

HEALTH & SAFETY POLICY

A Statutory Policy

Definitions:

1. *'Parent(s)' includes guardian(s) or any person who has parental responsibility for the pupil or who has care of the pupil.*
2. *Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is best practice and is to be adhered to unless non-compliance can be justified.*

INTRODUCTION

1. The Governors of Bishop Wordsworth's School (the School) recognise their corporate responsibility to provide as far as reasonably practicable a safe and healthy environment for the pupils and staff on and off site. They also acknowledge their responsibility to all other school users including parents, visitors and contractors while on site.

POLICY

2. The Governors of the School will take all reasonable, practicable steps to fulfil their responsibility to provide a safe and healthy environment for all users of the premises, including employees, and to pay particular attention to meeting the requirements of the Health and Safety at Work Act 1974 and all relevant statutory provisions including European Directives.

3. This Policy applies to all permanent and temporary accommodation on the site.

PROCEDURE

4. The Governors' duties set out in the Health and Safety at Work Act 1974 are as follows
 - a. Make safe plant, places of work, premises, equipment and systems.
 - b. Make arrangements for the safe use, handling, storage and transportation of articles and substances.
 - c. Provide appropriate security arrangements including a major incident plan for disaster/ business continuity management.
 - d. Provide information, instruction, training and supervision by first aid personnel to ensure the health and safety of all those on the premises.
 - e. Provide adequate first aid and other welfare facilities.
 - f. Provide safe means of access and egress.
 - g. Provide opportunities for consultation with staff and trade union representatives in promoting health and safety at work.
5. Governors require the School's employees to fulfil their legal obligation to co-operate in the operation of this Policy; employees are to:
 - a. Support and implement this Policy.
 - b. Set a personal example through safe behaviour and comply with appropriate safety warnings.
 - c. Make use of the protective equipment available; ensure that pupils make use of protective equipment; observe standards of dress consistent with safety and/or hygiene; accept that the safety equipment, protective clothing and procedures provided must be

employed as appropriate to the hazard and in the manner prescribed; not interfere with or misuse equipment which has been provided in the interests of health and safety.

- d. Comply with safety procedures, whether written or brought to their attention by other means; familiarise themselves with procedures for emergency evacuation.
- e. Satisfy themselves when using plant, machinery, tools or equipment that it is not defective and that it is suitable for the task; where there is doubt, refer equipment to a supervisory officer. When required, ensure that it has current valid test certificates where appropriate.
- f. Ensure that any equipment to be purchased, hired or installed by the School is suitable for its intended use and location and complies with the appropriate safety regulations. Full operating and maintenance instructions, written in English, must be provided and made available for use.
- g. Report to the designated person if inadequacies are detected in any safety procedures.
- h. Be conscious of the health, safety and welfare of themselves, their colleagues, pupils in their care and members of the public, and do nothing by act or omission which may adversely affect themselves or those others.
- i. Report all incidents which have led or could lead to damage or injury, accidents, reportable diseases, dangerous occurrences and potentially hazardous incidents in accordance with prescribed procedures, and assist any resulting investigation.
- j. Teach safety as an integral part of courses, both by formal teaching, where appropriate, and by example, by ensuring that no School user sees or is allowed to do anything which does not correspond to the best industrial or teaching practice.
- k. Prohibit any pupil who refuses to adopt safe working procedures from taking part in the lesson, and refer the pupil so that appropriate disciplinary action can be taken.
- l. Inform contractors and other workers not employed by the Governors of appropriate health and safety regulations and of appropriate points from this health and safety policy.

DESIGNATED RESPONSIBILITIES

6. The Head. The ultimate responsibility for the implementation of the Health and Safety Policy within the School lies with the Head. However, the Bursar is delegated by the Governors to supervise, monitor and control all matters relating to health and safety and to act as the Health and Safety Officer

7. The Leadership Team. The Leadership Team is to:

- a. Organise the School so that there is no unacceptable risk to members of staff, pupils or other users of property.
- b. Ensure that all staff are properly briefed and trained in their duties and responsibilities as part of the general programme of staff development.
- c. Set a personal example and encourage a safe attitude towards work amongst all employees.
- d. Ensure that there are safe systems of work and that all members of staff and pupils use protective equipment provided, observe the standards laid down by law and co-operate in agreed safety measures.
- e. Co-operate with the safety representatives of recognised trade unions.
- f. Be aware of the provisions of the Major Incident Plan and their responsibilities detailed within it.

