

## Mendip Edge Federation

### Health & Safety Policy

This policy should be read as part of the overall strategy of the federated schools and operated within the context of the vision and values, including those of Draycott & Rodney Stoke and Shipham as Church of England First Schools.

The overall policy document consists of three sections:

1. Policy statement
2. Overview of responsibilities
3. Arrangements specific to the individual school

|                               |            |
|-------------------------------|------------|
| <b>Date completed:</b>        | March 2017 |
| <b>Approved by Governors:</b> | March 2017 |
| <b>Date for review:</b>       | March 2018 |

The Mendip Edge Federation incorporates Fairlands Middle School and feeder first schools in Cheddar First School, Draycott & Rodney Stoke Church of England (VA) First School and Shipham Church of England (VC) First School. This Health & Safety policy sets out the shared health and safety aims and objectives of the Federation and is supplemented with the specific arrangements which exist in the individual schools.

|   |               |
|---|---------------|
| <b>The Federation Governor who has been nominated by the Governing Body to have a watching brief for health and safety issues, and bring to their notice such issues that require their attention is:</b> | Adrian Warman |
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## **Mendip Edge Federation Health & Safety Policy Statement**

The Governing Body and Headteachers of the Mendip Edge Federation accept in their entirety the Somerset County Council Health and Safety at Work Policy Statements as detailed in Guidance for Schools, Volume 5, and have agreed the following statement as a guide to safe working practices in the member schools.

### Aims

The purpose of this policy is to establish, maintain and improve:

- a. a safe and healthy environment throughout the premises and grounds of the schools;
- b. safe working procedures and arrangements for all staff;
- c. arrangements which minimise or eliminate risk to the health and safety of all persons including pupils, parents, student teachers, governors, contractors and visitors to the premises who may be affected by the activities of the school;
- d. arrangements which minimise or eliminate risk to the health and safety of pupils, staff and any other personnel involved in school activities taking place away from the school premises.

### Objectives

- a. To maintain all places of work in a condition that is safe and without risk to health.
- b. To provide and maintain means of access to and from those place of work that are safe and without risk.
- c. To formulate effective procedures for use in case of fire and for evacuating the school premises.
- d. To lay down procedures to be followed in cases of accidents.
- e. To make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances.
- f. To provide and maintain adequate welfare facilities and to make recommendations through the Governors to the Somerset Local Education Authority where appropriate.
- g. To include health and safety as part of pupils' studies in each area of the curriculum where appropriate.
- h. To review this policy in response to changes in legislation or in response to events and at intervals of no longer than 12 months.

### **Signed:**

|   |  |                        |
|---|--|------------------------|
| <b>For and on behalf of the Governing Body:</b> |  | Heather Fuller (Chair) |
|   |  | Date                   |

|                     |  |        |
|---------------------|--|--------|
| <b>Headteacher:</b> |  | [Name] |
|                     |  | Date   |

## Responsibilities

### Governing Body

The Governing Body will:

- ensure that there is an effective and enforceable policy for the provision of health and safety in all schools within the Federation;
- periodically assess the effectiveness of this policy and ensure that any necessary changes are made including suitable consultation with relevant parties and dissemination of changes;
- assist the Headteachers in implementing and maintaining this policy including the provision of adequate financial and physical resource;
- undertake to provide a safe place for staff and pupils to work including safe means of entry and exit;

### Headteacher

The Headteacher will:

- issue the school's Health & Safety policy and communicate it appropriately;
- ensure that all members of staff, both teaching and non-teaching, clearly understand their health and safety responsibilities;
- deal with day-to-day referrals on safety matters and give appropriate instructions and advice;
- co-ordinate the implementation of approved safety procedures in the school;
- engage with third parties able to offer expert advice when necessary;
- report all known hazards immediately and stop any practices or the use of any tools, equipment, etc which he / she considers to be unsafe until satisfied as to their safety;
- make recommendations to the Local Authority and / or Governing Body for safety improvements to premises, plant, tools, equipment, machinery, etc;
- put appropriate arrangements in place to ensure statutory inspections of premises, equipment and services are made in line with requirements and that non-conformances are dealt with quickly and effectively;
- review at least once a year the provision of first aid, evacuation procedures, and process for contacting families of pupils absent without notice;
- ensure appropriate training provision for staff (especially those new to the school) to enable them to fulfil their responsibilities;
- be responsible for ensuring accidents and incidents are reported and investigated appropriately and in line with the Health and Safety Executive (HSE) requirements.

