people will not be walking close to them, and with no flammable materials in the vicinity. Teachers and support staff are responsible for educating children about the risks and for ensuring good behaviour to mitigate the risk.

3.8 Candleholders must hold the candle securely upright. The pendulum type is ideal for use in trees. They should be checked before each event to make sure they function properly.

3.9 In trees, candles must be placed so that there is a minimum of 300mm (one foot) clearance between the flame and the branches above a candle.

3.10 Spray the tree with water immediately prior to lighting the candles, to minimize the risk of fire. Advent wreaths should be sprayed daily or soaked weekly if the interior is made of moss, florist's 'oasis' or other absorbent material.

3.11 When candles are to be lit in trees, there should be an observer on hand, with a clear view of the tree, trained in the use of fire extinguishers and first aid. The observer should be provided with:

- Candle snuffer (with long handle if needed)
- A dry powder fire extinguisher or large water fire extinguisher.
- A fire blanket, to be used if clothing catches fire.
- A bucket of cold water to treat burns if no running water is immediately available.

3.12 All candles in both trees and wreaths must be extinguished as soon as possible at the end of the activity and ALWAYS before the responsible person leaves the room.

3.13 Windows and doors will be kept closed while the candles are alight to prevent drafts.

Appendix 9: Manual Handling Policy

1. General policy statement

- 1.1 The school will ensure that staff and pupils are protected from the risk of injury through manual handling.
- 1.2 The need for hazardous manual handling will be minimised or eliminated where it is reasonably practicable to do so.
- 1.3 Staff will assess and reduce risk of injury arising from manual handling operations that cannot be avoided.
- 1.4 Staff will be provided with appropriate information, instruction and training.

2. Definition

Manual handling: the transport or support of any load by human effort as opposed to mechanical handling by crane, lift, truck etc. This includes lifting, putting down, pushing, pulling, carrying or moving by application of bodily force.

It also includes operations where mechanical assistance is used but human effort is still required to move, steady or position the load.

A load is any moveable object. It includes persons, animals and heavy tools, boxes, piles of books, furniture.

3. Legislation

The Manual Handling Operations Regulations 1992 (as amended) require employers to avoid hazardous manual handling as far as reasonably practicable; assess the risk of injury from any such tasks that cannot be avoided; and introduce measures to reduce these risks as far as reasonably practicable.

4. Responsibilities

The Governors of the Academy must:

- Ensure that adequate local arrangements are in place to achieve compliance with the policy.
- Ensure that appropriate reporting mechanisms are in place for accidents or failure to comply with the policy.

The Principal must:

- Ensure that appropriate mechanical aids & equipment are available.
- Ensure that information on safe lifting techniques is provided to all members of the school community.
- Organise work under their control so as to minimise the need for manual handling.
- Ensure that hazardous manual handling tasks are identified; that risk assessments are carried out; and that controls identified as part of risk assessments are properly followed.
- Ensure that staff, volunteers and pupils receive information instruction and training appropriate to their likely involvement in manual handling tasks.

Staff must:

- Follow guidelines and instruction provided.
- Participate in training as required.
- Inform the school office if affected by an illness or injury which may impair their ability to handle loads safely.
- Follow proper reporting procedures for any injuries, accidents or near misses resulting from manual handling.
- Make use of any equipment provided, in accordance with their training and instruction.
- Ask for help if they need it.

5. Guidelines for safe lifting

Safe Lifting begins with proper planning to avoid placing yourself in a situation where your back is at risk of injury. A few things to consider when approaching a lifting job are given below.