8. The Health and Safety Officer. The Health and Safety Officer is the Bursar who is to work in conjunction with the Site Manager. Responsibilities include:

- a. Monitoring and implementing the general safety programme with the Head and the Site Manager.
- b. Carrying out regular programmes of inspection of the premises including:
 - (1) Maintenance and, where necessary, examination and testing of plant and equipment including electrical equipment.
 - (2) Local Exhaust ventilation.
 - (3) Pressure systems.
 - (4) Gas appliances.
 - (5) Lifting equipment.
 - (6) Glazing safety.
- c. Ensuring all accidents and hazardous situations are reported.
- d. Analysing accident reports and reporting to the Governors Admissions, Property, Health and Safety Committee.
- e. Establishing and monitoring first aid procedures. Review from time to time all First Aid and Emergency Regulations.
- f. Being the focal point for day to day references on safety and give advice or indicate sources of advice.
- g. Holding relevant information on health and safety which includes Health and Safety Executive (HSE) guidance notes, codes of practice and copies of this policy and its annexes.
- h. Co-ordinating and implementing the School's safety regulations as approved by the Governors' Admissions, Property Health and Safety Committee.
- i. Establishing and monitoring fire procedures.
- j. Setting a personal example and encouraging a safe attitude towards work amongst all staff and pupils.
- k. Establishing protective clothing and equipment needs and establishing monitoring procedures for their use.
- l. Maintaining contact with outside agencies.
- m. Reporting all known hazards immediately and stopping any practices or the use of any plant, tools, equipment etc considered to be unsafe until their safety is satisfactory.
- n. Making recommendations for additions or improvements to plant, tool, equipment etc which are dangerous or potentially so.

9. The Governors Admissions, Property Health and Safety Committee. The Health and Safety functions of the Governors' Admissions, Property Health and Safety Committee are:

- a. The appointment of a Link Governor to monitor Health and Safety issues.
- b. The study of accidents and notifiable diseases for any trends and initiating/checking corrective action if appropriate.
- c. The examination of safety reports for any trends and initiating/ checking corrective action where appropriate.
- d. To consider reports submitted by safety representatives.
- e. To consider reports and factual information provided by inspectors for the enforcing authority appointed under the Health and Safety at Work Act.

- f. To assist in the development, implementation and review of School safety rules and safe systems, working within current legislation and co-operating with Trade Union and Professional Association Representatives.
- g. To monitor the effectiveness of the safety content of staff training.
- h. To monitor the adequacy of health and safety communication and publicity in the School.
- i. To provide a link with the appropriate inspectorates of the enforcing authority.
- j. To review annually and revise all health and safety practices in the light of any new legislation.
- k. To make recommendations to the Governing Body.

10. **Staff Development Committee.** The Assistant Head (CPD) is to determine the education and training needs of staff in consultation with the Bursar and ensures that training in safety and related topics is kept under constant review.

OTHER DETAIL

11. **Protective Clothing and Equipment.** The School Health and Safety Officer, Heads of Department, Site Manager, and Senior Science Technician are to determine the type and quantity of protective clothing or equipment necessary for the protection of all employees, pupils and visitors, and the circumstances in which clothing and equipment are used if not already directed by statutory regulations. Staff issued with protective clothing are to wear that protective clothing during work hours. Sufficient protective equipment is to be available for use by staff and pupils. In areas where the wearing of protective equipment is a statutory requirement, members of the public visiting the area are to wear the equipment available. Specific responsibilities are shown in Table 1 below:

Table 1 – Protective Clothing and Equipment

Appointment	Responsibility	Comment
Bursar (H&S Officer)	Overall	Will arbitrate where necessary
Heads of Department	Protective clothing and equipment for students and staff	Commensurate with risk of teaching & learning activity
Senior Science Technician	Procurement of protective clothing and equipment for science	Commensurate with all risks for teaching and learning, and related activities
Site Manager	Procurement of protective clothing and equipment for Site Team	Commensurate with all risks for site management activities
Catering Manager	Procurement of protective clothing and equipment for Catering Staff	Commensurate with all risks for catering activities

12. Fire and Emergency.

- a. The School Health and Safety Officer is to ensure that a Fire Action notice giving detailed instructions on the action to be taken in the event of fire or other emergency and the point of assembly is displayed in every classroom, work room and office.
- b. The Health and Safety Officer is to ensure that fire alarms and fire-fighting equipment are regularly tested and inspected to meet legal requirements.
- c. All staff must familiarise themselves with the instructions of the emergency procedure and fully understand them. All must ensure that escape routes are not obstructed and

that whenever the building is occupied the emergency exits are free to open and that smoke-stop doors are not wedged in the open or shut position under any circumstances.

13. Accidents and Injuries.

- a. All accidents and injuries to any person on the School premises are to be reported. Minor accidents that occur and require no further action are to be dealt with on a routine basis by the staff in Reception; the details recorded there if no further action is required, and pupils' parents are contacted as necessary. Details are entered onto the CPOMS electronic alert system if appropriate. If further action is needed then the circumstances of the accident and any treatment needed are recorded formally for reporting to governors in due course. The relevant form is available from the Bursar's Office or the G drive.
- b. Record books kept in workshops, laboratories and other departments are to be completed and made available for inspection by the Admissions PHS Committee on request.
- c. Incidents and potential hazards are to be reported to the Bursar.
- d. Serious injuries and other dangerous occurrences are to be reported under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2019 (RIDDOR) using the online form on the Health and Safety Executive website. This is to be carried out by whoever initially reported the incident in conjunction with the Bursar.