### Teaching staff

The teaching staff, including supply teachers, classroom assistants and student teachers, will:

- take reasonable care of their own health and safety and that of others who may be affected by their acts;
- take responsibility for the safety of pupils in their care whether on the school premises or on an authorised school visit away from the school premises;

- notify the Headteacher (or appropriate Health & Safety representative) before any activity takes place if they consider the physical state of the teaching area or equipment being issued may present a health or safety risk;
- make themselves aware of procedures for fire, evacuation and first aid and be prepared to follow those procedures in the event of any emergency situation;
- seek information on the special safety measures to be adopted in his / her own teaching areas and ensure they are applied;
- comply with COSHH advice for teaching resources - specifically aerosols (such as fixative or spray mount) will be stored in a secure cupboard away from pupils and correction fluids will be kept away from pupils;
- integrate relevant aspects of safety into the teaching process and, where necessary, give special lessons on health and safety;
- require the Headteacher to make available appropriate protective clothing and working procedures for agreed teaching activities;
- make recommendations to the Headteacher or Department on the implementation / improvement of working procedures, equipment, tools or machinery regarding safety;
- take appropriate steps to ensure any second hand equipment is safe to use;
- ensure that any physical education activity is conducted with due consideration to health and safety - in particular any equipment or apparatus must be secure and safe to use;
- ensure that any performance with an audience is conducted with due consideration to health and safety - in particular room capacity should be respected, exit routes kept clear and exit signs visible;
- resolve any health or safety issue brought to his / her attention and escalate or report the incident where appropriate;

### Pupils

All pupils across the Federation will be encouraged to:

- observe all the safety rules of the school and in particular the instructions of staff given in an emergency;
- take any action appropriate to the circumstances to avoid health or safety risks to himself / herself, other pupils and other persons who may be affected;
- observe standards of dress consistent with safety and / or hygiene during a learning activity;
- use and not recklessly or intentionally misuse, neglect or interfere with things provided for his / her safety.

### Lunchtime supervisors

Adults who supervise and organise the pupil lunchtime will:

- have a responsibility for the health and safety of pupils inside the school and in the school grounds for the period designated as lunch break;
- be aware of the need to move dining furniture and have due regard for personal safety (including that of pupils) while that furniture is being moved;
- ensure that the arrangement of furniture in the room(s) where lunch is being served does not obstruct movement in case of fire or other emergency.

### Support staff (such as cleaners and caretakers)

Where support staff are employed by a contractor on the school site they must be aware of and be guided by the policies and procedures of their direct employer. All cleaning and other support staff should promote sound Health and Safety practices by:

- working safely and efficiently;
- using machinery or substances in accordance with manufacturers' instructions;
- using protective clothing and equipment where necessary;
- reporting defects in equipment to their line manager without delay;
- reporting defects or damage to the fabric of the building to the Headteacher or Delegated Senior Manager;
- ensuring that all materials, substances and equipment are kept in the areas provided and are secured safely;
- ensuring that all products are kept in containers properly labelled with product name, instructions for use and emergency procedures in the event of misuse or accident;
- ensuring that correct floor care including cleaning, sealing and polishing is done at a time when pedestrian traffic is at a minimum;
- ensuring that grass cuttings or wet leaves are removed from paths and that areas which are icy in winter are cleared and salted.

## Specific Responsibilities, Information and Arrangements

This section is specific to one school within the Mendip Edge Federation, acknowledging the individual nature of each school and the premises it occupies. In particular this section:

- names individuals responsible for specific areas of health and safety within the school;
- notes the location of specific health and safety documents relevant to the school;
- sets out specific health and safety arrangements for the school.

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|--|---|
| <b>Name of school</b>                                | Cheddar First School                      |
| <b>Headteacher</b>                                   | Margaret Wookey                           |
| <b>Deputy Headteacher / Delegated Senior Manager</b> | Suzanne Smith                             |
| <b>Premises Manager</b>                              | Margaret Wookey<br>Caretaker: Garry Britt |

| <b>Area</b>                                  | <b>Location of policy / guidance</b>   | <b>Name of person responsible</b>                  |
|--|--|--|
| <b>Accidents, Incidents and Near Misses:</b> |  |  |
| <b>Incidents / Injuries</b>                  | <u>Accident Reporting</u> (EEC Safety Suite)   | Margaret Wookey<br>Senior leadership team          |
| <b>Emergency procedures:</b>                 |  |  |
| <b>Critical / Major Incidents</b>            | <u>Critical Incidents in Schools</u><br><a href="https://slp.somerset.org.uk/ipost/iPost Documents/Critical Incidents.doc">https://slp.somerset.org.uk/ipost/iPost Documents/Critical Incidents.doc</a><br>School policy in Main office                                      | Margaret Wookey<br>Senior leadership team          |
| <b>Emergency Procedures</b>                  | <u>School Closures</u><br><a href="https://slp.somerset.org.uk/ipost/iPost Documents/Appendix B - GFS - Managing School Closures 2014.doc">https://slp.somerset.org.uk/ipost/iPost Documents/Appendix B - GFS - Managing School Closures 2014.doc</a><br>Circulated to staff | Margaret Wookey<br>Senior leadership team- A. Alen |
| <b>Updating Contingency Plan</b>             | <u>Updating your Contingency Plan</u><br>C:\Users\margaret.Wookey\AppData\Local\Microsoft\Windows\   | Margaret Wookey<br>Senior leadership team          |