- Be familiar with the load. Be sure that you know the weight of what you are trying to lift and how the weight is distributed. Assess the dimensions of the object, its grasp points, and how it should be carried. If you are lifting a package, know what is inside as the contents may shift during lifting or could protrude through the side of the package.
- Be sure you have a clear path of travel and destination point. Sudden or awkward movements when lifting or carrying an object can result in injury. Before picking up an object, look at the path of travel to make sure no obstacles exist, such as trip/slip hazards or closed doors. Also be sure that the destination point is clear so that you don't have to place yourself in an awkward position when trying to move something out of the way in order to put the object down.
- Consider reducing the size/weight of the object. Break heavy loads down into smaller portions that are less strenuous on your back.
- Consider obtaining mechanical or human assistance. If the weight of an object is in the upper range of your lifting ability, consider getting assistance from a co-worker rather than placing yourself in a position where you may get hurt. Give thought to using a mechanical device, such as a dolly, cart, or other piece of equipment rather than placing the strain on your body.

The 10 Steps to Proper Lifting

1. Assess the load.
2. Prepare yourself.
3. Stand with feet shoulder width apart.
4. Bend with the knees, keeping the natural curves of your back in alignment.
5. Grip the object, pulling it in close to your body.
6. Tighten your stomach muscles.
7. Keeping your back in alignment, lift with the legs in a slow, smooth motion while exhaling.
8. While carrying a load, keep it close to your body, and do not twist or bend at the waist.
9. Put the object down the same way in which you picked it up.
10. Rest in between lifting tasks.

Proper lifting technique is to avoid motions or postures that place your back in a position where it is susceptible to injury. The primary motions to avoid are bending, twisting, and sudden movements.

Appendix 10: Control of Substances Hazardous to Health

(including use of chemicals within the curriculum)

1. Introduction

The policy adopted to control the risks presented by substances is straightforward and it is there to protect staff, pupils and visitors to the Academy from unreasonable risk associated with Chemicals and other hazardous products.

2. Planning and record-keeping

2.1 The Operations and Resources Manager must authorise any new substances or chemicals before they are brought onto the school site. No new chemicals are allowed on the school premises without the appropriate data sheet.

2.2 The Operations and Resources Manager must keep a register of potentially hazardous substances used on the premises. Appropriate data sheets are included in this file.

2.3 The substances listed on this register, their method of use and storage have been assessed by the Health and Safety lead. A copy of these assessments and all relevant data sheets are kept with each register.

2.4 Wherever possible high-risk substances will be replaced by low or no risk substances.

2.5 Where the use of high-risk substances is unavoidable in lessons it is the Science teacher's responsibility to ensure safe methods of work are followed and appropriate Personal Protective Equipment is used if needed.

2.6 Chemicals and other hazardous substances for use in lessons should always be ordered from a reputable school supplier, to ensure correct labelling; exact concentrations; safe storage vessels; and appropriate data sheets and other information.

2.7 All safety equipment in the science labs, such as fire shutters, gas supply cut-offs, electrical circuit-breakers etc, must be tested on a regular basis. Records of this testing should be held by the school.

3. Storage and access of educational supplies

3.1 All chemicals used for educational purposes to be stored in the prep room, hazardous chemicals to be stored in the locked cabinet.

2.5 The Science lab doors should remain locked at all times unless a lesson is taking place. The science prep room door should be locked at all times.

2.6 A secure chemical cupboard must be used, with only one key held by a designated member of staff. Only one spare key will be kept in a secure 'emergency key cupboard', and no any other person should have access to the cupboard unless supervised, except the emergency services in the case of an emergency.

2.7 All chemicals must be labelled with the appropriate hazard symbols.

2.8 Data information sheets held on each chemical should be kept in a file in the lab for reference.

2.9 Only staff with appropriate training may use any hazardous chemicals in lessons.

4. Use in lessons

4.1 Potentially hazardous experiments must be risk assessed by the teacher concerned beforehand.

- 4.2 At the start of any lesson involving hazardous substances, health and safety must be discussed and rules should be discussed and agreed.
- 4.3 Safety glasses and other appropriate protective clothing or equipment must be available for all pupils/ and adults.
- 4.4 Pupils will not be left unattended in the science labs or with access to hazardous chemicals at any time.
- 4.5 Any hazardous substances should be carefully prepared, if necessary before the lesson starts. They must then be locked away in the secure storage cupboard at the first opportunity after use.