14. First Aid. First Aid procedure is covered in the Health & Safety Handbook.

15. Dealing with Hazards of Potential Risks. If a problem or hazard occurs, or appears likely to occur, it is to be drawn to the attention of the appropriate Head of Department and, if the problem or hazard puts people at immediate risk, the member of staff must warn people in the vicinity, make appropriate arrangements and take such steps as are reasonably possible (without putting people at risk) to reduce or, if possible, eliminate the risk. In identifying a problem or a hazard, the following agreed procedure is to be followed:

- a. A problem is identified by a member of staff or a Health and Safety Representative..
- b. The matter is to be reported to the appropriate Head of Department.
- c. If the matter cannot be resolved, the Safety Representative is to report it to the Safety Officer.
- d. If the matter cannot be resolved by the Safety Officer, it is to be referred to the Head.
- e. Serious or repeated difficulties are to be reported to the Health and Safety Committee.

16. Travel for Trips and Activities. For flexibility and to minimise cost, travel for trips and activities may be by school minibus, hired/ public transport or the personal vehicles of staff, parents or pupils. Drivers are responsible for ensuring that their vehicle is road legal for insurance etc and that they hold the appropriate driving licence. For those with only social, domestic cover, the business element of personal use is covered by the School's occasional business use insurance policy.

EVALUATION AND REVIEW

17. The original policy was adopted by Governors in April 1996 and reviewed, amended and re-adopted on 13.5.97, 13.10.98, 12.10.99.

18. The policy was substantially rewritten and adopted by Governors on 9 May 2000 and reviewed and re-adopted on 10.10.00, 3.7.01, 8.10.02, 18.11.03, 22.11.05, 05.12.06, (20.11.07), 11.11.08, 19.11.09, 24.11.10, 20.03.12, 30.08.12, (21.11.13), 18.11.14, 10.11.15, (17.11.16), 03.11 17, 06.11.18, 21.11.19

Annexes

- A. Policy on Vehicular and Pedestrian Access.
- B. Safety Policy for Outdoor Education Activities.
- C. Safety Procedure for Off-site Activities.
- D. Asbestos Management Plan.

See also: BWS Health & Safety Handbook
Major Incident Plan

VEHICULAR AND PEDESTRIAN ACCESS POLICY

POLICY

1. The Governors' Admissions, Property, Health and Safety Committee is to encourage and promote, for all School users:
 - a. The safe access and passage to, from and within the School site.
 - b. The safe parking of vehicles, including bicycles, within the School Site.

PROCEDURE

2. The Admissions, Property, Health and Safety Committee is to:
 - a. Monitor the arrangements for vehicular access to, from and within the School site and make changes when considered necessary to improve safety.
 - b. Monitor the parking facilities within the School site and make any changes necessary to improve safety.
 - c. Identify and promote those areas where parking is permitted.
 - d. Establish and promote the method of vehicular access to, from and within the School site.
 - e. Provide staff oversight of the designated parking area and the School entrance by means of the normal duty system.
 - f. Monitor the parking and access situation on the public highway fronting the site and make recommendations to the Highway Authority as considered necessary and appropriate to improve safety.
3. The Admissions, Property, Health and Safety Committee delegates the following decisions to the Head::
 - a. Those areas where parking is permitted.
 - b. The access arrangements to, from and within the School site.
 - c. The putting down and pick up arrangements for pupils transported by private cars etc.

SAFETY POLICY FOR OUTDOOR EDUCATION ACTIVITIES

STATUTORY FRAMEWORK

1. DfE Issued new guidance in February in 2014 'on Health & Safety in Schools and in particular on assessing and managing risk. This sets out responsibilities, under Health and Safety legislation that employers and employees must meet, and makes specific reference to educational visits. The guidance is at:

<http://www.education.gov.uk/aboutdfe/advice/f00191759/departmental-advice-on-health-and-safety-for-schools>

2. **Government Guidance.** The main thrust of the 2014 guidance is encapsulated in the following extract:

- a. *“Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them.*
- b. *It is important that children learn to understand and manage the risks that are a normal part of life.*
- c. *Common sense should be used in assessing and managing the risks of any activity. Health and safety procedures should always be proportionate to the risks of an activity.*
- d. *Staff should be given the training they need so they can keep themselves and children safe and manage risks effectively.*
- e. *Health and safety law requires the employer to assess the risks to the health and safety of staff and others affected by their activities.*
- f. *The terms risk assessment and risk management are used to describe the process of thinking about the risks of any activity and the steps taken to counter them. Sensible management of risk does not mean that a separate written risk assessment is required for every activity.*
- g. *School employers should always take a common sense and proportionate approach, remembering that in schools risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place.*
- h. *Sensible risk management cannot remove risk altogether but it should avoid needless or unhelpful paperwork.*
- i. *Some activities, especially those happening away from school, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a specific assessment of significant risks must be carried out.*
- j. *Head teachers should ensure that the person assigned with the assessment task understands the risks and is familiar with the activity that is planned.*
- k. *Where a risk assessment is carried out the employer must record the significant findings of the assessment.*
- l. *However, schools need not carry out a risk assessment every time they undertake an activity that usually forms part of the school day, for example, taking pupils to a local venue which it frequently visits, such as a swimming pool, park, or place of worship.*
- m. *Any risks of these routine activities should already have been considered when agreeing the school's general health and safety policies and procedures.*
- n. *A regular check to make sure the precautions remain suitable is all that is required.”.*

3. **Adoption of Guidance.** Whilst the guidance is not prescriptive, the Governing Body of Bishop Wordsworth's School has adopted it as good practice. Therefore trip leaders are to familiarise themselves with the advice on the link at Paragraph 1 to this Annex and make use of its guidance when judging what is good practice in the circumstances.