|                                    |   |   |
|------------------------------------|---|---|
|                                    | Temporary Internet Files\Content.IE5\LGG6VM9L\App%20D%20-%20Dealing%20with%20major%20incidents%20and%20updating%20your%20contingency%20plan[1].doc<br>School policy in Main office  |   |
| <b>External visits</b>             |   |   |
| <b>External Visit Co-ordinator</b> | <u>Outdoor Education and External Visits Website</u><br><u>EEC Safety Suite&gt;External Visits Management</u><br><u>Policy for Offsite Visits and Activities - in school</u><br><u>School Policy : Main office</u><br>P:\Office\WP\Health and Safety\Policy\Model Policy for Offsite visits and Activities 2017.doc | Anita Lucas EVC<br><br>All staff<br><br>Anita Lucas<br>All staff involved in planning , consultation and sharing of information |
| <b>Medical:</b>                    |   |   |
| <b>Hygiene Control</b>             | <u>Guidance for Schools: Volume 4</u><br><a href="https://slp.somerset.org.uk/ipost/iPost Documents/Contact with animals - Guidance for Schools Vol.4 Info Sheet 42.doc">https://slp.somerset.org.uk/ipost/iPost Documents/Contact with animals - Guidance for Schools Vol.4 Info Sheet 42.doc</a>                  | Margaret Wookey   |
| <b>Infection Control</b>           | <u>Health Protection Agency Guidance</u><br><a href="https://www.gov.uk/government/publications/infection-control-in-schools-poster">https://www.gov.uk/government/publications/infection-control-in-schools-poster</a>   | Margaret Wookey   |
| <b>Medicines in School</b>         | <u>Guidance for Schools: Volume 4</u>   | Margaret Wookey<br>Suzanne Smith  |
| <b>Needlestick Injuries</b>        | <u>H &amp; S Policy Manual - HS007</u><br><a href="http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?aId=35744">http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?aId=35744</a>   | Margaret Wookey   |
| <b>New and Expectant Mothers</b>   | <u>H &amp; S Policy Manual - HS017</u><br><a href="http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?aId=35744">http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?aId=35744</a>   | Margaret Wookey<br>Staff member concerned   |
| <b>Pupils with medical needs</b>   | <u>Statutory guidance on supporting pupils with medical needs</u><br><u>Supporting pupils with medical conditions - templates</u>   | Margaret Wookey<br>Suzanne Smith  |
| <b>Risk assessments:</b>           |   |   |
| <b>Computer Use</b>                | <u>DSE Assessment Form - HS030 Managers Guide, User Guide and also training course and descriptions</u><br><a href="http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?aId">http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?aId</a>  | Jayne Phelps<br>Margaret Wookey   |

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|---|---|--|
| COSHH   | =35820  |  |
|   | <u>H &amp; S Policy Manual - HS008 Hazardous substances</u><br>COSHH Assessment Form (F08)<br><a href="http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=35434">http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=35434</a> | Margaret Wookey<br>Garry Britt<br>Weston support services    |
| Employee or Volunteer Driver  | <u>Driver Risk Assessment HS014</u><br><a href="http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=35589">http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=35589</a>  | Margaret Wookey<br>Driver concerned                          |
| First Aid   | <u>H &amp; S Policy Manual HS012</u><br><br><a href="http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=35580">http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=35580</a>   | Margaret Wookey<br>Jayne Phelps                              |
| <b>Sites and buildings:</b>   |   |  |
| SCC Overarching Guidance Document   | <u>Corporate Property Standards and Guidance</u><br>including construction work/contractors on school site  | Property services<br>Clive Tighe- Area Building surveyor     |
| Asbestos  | Asbestos register – main office   | Scientific services<br>Visual checks<br>Margaret Wookey      |
| Electrical Safety (Portable Appliance Testing)  | <u>Guidance for Schools: Volume 4</u><br><br><u>Checks purchased through SSE - 3 years; visual checks annually</u>  | SSE<br>Margaret Wookey<br>Senior leadership<br>Visual checks |
| Equipment Maintenance (lifting equipment, PE equipment, CDT equipment, LEV, Play equipment) | PE equipment - annual check purchased through BMIS<br>Play equipment - inspection service purchased through BMIS<br>Weekly visual checks<br>Contract for service of Hoist<br>Fire Extinguisher through Rhino Fire Control                                     | Margaret Wookey<br>Faye Thomson                              |
| Fire Safety   | <u>Fire H&amp;S010</u><br><br><a href="http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=46713">http://extranet.somerset.gov.uk/EasySiteWeb/GatewayLink.aspx?allId=46713</a><br>Ramis  | Margaret Wookey<br>Garry Britt                               |
| Gas Appliances  | Boilers/ heating  | Maintenance / servicing through property services            |