5. Hazardous substances used in cleaning or maintenance

- 5.1 The school will use low risk products for cleaning and maintenance. Where possible, biodegradable and non-irritant products will be used.
- 5.2 The procedures for planning and record-keeping set out in 2 above should be followed for any hazardous substances that are required for cleaning or maintenance.
- 5.2 Any hazardous substances that are required for cleaning or maintenance should be stored in a locked cabinet within the cleaning cupboard or other appropriate area that is not accessible to children or unauthorised staff.
- 5.3 Where the use of high risk substances is unavoidable for cleaning maintenance, it is the cleaner or maintenance person's responsibility to ensure that safe methods of work are followed and appropriate Personal Protective Equipment is used if needed.
- 5.4 Cleaning or maintenance staff are responsible for ensuring that the Personnel Protective Equipment is suitable, stored and maintained in effective working order.

Appendix 11: Falls from Height Policy (including tree climbing)

1. Introduction

Falls from height present a significant risk of serious injury. If a person falls from a height of two metres then serious injury is highly likely; around 35% of fatalities caused by falls were from heights of five metres or less.

At present, legal requirements to minimise such risks appear in general form under HASAWA and MoHASAW; also in somewhat more detailed form in Regulation 13 of WHSW.

There is no specific definition of “height” - this is determined by risk assessment and will vary according to ground circumstances and conditions (an obvious example is that risk of injury from a fall “from height” will be greater if the fall is on to a hard surface than soft earth). As a result, any activity that presents a risk of falling must be properly planned, supervised, and carried out in a safe manner by competent persons.

2. Policy statement

2.1 The school recognises the severity of the risk presented by falls. The possibility that a child could fall from a height greater than 2m will be treated as an unacceptable risk.

2.2 The school will aim to remove the risk that a child could fall from heights between 1.5m and 2m if possible. Where this risk cannot be removed it should be mitigated by all practical means.

2.3 The possibility that an adult could fall from a height greater than 2m should be removed if possible. If it is not possible to remove this risk it must be mitigated by all practical means.

2.4 The risk of a fall from any height for both children and adults must be carefully considered in all risk assessments and appropriate mitigating measures must be put in place.

3. Risk assessment

3.1 Any activities for children or adults that present a risk of falling must be risk assessed and the risk assessment must fully acknowledge and address the risk of falling. Within the risk assessment grid shown in the Risk Assessment Policy, falls from 3m or greater must be treated as having the potential for ‘Extreme’ outcomes (i.e. death). Falls from 2m or greater must be treated as having the potential for ‘Severe’ outcomes, and falls from between 1.5m and 2m must be treated as having the potential for ‘Serious’ outcomes.

3.2 Appropriate mitigation must therefore be put in place to mitigate against the risk of these outcomes. This mitigation could include:

- Safe working practices for those using ladders or scaffolding, or accessing external roofs etc. – see ‘4 – Safer Working’ below.
- Use of appropriate mats for PE and games.
- Use of appropriate surfaces in design of outdoor spaces.
- Training and guidance for children and adults.

4. Tree climbing

4.1 With regard to children climbing trees, the Work at Height Regulations 2005 do not apply, since the climbing of trees may be considered “climbing by way of sport or recreation”, an activity which is exempt from most of the Regulations. However, HASAWA and MoHASAW still apply.

4.2 The risk could be removed by prohibiting children from climbing trees. However, the school takes the view that climbing trees is a positive activity and that the risks should be managed rather than removed altogether.

4.3 It must be clearly communicated to all new parents that tree climbing is allowed and that although risks are minimised, some element of risk remains.