4. **Small Scale School Day Trips.** In accordance with the guidance at Sub Paragraph 2j above, and unless the Head requires otherwise, the requirements and procedures of this Annex do not apply to small scale trips eg the Choir going to the Cathedral/local churches for rehearsals, visits to other local schools, artists going to Arundells, historians going to local museums etc.

5. **SEND.** The Special Educational Needs and Disability Act 2001 requirements are to be adhered to: 'that schools do not discriminate against pupils for reasons relating to their disabilities and that "reasonable adjustments" are made so as to ensure that disabled pupils are not substantially disadvantaged in comparison with pupils who are not disabled'.

ROLES AND RESPONSIBILITIES

6. The DfE guidance highlights the importance of educational visits in the active curriculum of a school and the need for everyone who has some responsibility for educational visits to work as a team towards ensuring that the visits are safe and educational.

7. **Overall Responsibility.** Because the School is an academy, the Governing Body is responsible ultimately for the health and safety of pupils and staff and the actions of employees while in the course of their employment. :

8. **Role of the Governing Body.** The Governing Body is required to:

a. Direct that DfE and other relevant guidance is to be made available to staff) to inform the School's policy, practices and procedures relating to the health and safety of pupils on educational visits including measures to obtain parental consent on a basis of full information, investigating parental complaints and discussing and reviewing procedures including incident and emergency management systems. Governors should seek specialist advice as necessary.

b. Support the Head regarding educational visits and ensure that he has the appropriate time and expertise to fulfill his responsibilities.

c. Ascertain what governor training is available and relevant.

d. Agree on the types of visit they should be informed about.

e. Require post visit reports so they can be satisfied that a visit's educational objectives, were met and were appropriate to the age and abilities of the pupil group.

f. Require early planning and pre-visits with appropriate follow up action because many complex or costly ventures require an 18-24 month planning period.

g. Direct that bookings are not completed until external providers have met all the necessary assurances. Also, direct that specific items in the risk management - for example, overnight security and room plans, are checked prior to departure.

h. Direct that the Head and the Educational Visits Coordinator (EVC) are to take all reasonable and practicable measures to include pupils with special educational needs or medical needs on a visit.

9. **Role of Head.** The Head is responsible for ensuring that all visits and activities are properly planned and supervised, that appropriate training has been carried out and the group leader is competent for that type of visit. Head is also the Educational Visits Co-ordinator.

10. **Responsibilities of the Head.** The Head is to:

a. Approve each visit (but note Paragraph 4 above of this Annex).

- b. Require visit reports for Category B and C visits to be compiled for governors. ..
- c. Ensure that arrangements are in place for the educational objectives of a visit to be inclusive, to be stated in the pre-visit documentation and to be made known to all relevant parties.
- d. Be aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships.
- e. Ensure that issues identified by exploratory visits have been satisfactorily resolved within the risk assessment.
- f. Ensure that the accreditation or verification of providers has been checked.
- g. Ensure that visits are evaluated to inform the operation of future visits. Form 5 (BWS Educational Visit Evaluation Form) should be used for this and stored on the G:\ Drive.
- h. Ensure that the trip leader keeps him informed of the progress of the visit and that this information is passed as appropriate to governors and parents.
- i. Check that an appropriately competent trip leader has been designated who will meet the School's criteria. In most cases the Head should be able to judge a member of staff's competence and suitability to lead a visit noting that discipline on an educational visit may have to be stricter than in the classroom.
- j. For less routine visits, the Head is to ensure that the trip leader can obtain advice from an appropriate technical adviser as necessary.
- k. Ensure that, if appropriate, there is a contingency plan covering for example the implications of staff illness and the need to change routes or activities during the visit (see below). The contingency plan may be simply to contact the School for advice but must be more detailed for higher category trips.
- l. Make time available to ensure that staff receive the appropriate induction and training before the visit.
- m. Allocate sufficient resources to meet identified training needs, including attendance at any relevant courses. INSET sessions relating to educational visits may be organised.
- n. Ensure that visit evaluation is used to inform training needs. Further staff training should be made available where a need is identified.
- o. Arrange for the recording of accidents and the reporting of death or disabling injuries as required. Accident and incident records are to be reviewed to inform future visits.
- p. Help to ensure that serious incidents, accidents and near-accidents are investigated – see paragraphs 22 – 28 below.
- q. Ensure School staff are made aware of and understand the School's guidance on emergency planning and procedures and provide appropriate training and briefing sessions..
- r. Ensure that the School has emergency procedures in place in case of a major incident on an educational visit. These should be discussed and reviewed by staff. Ensure that pupils, parents, group supervisors and others are given written details of these procedures.
- s. Ensure that the School contact has the authority to make significant decisions. The contact is to be contactable and available for the full duration of the visit 24 hours a day, be able to respond immediately at the School base to the demands of an emergency and have a back-up person or number. The School contact should be a member of the School Leadership Team.
- t. Ensure that the leader and supervisors are briefed about the emergency procedures as part of the risk assessment briefing and that they have ready access to these

procedures during the visit.

u. Ensure that the trip leader impresses upon parents the importance of providing their own contact numbers (preferably more than one) which will enable the parents to be contacted in case of emergency.

v. Establish a procedure to ensure that parents are informed quickly about incident details through the School contact, rather than through the media or pupils.

w. Check that contractors have adequate emergency support procedures, and that these will link to school and LA emergency procedures.