|                         |   |                                      |
|-------------------------|---|--------------------------------------|
|                         |   | BMIS                                 |
| <b>Minibus Safety</b>   | Minibus located at Fairlands Middle School responsible for Safety   |                                      |
| <b>Pressure Systems</b> | n/a   |                                      |
| <b>Safety Glazing</b>   | <a href="http://www.six.somerset.gov.uk/sixv3/content_view.asp?did=13346">http://www.six.somerset.gov.uk/sixv3/content_view.asp?did=13346</a> | Property services<br>Margaret Wookey |

| <b>Document</b>   | <b>Location</b>   |
|---|---|
| <b>Asbestos Register</b>                                | Main office   |
| <b>DSE Assessment Monitoring</b>                        | Main office   |
| <b>Guidance for pupils requiring medical procedures</b> | Hard copy Main office and SEN office  |
| <b>Supporting pupils with medical needs</b>             | Hard copy Main office and SEN office  |
| <b>Individual plans for pupils with medical needs</b>   | Class teachers have a copy, copy on display in staff room and First Aid room. Copy held centrally on pupils' SEN files - SEN filing cabinet   |
| <b>Safe systems of work for named pupils</b>            | SENCo office on pupil's file; Class SEN files and work areas  |
| <b>Risk Assessments</b>                                 | EEC suite – saved electronically<br>Completed risk assessments and associated safe systems of work distributed to relevant members of staff.<br>PE risk assessments also in hall file     |
| <b>Safe working practices</b>                           | EEC Suite<br>Safe working practices distributed to relevant members of staff.<br>PE safe working practices also in hall file; Forest School safe working practices in forest school shed. |
| <b>External visit policy</b>                            | Main office<br>Electronic link:   |
| <b>External visit applications</b>                      | EEC live suite  |

|   |  |
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| <b>and approval</b>                                   | Electronic link:   |
| <b>Security policy</b>                                | Main office<br>Electronic link::   |
| <b>First aid records</b>                              | Daily in First Aid room<br>Previous records archived in cupboard in First Aid room   |
| <b>Incident report forms</b>                          | EEC suite<br>Electronic link:<br>Hard copies kept in secure cabinet in Head's office |
| <b>Fire risk assessment document</b>                  | Ramis<br>Electronic link:  |
| <b>Fire safety records</b>                            | Main office  |
| <b>Water hygiene records</b>                          | Main office  |
| <b>Premises monitoring records</b>                    | Main office  |
| <b>Playground equipment inspection</b>                | Main office  |
| <b>Business interruption and contingency planning</b> | Main office<br>Electronic link:  |
| <b>Fire evacuation assembly point</b>                 | Rear Playground and Front Playground   |
| <b>First aid box(es)</b>                              | Main Supplies – First Aid room   |
| <b>Accident book</b>                                  | Daily records in First Aid room<br>EEC live<br>Electronic link:                      |
| <b>Electrical isolation</b>                           | Switch Room in main corridor   |
| <b>Gas isolation</b>                                  | 1 point outside New Boiler House<br>1 point outside Old Boiler House                 |
| <b>Water isolation</b>                                | 1 stop cock outside Main Gates   |

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|  | 1 stop cock old building yard just inside side gate leading to Hillfield. |
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### **COSHH**

COSHH assessments are carried out in accordance with the SCC guidance on Hazardous substances.

For items purchased for school use the Form FO8 COSHH Assessment should be used based on the safety data sheets supplied with the produce. Where items are purchased through 'Consortium' the Safety Data Sheets are e-mailed to the school office for products purchased which require a COSHH assessment.

Safety Data sheets and the completed FO8 forms are stored in the Main Office.

The school has a contract for Cleaning with Weston support services who are responsible for the COSHH assessments for the products their staff use. A folder contains the COSHH assessments and is kept in the caretaker's cupboard.

## FIRE SAFETY ARRANGEMENTS

Fire alarm tests – weekly – Garry Britt

Alarm maintenance and servicing – Coomber security

Visual inspection of Fire Extinguishers – weekly – Garry Britt

Annual inspection and servicing of Fire Extinguishers – Rhino Fire Control

Termly Fire Practices – Senior Leadership Team

Individual Evacuation Plans – SENCo

## FIRE EVACUATION PROCEDURE

Fire Instruction Notices and plans showing the nearest Fire Exit and Assembly Point are located throughout the school. Staff should familiarise themselves with plans for their work and rest areas and also the location of the nearest Break Glass Point and Fire Fighting Equipment. In most classrooms the Break Glass Points are in the cloakrooms.

The signal for evacuation is the **continuous** ringing of the fire bell.

Anyone discovering a fire (or suspicious item which may be a bomb) should sound the alarm immediately using the Break Glass Point and Contact the office to make an external 999 call to the Fire Service.