4.4 A tree-climbing risk assessment must be carried out annually and must cover all trees on the school site. As part of this risk assessment:

- Any dead wood or branches that are otherwise liable to break that might be within reach of climbing children must be identified and properly pruned.
- A 'safe climbing' point must be identified on each climbable trunk or limb of the tree. This point must be 2m or less from ground level and should be marked with a brightly-coloured ribbon or tape tied firmly in place.
- Where a tree branch extends over a hard surface such as concrete or tarmac, this must be taken into account in setting safe climbing limits.
- Where a tree has dense and multiple branches clustered around the trunk, the safe climbing limit can be set somewhat higher up the main trunk, to a maximum of 3m, as any falls will be limited by the lower branches. However, in such a case, safe limits must be set on branches to prevent children from climbing out beyond the protection of the lower branches.
- In setting safe climbing limits, staff must have regard to the possibility that a child might need rescue from a higher branch, so access needs to be possible for adults.
- Children must be clearly told that when climbing trees, their hands must not go above the safe climbing point. This will limit falls to approximately 1.5m or less.
- The tree climbing rules must be carefully monitored and enforced by all staff at all times.
- For offsite visits, a pre-visit risk assessment is essential to identify potential opportunities and risks. Children will be unfamiliar in a different environment, so extra planning is necessary to ensure that the activity can be enjoyed in a risk managed way.

5. Displays

5.1 When putting up, taking down or adding to displays, staff are not allowed to stand on tables to do so. Step ladders should be used, checks made and advice taken. If intending to work at greater height, additional adults and equipment and practices must be deployed. In all cases, the risk assessment for the activity must be consulted and followed.

Falling Objects Policy

1. Introduction

1.1 When materials or equipment are stored at high level, there is generally some risk of the materials or equipment falling and causing injury. All employees of the Academy must, take measures to prevent such injuries.

1.2 The legal requirements pertaining to falling objects are covered generally in Sections 2(2) (b) and 2(2) (d) of HASAWA, MoHASAW and more specifically in the Work at Height Regulations 2005.

2. Arrangements

2.1 Classroom teachers and members of staff will ensure that any objects stored in areas in which they teach or work respectively are placed appropriately having regard of the nature of such objects (e.g. their weight, whether there are sharp corners or edges, whether materials could spill out etc.).

2.2 All persons undertaking general risk assessments for the Academy will ensure that danger from falling objects is a hazard that is always considered.

Appendix 12: Risk Assessment Policy

1. Introduction

1.1 Risk Assessment is an essential part of Health and Safety management at Steiner Academy Bristol and is part of a conscious approach to dealing with potential risk.

1.2 All staff are encouraged use risk assessment as a tool in every aspect of the Academy life.

1.3 All staff are required as part of their job to have a full understanding of the Risk Assessment process. Risk Assessment training is available every year for new staff and as a refresher for current staff who feel the need for it.

2. The Risk Assessment System

2.1 Steiner Academy Bristol uses a system of 'nested' Risk Assessments, whereby higher-level risk assessments cover general school activities; specific risk assessments cover individual subjects and activities; and individual risk assessments cover one-off events or unusual risks.

2.2 This system of risk assessments has three levels:

- **General Risk Assessments.** Two general risk assessments are held:
 - On-site activities, covering the general risks involved in using the site. This includes details of the building and outdoor spaces and any risks that they might present, along with generic risks entailed in all normal school activities.
 - Off-site activities, covering the general risks involved in taking a group of children off site for a trip, visit or activity.
- **Activity Risk Assessments.** An individual risk assessment will be made for any curriculum subject, activity or regular event which presents hazards not covered in the General Risk Assessments. This might include a Woodwork Risk Assessment; a Winter Fair Risk Assessment; or a Kindergarten Outdoor Activities Risk Assessment.
- **Individual Risk Assessments.** Where a one-off activity is planned that presents hazards not covered by either the General Risk Assessments or any relevant Activity Risk Assessments, an Individual Risk Assessment must be carried out by the staff member responsible for the activity. This may also include a risk assessment for a particular child, to take account of their needs.

2.3 Any individual activity may therefore be covered by a set of up to three risk assessments, a high-level General Risk Assessment; an Activity Risk Assessment for a particular curriculum subject or regular activity; and an Individual Risk Assessment for an individual lesson or event.