11. Educational Visits Coordinator (EVC). The Head as the EVC is involved in the planning and management of educational visits including adventure activities. The functions of the EVC are to:

a. Ensure that educational visits have educational value.

b. Assign competent people to lead or otherwise supervise a visit noting the following DfE guidance:

“When planning an activity that will involve caving, climbing, trekking, skiing or water sports, schools must currently check that the provider holds a license as required by the Adventure Activities Licensing Regulations 2004. These regulations apply to adventure activities that take place in England, Scotland and Wales but these arrangements may be subject to change in the future.”

c. Assess the competence of leaders and other adults proposed for a visit normally by reference to their accreditations from an awarding body and by practical observation or verification of their experience.

d. Organise the training of leaders and other adults going on a visit eg for first aid, hazard awareness etc.

e. Organise thorough induction of leaders and other adults taking pupils on a specific visit.

f. Make sure that Disclosure and Barring Service (DBS) disclosures are in place as necessary.

g. Work with the group leader to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis.

h. Organise the emergency arrangements and ensure there is an emergency contact for each visit.

i. Keep records of individual visits including reports of accidents and ‘near-accidents’ (‘near misses’).

j. Review systems and, as appropriate, monitor practice.

12. Trip Leader. A trip leader must be appointed for each planned visit, responsible for the supervision and conduct of the visit. The trip leader has the same health and safety responsibility as for a normal teaching day: to do all that is reasonably practicable to ensure the health and safety of the pupils in their charge, the health and safety of others and their own health and safety. However, educational visits are not usually ‘normal’ and therefore require specific planning and organisation. By following the School policy and undertaking appropriate training, a leader will be demonstrating that they are acting as a ‘reasonable teacher’ would in the circumstances.

13. Trip Leader Approval. Trip leaders must be approved as competent by the EVC who may require details of recognised qualifications in the activity to be undertaken, training courses associated with the activity and experience in organising and leading school visits in general. This evidence must be provided for approval before any further planning is taken.

14. Trip Leader Key Question. The key question for trip leaders must be: “Is what I am about to do something that I would do for my own child?” If the answer is not an IMMEDIATE ‘Yes’, then the action must not be taken but altered to such an extent that the Trip Leader would then be entirely and immediately satisfied.

15. Other Accompanying Adults. All supervisors have a general responsibility for the care of pupils, not just for that part of it on which they are specifically ‘on duty’. Party leaders are to supply them with detailed information, and brief them orally, to enable them to carry out their supervisory duties effectively. Supervisors may include other School staff, including support staff and trainee teachers, activity provider’s staff or parent volunteers. All supervisors must be assessed as competent to undertake the role. Supervisors who are not employed by the School cannot hold the same responsibility as School staff and they should not normally be given sole charge of any pupils in the group unless, perhaps, for a short time in clearly defined circumstances where the School staff member is readily to hand.

APPROVAL OF EDUCATIONAL VISITS

16. The Head is to approve all Category A to C visits and the detailed approval process is to be available to all staff on the ‘G’ Drive’. The different categories are:

- a. **Category A.** This category comprises activities that present no significant risks. They are to be supervised by a responsible adult, normally a staff member or parent who has been assessed as competent by the EVC. Eg: walking in parks or on non-remote country paths; field studies in environments presenting no technical hazards; day trips to museums, theatres or regular sports fixtures.
- b. **Category B.** This category comprises some higher-risk or higher profile activities. The leader must, as a minimum, have undergone an additional familiarisation process or induction specific to the activity and/or the location. The leader is to be experienced in leading the activity or should seek the advice of a suitably qualified technical adviser and is to be approved as appropriately competent by the EVC. Examples of this Category are: walking in non-remote country; camping; cycling on roads or non-remote off-road terrain; low level initiative challenges. Overnight visits are at least Category B.
- c. **Category C.** This is the most demanding category. It includes all those activities that, if not school-led, would be in scope of the Adventure Activities Licensing Regulations 1996. Safe supervision requires that the leader should normally complete some prior test of his or her specific competence. Such testing might include a recognised course of training, the recorded accumulation of relevant experience or an assessment of competence by an appropriate National Governing Body. The trip leader must have been approved as competent by the EVC.

17. A trip is not to be approved by the Head if he has reason to suspect that insufficient thought has been given to planning and Health and Safety.

CONTRACTORS (PROVIDERS)

18. Contractors for educational visits may be tour operators, expedition providers, outdoor education centres, local farms, civic museums and national bodies such as the RSPCA, YHA etc. Contractors are responsible for assessing the risks of those parts of the visit appearing in the contract and therefore assurances are to be obtained from providers that risks have been assessed and that the provider’s staff are competent to instruct and lead pupils of the group’s age range on the activity. Additionally, details of their safety management systems are to be requested and they must provide details of any independent, inspection-based external verification. However, checks by the EVC do not relieve the contractor of any responsibility or liability. If the EVC does not feel competent to assess the validity of contractors’ safety systems or assurances, appropriate advice is to be sought.