On hearing the alarm staff should

### **Evacuate:**

- Immediately evacuate all adults and pupils from their rooms in a quiet and calm manner using the nearest Fire exit and walking to the allocated assembly point
- Collect Class list to facilitate head count
- Children working outside their classroom will be escorted from the building by the adult they are working with and then taken to join their classes
- Children in the toilets will be collected by the headteacher, or in her absence a member of the office staff and taken to re-join their classes
- Children with 1:1 assistants will be evacuated from the building via the nearest fire exit and taken to join their classes
- Separate evacuation plans will be drawn up for pupils with visual or physical impairments
- Notices at the Main entrance will encourage visitors to let staff know if they are likely to require assistance
- If possible fire doors should be closed once the class has been evacuated .No-one should stop to collect coats or personal belongings
- Children doing PE should be evacuated in their PE kit and without shoes if necessary

### **Assemble**

- Adults and pupils should line up in class groups at the appointed assembly points

### **Roll Call/Head Count:**

- The signing in /out lists and visitors books will be taken by the office staff to the Assembly points
- A roll call should be taken of all adults and children and everyone accounted for.

### **Fire Fighting:**

On hearing the fire alarm the **priority** of all staff must be the **safe evacuation** of all adults and children. In the case of a small fire, once the evacuation has been completed, selected personnel

may use the Fire fighting equipment provided to contain/extinguish the fire. **NO-ONE SHOULD PUT THEMSELVES IN ANY RISK.**

### **Return to the Building**

Class teachers will be informed by the Head/Deputy Head or appropriate Fire Service Personnel when it is safe to return to the building.

### **The Valley Children's Centre**

In the event of the Fire Alarm sounding in The Valley Children's Centre any classes using the studio room should evacuate the building onto the main field, where they should follow the above procedures. Waiting to be informed by the Fire Wardens from the Children's Centre when it is safe to return to the building.

In the event of a fire in Cheddar First School any groups of Cheddar First School children working in The Valley Children's Centre will be collected and taken to re-join their classes so they can be accounted for.

### **Fire Precautions**

Fire extinguishers are supplied and serviced annually by an approved contractor – Rhino Fire. A report will be supplied after each visit.

All corridors and exits must be kept clear. Fire doors should be indicated by a sign and kept closed.

Fire exits should be marked emergency exit or fire exit, and kept clear at all times.

The boiler room must be kept free of inflammable materials and clean and tidy.

All waste and rubbish is taken daily to the collection area.

All fire guards should be securely fixed.

A log book is kept to record fire drills/instruction, alarm tests, defects connected with fire protection. The fire alarm should be tested once a week and the result recorded in the log book.

### **Evacuation Procedures in the event of a bomb scare or gas leak**

In the event of the risk of explosion the normal evacuation procedure, as given on the Fire Drill Notice, will be followed and gas will be switched off at source (adjacent to boiler room) and 0800 111 999 National Emergency Helpline to report smell/leak.

### **Smoking**

The school operates a smoke free policy.

**Individual Evacuation Plans** are kept in classes and in the SEN files

## **FIRST AID AND MEDICAL CARE**

First Aid training – updated May 2017 P:\Office\WP\Health and Safety\First Aid\First Aid.doc

### **First Aid**

There is a designated First Aid Room equipped with First Aid Boxes. For minor injuries we have First Aid Kits in all classrooms or children can be taken to the First Aid room. In the event of accident or injury in the playground or hall a child should be taken to the First Aid Room. In the event of serious injury an appointed person should be summoned.

A list of the Appointed persons who have undertaken the relevant training is available in the Staff Room, First Aid Room, Hall and Office.

At least one appointed person is on duty at all break and lunch times.

Any actions taken in relation to First Aid should be recorded in the 'bump book' in the first instance. More serious incidents should be recorded using the Accident report module in EEClive and sent to the Head teacher.

A bumped head 'note' should be written for any child with a head injury, however slight. This should be sent to the class teacher to be sent home. Class teachers will liaise with parents/carers and inform them of injuries where appropriate. Where a child is attending After School club the First Aid will be recorded in the hand over book.

In the case of serious injury or illness an ambulance will be called and parents contacted. If the school is unable to contact a parent (or an alternative nominated person) a member of staff will accompany a child to hospital.

If there is any doubt about a child's health a parent will be contacted.

A list of existing medical condition is kept in the 'bump book' and should be consulted before First Aid is given. Specific Medical Plans for individual children are also displayed in the First Aid Room and Staff Room and should be followed.

An appointed person should accompany all off-site visits.

The people trained in Pediatric First Aid should attend to Foundation Stage Pupils wherever possible and are based in the Foundation Stage Classrooms and are available at lunchtimes. Training for First Aiders is on a rolling programme to ensure sufficient adequately trained staff at all times.

### **First Aid boxes**

First aid boxes are kept in the staffroom and should have their contents checked and restocked once every half term by the staff. Contents of first aid boxes will follow HSE guidelines. Disposable plastic gloves and aprons are provided near the first aid boxes.