2.4 At each level, risk assessments need not include hazards covered by higher-level risk assessments. For example, an Individual Risk Assessment carried out for an unusual woodworking activity need not address any hazards covered within the Woodwork Activity Risk Assessment or the General On-Site Risk Assessment. However, all Activity or Individual Risk Assessments must reference the higher-level risk assessments that they sit beneath.

3. The Risk Assessment Process

3.1 The principle of Risk Assessment is to minimise harm to people and property by identifying, analysing and mitigating against hazards. This is done systematically, using the following process:

- Identify all hazards that might be entailed in an activity
- Assess the nature and likelihood of the possible outcomes of these hazards
- Assess the severity of the possible outcomes of these hazards
- Use the combination of severity and likelihood of outcomes to assign a risk rating to each hazard
- Identify appropriate mitigating measures for each hazard, according to their risk ratings.

The following matrix shows the process:

Likelihood/Outcome	Minor Small cuts or grazes, minor damage to inexpensive property	Moderate Injuries that would require a child to end an activity; substantial damage to property	Serious - Injuries requiring external medical attention; damage to property requiring an insurance claim	Severe – Injuries reportable under RIDDOR; extensive damage to valuable property.	Extreme – Injuries resulting in death or permanent disability; widespread destruction of property.
Certain – without mitigation, you are certain that the hazard would lead to an accident or incident in a single session	Medium risk	Medium risk	High risk	Extreme risk	Extreme risk
Highly likely – you would confidently expect an accident or incident over the course of several sessions	Medium risk	Medium risk	High risk	High risk	Extreme risk
Possible – an accident or incident could happen once over a number of sessions	Low risk	Medium risk	Medium risk	High risk	High risk
Unlikely – you would not expect an accident or incident over a large number of sessions	Low risk	Low risk	Medium risk	Medium risk	High risk
Just conceivable – although an accident or incident is theoretically possible, it would require a highly unusual combination of circumstances	Low risk	Low risk	Low risk	Medium risk	Medium risk

3.2 In carrying out risk assessments, mitigating measures must be identified for all hazards classed as medium risk, high risk or extreme risk. Unless mitigating measures can be identified which bring a hazard into the ‘low risk’ category, the activity must be modified to remove that hazard.

3.3 Where possible, mitigating measures should also be put in place for hazards which are classed as low risk, with the aim of removing them altogether as hazards. However, an element of risk is present in all activities and cannot be entirely removed, and many highly beneficial activities such as sports, crafts etc carry inherent risks which cannot be removed altogether without losing the benefits of the activity. In these cases, the risk assessment should include appropriate measures to ensure that all participants are aware of the hazard and understand what they can do to avoid it.

3.4 All Risk Assessments need to be signed off by the Principal or the Operations and Resources Manager. General and Activity RAs will be reviewed annually; Individual RAs will be reviewed for each use.

3.5 The Operations and Resources Manager should ensure that all Risk Assessments are filed so as to be accessible for all staff, and available for any challenges or official body use.

3.6 The Operations and Resources Manager and Health and Safety Committee should ensure that all staff with responsibility for carrying out risk assessments:

- Understand their responsibilities
- Receive appropriate training and support
- Have access to existing risk assessments and templates
- Carry out risk assessments as required in advance of activities and have these signed off by a member of the see 3.4 - before the activity takes place
- Carry out any mitigating measures identified in the risk assessments used for any activity

3.7 A risk assessment template should be prepared and made available for all staff. It must contain the following elements:

- Category (general, Activity or Individual)
- Overarching risk assessments (see 2.4 above)
- Activity
- Name of individual carrying out risk assessment
- Date of risk assessment
- Location of activity
- Columns for hazard; possible outcome; likelihood; hazard rating; and mitigating measures
- 'Approved by' box
- Date of last review and individual or committee carrying out review

Appendix 13: Lone working policy

1. Introduction

2. Definition

1.1 Lone working as described by the HSE is *'those who work alone without close or direct supervision'*

1.2 In context of SAB lone working is defined as:

- Working in otherwise unoccupied areas of the site and/or
- Working beyond the standard school opening hours of 7.00 -19.00