19. Use of Tour Operators. The reputation of a tour operator is to be checked and the EVC and trip leader are to satisfy themselves that the company shows due diligence in checking, for example, the safety and suitability of the accommodation, transport and insurance.

20. Some contractors may offer a pre-visit to overseas or other sites for group leaders free of charge and may be arranged in conjunction with the local tourism authority. This can enable the group leader to gain a direct experience of the venue and environment and assist their appraisal of the contractor's risk assessment.

EMERGENCY PROCEDURES

21. The trip leader is to carry the Insurance rescue and emergency event card (issued to all teachers and additional stock held by the Bursar) and follow the guidance therein should an emergency occur. Additionally, the trip leader must contact the nominated member of the Leadership Team acting as base contact for the visit. A serious accident or incident is defined as: an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury; circumstances in which a party member might be at serious risk; serious illness or any situation in which the press or media are involved. Leaders are to know these key points:

- a. Care Of The Group:
 - (1) Ensure safety from further danger.
 - (2) Arrange search, rescue, medical care or hospitalisation as necessary.
 - (3) Ensure welfare of all concerned.
- b. Next Steps:
 - (1) Inform emergency contact person as soon as possible: a nominated member of the Leadership Team. Have the telephone number on you at all times
 - (2) Information required: what has happened, to whom, where, when, what has happened since. Telephone number where you can be contacted.
 - (3) In the case of fatality, notify the local police.
 - (4) Retain all equipment involved in an unaltered fashion.
- c. Warnings and Advice:
 - (1) Do not let party members (staff and pupils) telephone home until after contact has been made with the school.
 - (2) Never admit liability of any sort.
 - (3) Do not allow anyone to see any party member without an independent witness being present.
 - (4) No one, unless they are in a relevant official capacity, has the right to see anyone who does not wish to see them.
 - (5) If someone tries to force a confrontation, do not say anything and call the police.
 - (6) Be as compassionate as possible with anyone involved.
 - (7) Keep a written record of all that happens.

INVESTIGATION OF SERIOUS INCIDENTS

22. When a serious incident has taken place on an educational visit in the UK or abroad, the Head is to initiate an investigation. The incident is also to be investigated if there was no serious injury but the risk of injury was high.

23. The purpose of the investigation is to be to:

- a. Determine the causes of the incident.
- b. Determine whether there are lessons to be learned.
- c. Provide information to bereaved parents.
- d. Exchange information with statutory investigation bodies as required e.g. police,

coroner, Health & Safety Executive.

e. Manage media enquiries.

24. The investigation is to begin as soon as possible while key witnesses have good recall of the facts. Care should be taken not to disrupt any parallel investigations by the police, HSE, coroner, etc.

25. There is usually no reason to wait for those parallel investigations to be complete before starting the investigation. However, before publishing any report, the Head is to check with the police, HSE, coroner etc. to ensure that publication will not jeopardise their investigations or any action that they may decide to take. When the investigation is complete, lessons learned should be advised to all schools in the LA area, with other LAs and with the DfE.

26. Legal advice (and sometimes insurer's advice) may suggest the merits of restricting information where it may be used for legal action. This must not result in keeping bereaved parents uninformed of known facts even where the School may fear legal action.

27. A member of staff is to be appointed when required to be the key point of contact for bereaved parents. This staff member is to be sensitive to the family's needs, should preferably have some counselling competence and is to inform the family of the progress of the investigation, answer their questions as helpfully as possible and provide them with known facts.

28. Bereaved parents will need to know all the facts. In the long term, they will not be able to complete the grieving process if their questions remain unanswered. They will also need to know that any lessons learned will be applied. Denial of information is likely to compound and perpetuate their grief and to increase the likelihood that they will resort to legal action.

REPORTING ACCIDENTS AND INCIDENTS

29. Accidents and incidents are to be reported to the Head without delay (see main body Paragraph 12) and be part of regular feedback to ensure dissemination of good practice and the sharing of lessons learned from difficult situations. In the event of a serious accident or injury, all reports are to be retained as specified in the Data Retention Annex of the Data Protection Policy.

INSURANCE

30. The School operates an insurance policy which must be used for all trips unless that provided inclusively by a provider in the cost of a trip is superior. Details of the School's insurance policy for educational visits are on the School Website (Parents/useful documents).

RATIOS - LEVELS OF SUPERVISION

31. The selection of teachers and other adults to accompany an educational visit is one of the most important factors that secures safety. Applying a simple formula to determine staff numbers is not a substitute for proper risk assessment. Risk assessments are to justify why only minimum ratios should apply. When approving visits, the Head is to take account of the age, maturity, experience of the pupils involved in the context of the planned activities, needs (including SEND) of pupils, the environment and conditions, nature of the venue and the experience of staff. Minimum ratios are as follows:

a. **Visits Ending Before Midnight:**

Cat A or Cat B Visits: A ratio of 1: 20.