### **Travelling First Aid kits**

A travelling first aid kit should be taken on any school visit and must be checked by staff on return. Contents should include-

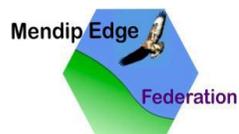
First aiders should provide treatment in accordance with their training. Disposable plastic gloves should be worn when administering first aid, to prevent IUV or Hepatitis.

Waste material should be double wrapped and then put in the bin for normal disposal. Any spilled blood or body fluid should be mopped up with paper towels and bleach, and discarded down the toilet, or double wrapped and put in the bin for normal disposal.

**The following staff have undertaken First Aid training.**

|                  |                              |                          |
|------------------|------------------------------|--------------------------|
| Jayne Phelps     | First Aid at Work 3 days     | 8-10 June 16 (June 2019) |
| Jeanette Cattell | Paediatric First Aid 2 days  | 27/06/16 (June 2019)     |
| Amanda Grant     | Paediatric First Aid 2 days  | 04/03/17 (Mar 2020)      |
| Pam Hathway      | Paediatric First Aid 2 days  | 04/03/17 (Mar 2020)      |
| Jane Williams    | Paediatric First Aid Level 3 | 26/04/17 (Apr 2020)      |
| Katri Healy      | Paediatric First Aid 2 days  | 11/05/15 (May2018)       |
| Sue Angliss      | Emergency First Aid at Work  | 17/11/15 (Nov 2018)      |
| Nicola Cooper    | Emergency First Aid at Work  | 17/11/15 (Nov 2018)      |
| Janet Travis     | Emergency First Aid at Work  | 17/11/15 (Nov 2018)      |
| Morven Hervada   | Emergency First Aid at Work  | 17/11/15 (Nov 2018)      |
| Georgina Warwick | Paediatric First Aid         | 27/06/16 (Jun 2019)      |
| Amanda Hart      | Paediatric First Aid         | 27/06/16 (Jun 2019)      |
| Caroline Clarke  | Paediatric First Aid         | 27/06/16 (Jun 2019)      |
| Sara Blackhurst  | Paediatric First Aid         | 20/09/17 (Sep 2020)      |
| Sarah Lorimer    | Paediatric First Aid Level 3 | 26/04/17 (Apr 2020)      |
| Nicola Doel      | Paediatric First Aid Level 3 | 26/04/17 (Apr 2020)      |





**Managing medicines in school**

**Mendip Edge Federation  
Medical Conditions Policy**

|  | <b>Who is responsible?</b>                                    | <b>Additional details</b> |
|--|---|---------------------------|
| <b>Mendip Edge Federation</b>  |   |                           |
| <b>Policy written by Federation SENCo's</b>  | <b>March 2017</b>   |                           |
| <b>To be reviewed by SENCo's/SEN Governors</b>   | <b>March 2017</b>   |                           |
| <b>1. <u>Children with Medical Conditions Policy</u></b>   | The Governor with responsibility for SEN and the head teacher |                           |
| a. We aim to ensure that all children, including those with medical conditions can continue to enjoy learning, friendships and play.   | All staff   |                           |
| b. Parents have the prime responsibility for their child's health and are required to provide the school (via the Head teacher) with information about their child's medical condition before they are admitted to the school, or as soon as the child first develops a particular medical need. | Parents   |                           |
| <b>2. <u>Pupils with Short – Term Medical Needs</u></b>  |   |                           |
| a. If children are unwell and unable to cope with a busy school day or if the child has an infectious or contagious condition they should not be sent to school. If they become ill during the day, parents/carers will be contacted by the school office in order that the child can be taken   | Parents   |                           |

|   |              |  |
|---|--------------|--|
| home.   |              |  |
| b. Many children will need to take medicines during the day at some time during their time in school. This will usually be for a short period only, perhaps to finish a course of prescribed antibiotics. Where possible doses should be given before or after school, however medicines may be brought into school if it would be detrimental to the child not to do so. Medicines should be brought to school in the original containers, named and with the labels attached. |              |  |
| c. Parents should inform the school (using the forms available from the school office) about the medicines that their child needs to take and provide details of any further support required.  | Parents      |  |
| <b>3. <u>Responsibility for administering prescribed medication</u></b>   |              |  |
| a. The school will ensure that there are sufficient members of staff who are employed, appropriately trained and willing to manage medicines. The type of training necessary will depend on the individual case. If they are in doubt about any procedure, staff will not administer the medicines but will check with the parents or a health professional before taking further action.   | Head teacher |  |
| <b>4. <u>Record-keeping</u></b>   |              |  |