1.3 Lone working on the school site may include:

- Working in a single occupancy space
- Weekend working
- Out of hours working (19.00-7.00)
- Site visits
- Caretaker duties

3. Arrangements for lone working

2.2 Steiner Academy Bristol follow a risk assessment-based approach to the procedure of Lone Working with the acceptance of the following:

- Lone working should be kept to a minimum and may be avoided by careful planning, including not doing the work until there are more adults available
- Hazardous activities including working at height or working with unfamiliar or hazardous machinery should never be undertaken whilst working alone
- Risk assessment and control measures covering regular activity conducted in lone work scenarios must be undertaken, communicated and regularly reviewed with operational staff.

2.3 If lone working is being undertaken, the person must inform a contact (a friend, family member or colleague) and provide them with a time they are expected to leave, a contact phone number, and make arrangements for them to ring to check that they are alright.

2.4 In order to support any lone worker, we offer the following advice.

2.5 If any problems are encountered whilst lone working, the Principal/ Chair of Governors must be informed immediately (ensure you have a contact number) and she/he will make the decision whether it is safe for the person to continue with the planned activity.

2.6 In case of an intruder, call the Police immediately stating that lone working is occurring and ask them to come out immediately. If possible, secure yourself inside the building, locking all doors and windows, until help arrives, or make the decision to leave if that seems safer.

2.7 If there is any risk of fire, leave immediately and call the Fire Service once you have left the site. Secure the building if at all possible, but always ensure your own safety first.

2.8 Inform the Principal immediately if any actions have been taken and take part in any debrief and information sharing required.

Guidance and reference

Coping with the sudden death of a pupil - DfES Guidance

Unfortunately, some head teachers will be faced, in the course of their professional lives, with a set of circumstances arising from the death of a pupil at the Academy or elsewhere.

In such circumstances, head teachers may feel on their own and may need advice at that moment.

Accordingly, the Department has been asked to make advice available to help head teachers cope with the immediacy of a pupil's sudden death at the Academy.

The text below is based on work prepared by Chris Bridge, Head Teacher of Huntington School. We are very grateful to Mr Bridge for this.

Working with the Police

Very soon after the death is announced the Police should visit as they have to carry out an investigation into the circumstances.

You will need to clear rooms or spaces for them to work in.

They may want to collect evidence.

The Police will normally tell the child's next of kin and will want to speak at once to the usually very upset teacher who will need someone with them and will probably need to stay at the Academy.

The Police will almost certainly tell you that you must not speculate on the cause of death. But remember that the media are under no such restriction.

Telling Pupils

Where a pupil collapses during the school day when other pupils are present, is rushed to hospital and subsequently dies, those pupils will need to know what has happened before they leave at the end of the school day.

It is important to agree with the police the timing and content of the information that you give to pupils so as to meet the needs of the pupils whilst not impeding any police investigation.

Are there any siblings, close relatives, or boy/girl friend who needs to know first? Advise them first, but only when parents are ready to collect them.

Gather the whole year group together with 20 minutes to go before the final bell. Timing is everything. The pupils will listen intently until you tell them that the pupil has died. Then they stop hearing. If the pupil has died as the result of an accident you may want to ask them not to speculate about the causes of the accident and not to spread rumours. Getting them to hear this is very difficult. Allow them ten minutes to just be together as a year group. They will need to cry. Expect that some pupils will contact the local press.

If you want teachers to tell other pupils, you should have a statement ready for them to read out before you advise them.

Telling Teachers

This may have to be after you have told the key pupils. You will need to tell the teachers who were nearest to what happened first. Depending on who that teacher is, they will probably need someone with them.

If you want teachers to tell other pupils for you, have a statement ready for them to read out before you advise them.

Telling Parents

The police will tell the parents of the child.