Cat C visits: A ratio of 1:15 but the minimum is one teacher and one adult.

b. **Any Category Visit Extending Past Midnight Including Residential Visits in UK.**

A ratio of 1:15 but the minimum is one teacher and one adult

c. **Any Category Visit Abroad.** A ratio of 1:10, with a minimum of two teachers.

d. **Any Category Adventurous Activity Led or Instructed by a Member of Staff.** Supervision levels must meet the regulations of the sport's National Governing Body.

32. **Gender of Adults.** If trip is residential or finishes beyond midnight and girls are included, at least one of the adult numbers specified in Paragraph 31 must be female. If boys are included it is preferable but not mandatory that there should also be a male adult.

33. **Reserve Adults.** Trip leaders are to arrange for an appropriate number of reserve adults noting the risk of both members of a couple falling out if one were to become ill.

RISK ASSESSMENT

34. Risk assessment and risk management are legal requirements. For educational visits this involves the examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to minimise, by taking reasonable precautions, the risk that of anybody being hurt or becoming ill. The control measures must be understood by those involved. Risk assessments must explicitly cover how any special educational needs and medical needs are to be addressed. The programme of a visit, as set out in the risk assessment and the consent form, is not to be deviated from and is to include details of contingency measures. The Health & Safety Executive has produced guidance 'Risk – Controlling the Risks in the workplace' (<http://www.hse.gov.uk/risk/controlling-risks.htm>) as a simple guide. It recommends that risk assessments be recorded and reviewed. Generic forms are held on the 'G' Drive: [G:\School Admin\Trips & Risk Assessment](#), and relevant documents are under: 'Risk Assessment Forms', 'DAY TRIPS' and 'OVERNIGHT TRIPS'.

35. **Requirement for Risk Assessments.** In accordance with the Government guidance summarised in Paragraph 2 above:

- a. Risk assessments are not required for an activity that "usually forms part of the school day. , for example: taking pupils to a local venue which it frequently visits such as a swimming pool, park, or place of worship". The School policy for these is at Annex C.
- b. For trips that are made regularly then normally the only action required will be to review the standing risk assessment for that trip.
- c. For a new trip, or a one-off trip, a new risk assessment is to be carried out.

36. Risk assessment for educational visits have three levels:

- a. Generic activity risk assessments, which are likely to apply to the activity wherever and whenever it takes place.
- b. Visit/site specific risk assessments which will differ from place to place and group to group.
- c. Ongoing risk assessments that take account of, for example, illness of staff or pupils, changes of weather, availability of preferred activity.

37. The risk assessment should be reviewed after the trip to inform other visits.

38. **Visit/ Site Specific Risk Assessment.** These are usually undertaken by School for each venue and are amended as necessary for different groups. They are to be prepared or agreed by someone trained and competent to assess risks, normally the Trip Leader. Visit and site specific risk assessments should inform School based policies and procedures. Examples are:

- a. **Medical Needs of Pupils.** Control measures include ensuring the group leader is aware of the known health problems of the group; sufficient medication is provided; there are sufficient adults competent in dealing with the medical problems in the group and there are contingency measures in place for the group to be adequately supervised if an adult has to accompany a child to hospital.
- b. **Behaviour of Pupils.** Control measures include a code of rules and behaviour,

agreed as far as practicable with pupils; rules for supervision (including model behaviour and example set by adults); and competence of supervisors to ensure disciplinary standards.

c. **Weather etc.** Control measures include obtaining local intelligence of tides; potential for flooding or flash floods; likelihood of sudden weather changes in mountains; streams that can change from benign to torrents in a short time etc; planning the itinerary to take the possibility of change into account; suitable clothing; ensure pupils understand the risks and the reasons for the control measures and having a contingency plan pre-assessed in case plan A has become too hazardous.

d. **Crossing Roads, Railways, Rivers Etc.** Control measures include local intelligence; information on where the controlled or otherwise less dangerous crossing places are; ensuring appropriate levels of supervision and that pupils are aware of, and comply with, rules.

e. **Group Management Decisions.** Control measures include establishing meeting and collecting points; code of rules and behaviour agreements; cultural considerations such as dress codes, holy days; induction requirements for support staff etc.

39. **On-going Risk Assessments and Reassessments.** The Trip Leader, or another adult with responsibility, is to reassess risks while the visit is taking place. On-going risk assessments normally consist of judgements and decisions made as the need arises. Assessments should be informed by the generic and visit or site specific risk assessments and take account of local expertise on e.g. tides, potential for flooding etc. They are not usually recorded until after the visit and should be reviewed to inform future planning. Examples of the need for ongoing risk assessment:

a. **Changing Conditions.** Changing weather, tiredness or illness within the group, behaviour, issues with other groups at same venue etc. Control measures would often include deciding to change to the pre-assessed plan B or swapping activities on the itinerary so that the activity can be carried out on a different day.

b. **Emergencies.** Control measures would include establishing the nature and extent of the emergency as quickly as possible; ensuring that all the group are safe and looked after; establishing whether anyone has been hurt and getting immediate medical attention for them; ensuring that all group members who need to know are aware of the incident and that all group members are following the emergency procedures; ensuring that if a teacher accompanies casualties to hospital, the rest of the group are adequately supervised at all times and kept together; and informing the emergency contact in the school.