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|--|--------------|--|
| a. Staff will complete and sign a record each time they give medicine to a child.  | Named staff  |  |
| <b>5. <u>Refusal to take medicine</u></b>  |              |  |
| a. If a child refuses to take medicine, staff will not force them to do so, but will note this in the records and inform parents of the refusal immediately.   | Head teacher |  |
| b. If a refusal to take medicines results in an emergency, then the usual emergency procedures will be followed.   |              |  |
| <b>6. <u>Storage of medication</u></b>   |              |  |
| a. All emergency medicines, such as asthma inhalers and adrenaline pens, will be safely stored and will be readily available. They will not be locked away and <u>where children are considered safely able to take care of their own medicines they will be supported to do so.</u> |              |  |
| b. Some Medicines need to be refrigerated. These need to be kept in a designated refrigerator and access will be restricted to those personnel who are given permission to administer medicines.   |              |  |
| <b>7. <u>Absence from school for more than 15 days</u></b>   |              |  |

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| <p>a. For those children who attend hospital appointments or are admitted to hospital on a regular basis, special arrangements may also need to be considered. In this event advice may be sought from Medical/ Panel for Excluded and Vulnerable Pupils (PEVP) panel who might offer additional support from the Link Education Centres.</p>   | <p>Headteacher/SENCO</p> |  |
| <p>b. Children with medical needs may be unable to attend school for many reasons relating to their condition and in this event the school will make arrangements to link the child to suitable learning opportunities and will facilitate their links with other children so that friendships are sustained.</p>   |                          |  |
| <p><b>8. <u>Pupils with Long Term or Complex Medical Needs</u></b></p>  |                          |  |
| <p>a. Where a child's needs are particularly complex and could affect their ability to access the full curriculum or participate in other areas of school life, then special arrangements will be made. The Physical Impairment and Medical Support Team (PIMS Team) and Special Educational Needs Assistive Technology Advisory Service (SENATAS) may be contacted to support any adaptations to the curriculum.</p> <p>b. In some cases this might take the form of dedicated adult support, at certain times of the school day. Alternatively, the child's needs could be such that modifications to the learning environment and /or the provision of specialist aids will need to be considered.</p> | <p>SENCo</p>             |  |

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| <p><b>9. <u>Individual Health Care Plans</u></b></p>   |              |  |
| <p>a. A written, individual health care plan will be developed where needed, to clarify for staff, parents and the child, the support that will be provided and what training may be required. This will include:</p> <ul style="list-style-type: none"> <li>i. details of the child's medical condition,</li> <li>ii. any medication,</li> <li>iii. daily care requirements</li> <li>iv. action to be taken in an emergency,</li> <li>v. parents/carers details including emergency contact numbers.</li> </ul> | <p>SENCo</p> |  |

|   |       |  |
|---|-------|--|
| <p>10. Those who may contribute to a health care plan include:</p> <ul style="list-style-type: none"> <li>a. The school nurse, specialist nurses, children’s community nurses, the child’s GP or other health care professionals (depending on the level of support the child needs)</li> <li>b. The parents/ carers ( and the child, if appropriate)</li> <li>c. The Head teacher and SENCo, /SEN Manager</li> <li>d. The class teacher , care assistant or teaching assistant</li> <li>e. Support staff who are trained to administer medicines or trained in emergency procedures.</li> <li>f. PIMS team</li> </ul> <p>It is good practice to have a health care plan endorsed by a health care professional and in many cases it is essential to do so.</p> |       |  |
| <p>11. The school will agree with parents how often they should jointly review a health care plan. The timing of this will depend on the nature of the child’s particular needs. In most cases this will take place at the start of each school year; however, some plans will need to be reviewed more frequently depending on individual needs.</p>   | SENCo |  |
| <p>12. Healthcare plans and training are not transferable, even when children have the same condition.</p>  | SENCo |  |

|   |                  |  |
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| <b>13. Training:</b>  |                  |  |
| a. If school staff need to be trained to administer medical procedures the school will contact the relevant health care professional, eg School Nurse, specialist nurse or children’s community nurse. Parents cannot be responsible for leading this training but parents and children will be asked to participate in the training and give advice and guidance on how they prefer things to be done. | SENCo            |  |
| b. Parents and school staff cannot cascade training that they have received when the training is specific to an individual child.   | Head teacher     |  |
| c. School staff who have been trained are responsible for following and delivering the health care plan and if the child’s condition alters they will contact an appropriate professional and the parents, making them aware of the change and requesting further training if needed or an alteration to the plan   | Individual staff |  |
| <p>d. School staff will request further training and professional updates when needed.</p> <p>e. Staff who have been trained in the child’s care are responsible for following the procedures in children’s care plans as they have been trained to do.</p> <p>f. The SENCo will liaise with health care professionals and the trained</p>  | Individual staff |  |