Getting a letter to other parents, which both expresses sympathy and gives factual information about the death, is very important. It saves the rumours, which can be intensely hurtful to other pupils, parents and teachers.

Dealing with the Media

Head teachers at community and voluntary controlled schools should contact their LEA as soon as possible, especially if at all unclear about procedures for dealing with the media. The Academy has an Emergency (or Critical Incident Recovery) Plan, which sets out procedures).

If the Academy does not already have a member of staff nominated as press officer, you may need to assign a colleague as press officer at once, even for fielding enquiries. You may well need intense help. A press officer may be required for the whole day.

The press and local TV channels may contact the parents and they together with the press may speculate about the cause of death. This is a very hard thing to deal with, especially if a TV crew has filmed this speculation by distraught parents.

You may find you have no time to prepare interviews and certainly no time to filter statements through the Director of Education even if the LEA wants you to do this.

Keep expressing your sympathy for the parents so that editors will find it hard to cut this part of your statement.

If there is a post mortem, this may happen very quickly, possibly within 24 hours of the death.

Ensure you are advised of the results of any post mortem as soon as possible.

Your LEA may want to hold onto this information, but you will need it. The best way to stop media speculation is to give them facts.

Helping the Academy Recover

This is a long-term issue. You can help the Academy recover through a memorial service or assembly and through the use of counsellors.

Recognise that those who go to counsellors may well not be those whose need is greatest.

A brother or sister may well have intense needs that appear later. It is very difficult for the Academy to know when to stop making allowances.

Reference

The Department has already issued guidance on coping with emergencies off-site in its 1998 good practice guide Health & Safety of Pupils on Educational Visits and three-part supplement published in July 2002. See <http://www.teachernet.gov.uk/visits>.

The Department will help in any way it can. Please telephone the Pupil Health and Safety Team on 020 7925 5886.

References

HSE Website www.hse.gov.uk

HSE Five Steps to Risk Assessment - <http://www.hse.gov.uk/pubns/indg163.pdf>

HSE A Guide to Risk Assessment Requirements - <http://www.hse.gov.uk/pubns/indg218.pdf>

HSE Reporting school accidents <http://www.hse.gov.uk/pubns/edis1.htm>

Health and Safety Commission (HSC) Managing health and safety in schools £5.95

HSC Health and safety guidance for school governors and members of school boards £5.95

A Guide to the Law for School Governors (DfES 2001)- Community Version - Voluntary Aided Version - Voluntary Controlled Version- Foundation Version. website <http://www.dfes.gov.uk/governor/info.cfm>

DfES School Security website www.dfes.gov.uk/schoolsecurity

DfES Health and Safety of Pupils on Educational Visits: A Good Practice Guide
http://www.dfes.gov.uk/h_s_ev/index.shtml

DfES/DH Supporting Pupils with Medical Needs: A Good Practice Guide -<http://www.dfes.gov.uk/medical>

DfES Guidance on First Aid for Schools <http://www.dfes.gov.uk/firstaid>

DfES/Home Office School Security: Dealing with Troublemakers -
<http://www.dfes.gov.uk/schoolsecurity/dwthome.shtml>

DfES Safety Education: Guidance for Schools, December 2001

(Ref: DfES/0161/20002)

DfES video "Can you see what they see?"

DfES Code of Practice on LEA-School Relations - <http://www.dfes.gov.uk/lea/>

Guidance on Standards for School Premises (ref DfEE 0029/2000).

DfES/CEDC Safe Keeping: A good practice guide for health and safety in study support (Ref DfEE 0197/2000)

HSE publications (priced and non-priced) are available from HSE Books Tel: 01787 881165

DfES guides are free from DfES publications Tel 0845 6022260

HSE's info line is 08701 545500

Health and Safety legislation:

The Health and Safety at Work etc. Act 1974.

The Management of Health and Safety at Work Regulations 1999

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)

Education legislation:

Education (School Premises) Regulations 1999 (SI 1999 No.2)

School Standards and Framework Act 1998

School Inspections Act 1996.

Education Act 1996