c. **Trip Leaders Always In Charge.** Trip leaders are to trust their own knowledge of the young people, use their own professional judgement and challenge an activity leader if they consider that the risk may become unacceptable eg: if the Trip Leader's knowledge of the group is superior or intervening to prompt a change of plan, including stopping an activity if it has become too hazardous.

b

SAFETY PROCEDURE FOR OFF-SITE ACTIVITIES

1. Off-site activities are those educational activities that take place outside School premises during working hours. They include cross-country running and research work for subjects like Art, Geography, History and as part of the Year 7 annual camp. Separate safety regulations apply for School visits and residential trips.
2. This procedure applies to all pupils. in Years 7-11.
3. The following steps must be followed at all times:
 - a. Pupils must go off-site in groups of at least three.
 - b. The procedure to be followed in the event of an incident or accident occurring during the activity must be made known to all pupils and periodically reaffirmed by the teacher in charge;
 - c. Pupils are only to be sent on routes and to areas with which they are familiar.
 - d. Pupils and routes chosen are to be relatively near to School and in reasonably well populated areas.
 - e. The choice of area or course must be varied so that no set pattern is created.
 - f. For the duration of the off-site activity, there must be staff on the route or in the area.
4. If the "Schoolsafe" system (cascading information to all Salisbury schools) or an equivalent warning is activated, off-site activities are to be suspended immediately. The Police use the e-mail addresses of Salisbury's schools to activate "Schoolsafe" when deemed necessary by them or a member school.
5. Any incident that occurs during an off-site activity must be reported immediately to either the Bursar or the Site Manager so that the Police can be notified and the "City Watch" system can be activated (an emergency radio network which includes the police).
6. The City of Salisbury is an approved area for off-site activities.
7. With the agreement of the Head, additional areas may be added to this list provided an appropriate risk assessment has been conducted
8. This Procedure was first adopted by the Governors' Admissions, Property, Health and Safety Committee on 10 January 1995. The procedure was reviewed, amended and re-adopted by the Governors' Admissions, Property, Health & Safety Committee on 12th March 2002. Thereafter, it has been reviewed as part of the Health & Safety Policy.

ASBESTOS MANAGMENT PLAN

GENERAL

1. There is a statutory duty under the Control of Asbestos Regulations 2006 for asbestos to be managed so that the risks to staff and pupils are as low as is reasonably.
2. This duty is fulfilled via this Plan.

THE DANGER

3. Asbestos is made up of thin fibres which can break down into much smaller and thinner fibres. The smallest fibres cannot be seen with the naked eye but they can be breathed in. Asbestos fibres are only dangerous if they are made airborne and breathed in, but ALL types of asbestos fibres are potentially fatal if breathed in. The fibres that are breathed in can become stuck in the lungs and damage them which can cause scars that stop the lungs working properly (asbestosis) or can cause cancer. The main types of cancer caused by asbestos are cancer of the lung and cancer of the lining of the lung (mesothelioma). These diseases can take from 10 to 60 years to develop and there is no cure for any of them.

WHERE ASBESTOS IS FOUND

4. Asbestos is most likely to be found in buildings built or refurbished before 2000. Many thousands of tonnes of asbestos products were used in buildings. Much of it is still there and these products cannot easily be identified from their appearance.
5. The most common uses of asbestos in buildings were:
 - a. Loose packing between floors and in partition walls.
 - b. Sprayed ('limpet') fire insulation on structural beams and girders.
 - c. Lagging, e.g. on pipework, boilers, calorifiers, heat exchangers, insulating jackets for cold water tanks, around ducts.
 - d. Asbestos insulation board (AIB), e.g. ceiling tiles, partition walls, soffits, service duct covers, fire breaks, heater cupboards, door panels, lift shaft linings, fire surrounds.
 - e. Asbestos cement (AC), e.g. roof sheeting, wall cladding, walls and ceilings, bath panels, boiler and incinerator flues, fire surrounds, gutters, rainwater pipes, water tanks.
 - f. Other products, e.g. floor tiles, mastics, sealants, textured decorative coatings (such as artex), rope seals, gaskets (e.g. pipework), millboards, paper products, fire doors, cloth (e.g. fire blankets), bituminous products (roofing felt).

THE PLAN

6. **Notification.** All staff are required to report immediately to the Head if they know or suspect that staff or pupils could or have come into contact with asbestos products that are damaged and therefore dangerous.
7. **Training.** In house staff are to receive asbestos handling training before they may work with asbestos. Contracts involving asbestos handling are not to be let to external contractors unless they state that their staff have received relevant training.
8. **External Contractors.** Before commencing any work, all external contractors are to be required to sign to signify that they have seen the Asbestos Register and are therefore aware of the location of all asbestos.
9. **Risk Assessment.** An appropriate risk assessment is to be carried out before any work is carried out that could involve asbestos.

10. **Annual Check.** An annual asbestos check is to be commissioned from an appropriate external contractor.
11. **Six Monthly Check.** In house checks are to be carried out of those areas identified by the contractor as requiring such 6 monthly checks.
12. **Action if Asbestos Contamination is Suspected.** If asbestos contamination is suspected the area is to be evacuated and isolated if possible. Thereafter, decontamination is to be by trained external or internal staff as appropriate.