|  |               |  |
|--|---------------|--|
| <p>staff to support and facilitate training refreshers and updates as needed.</p> <p>g. Individual staff are responsible for identifying and communicating any changes that they notice in the child's care needs. The SENCo will inform parents and health care professionals and discuss whether further training is needed.</p> |               |  |
| <p><b>14. <u>Communicating Needs</u></b></p>   |               |  |
| <p>a. A profile containing photographs of pupils with medical needs, together with outlines of their medical condition and action to be taken, is available to all teaching and support staff.</p>   | Head teacher  |  |
| <p>b. Health Care Plans for individual children are also kept where they are accessible to all staff involved in caring for the child.</p>   | Class teacher |  |
| <p>c. Further copies and full medical records are stored in the child's personal file.</p>   | SENCo         |  |
| <p><b>15. <u>Educational visits (see also schools' Visits Policy)</u></b></p>  |               |  |
| <p>a. Visits and school residential trips will be planned so that pupils with medical needs can participate and reasonable adjustments will be made as appropriate to ensure that they are not discriminated against. If a risk assessment indicates that it is not safe for the pupil to</p>                                      | All staff     |  |

|   |              |  |
|---|--------------|--|
| participate in part of the experience because of their condition, then reasonable adjustments will be made and an alternative experience will be provided to ensure that they are enabled to join in the curriculum surrounding the trip.   |              |  |
| b. Staff supervising excursions and residential trips will always make sure that they are aware of any medical needs, and relevant emergency procedures. Parents of children participating in residential trips will need to complete required consent forms giving details of all medical/dietary needs. All medication or equipment which needs to be administered during the course of the visit should be handed directly to the trip leader in accordance with the school's guidelines before leaving the school at the start of the trip. | All staff    |  |
| c. A copy of individual health care plans will be taken on visits in the event of the information being needed in an emergency.   | Trip leader  |  |
| d. Arrangements for taking any necessary medicines will be made and if necessary an additional member of the support staff, or an appropriate volunteer might be needed to accompany a particular child. Children's parents will not usually be required to accompany their own children on school trips  | Trip leader  |  |
| e. If there is any concern about whether the school is able to provide for a child's safety, or the safety of other children on a visit, then parents will be consulted and medical advice sought from the school health service  | Head teacher |  |

|   |           |  |
|---|-----------|--|
| or the child's GP.  |           |  |
| <b>16. <u>Sporting Activities</u></b>   |           |  |
| a. All children with medical conditions will be encouraged to participate as fully as possible in physical activities and extra-curricular sport. For many, physical activity can benefit their overall social, mental and physical health and well-being. Staff will be sensitive to their individual needs and sufficient flexibility will be incorporated into the lesson planning for all children to be included in ways appropriate to their own abilities. | All staff |  |
| b. Any restrictions on a child's ability to participate in PE will be recorded in their individual health care plan. This will include a reference to any issues of privacy and dignity for children with particular needs.   |           |  |
| c. Some children may need to take precautionary measures before or during exercise, and may also need to be allowed immediate access to their medicines such as asthma inhalers.  |           |  |
| 18. <u>Insurance</u> : This is a maintained school. The governing body will ensure that appropriate level of insurance is in place and appropriately reflects the level of risk. We link to the local authority as employers who are responsible for insurance arrangements of LA schools and their employees.  |           |  |

**Unacceptable Practice:**

**It is not acceptable:**

**to place children at risk for any reason,**

**to exclude children from curriculum activities because of their medical condition**

**to place requirements and responsibilities on parents to fill gaps in staffing or resources**

**Individual Health Care Plans: Staff room/ Classrooms for children in class/ First Aid Room / SEN Files**

## **GAS AND ELECTRICAL SAFETY**

|                             |  |
|-----------------------------|--|
| <b>Electrical isolation</b> | Switch Room in main corridor   |
| <b>Gas isolation</b>        | 1 point outside New Boiler House<br>1 point outside Old Boiler House |
|                             |  |

### **Electrical Safety**

The school purchase PAT testing from the Local Authority. This testing is carried out every 3 years and a register of items checked is kept. A visual inspection of items on this list is carried out regularly and recorded annually. All staff are reminded to carry out a basic visual check before using equipment.

Emergency Lighting and Electrical Installations are checked as part of the Property Services building management service.

### **Gas Safety**

Staff should be aware of gas entry points and isolator switches.

0800 111 999 National Emergency Helpline should be notified immediately of any suspected leak.

## **OFF-SITE VISITS AND ACTIVITIES**

EVC Co-ordinator: Anita Lucas

Electronic link:

Outdoor Education and External Visits Website

EEC Safety Suite>External Visits Management

P:\Office\WP\Health and Safety\Policy\Model Policy for Offsite visits and Activities 2017.doc

The teacher responsible for organising the visit should seek permission for the trip from the Headteacher in the first instance. The visit should then be requested by using the EEC Live system, where the External Visits Co-ordinator (EVC) will grant approval as long as all relevant checks and risk assessments have been performed. Staff should follow the guidance in the Off-Site visits and Activities policy.

The Governing body have delegated the power to authorize Category A visits and activities to the Head teacher. Permission must be sought from the Governing body For Category B visits and activities,

A letter giving details of any proposed visit will be sent to parents, who must complete and return a slip giving permission for their child to go on the visit. Parents should be informed if the child's return to school will be later than the normal end of the school day.

When organising a visit, careful consideration must be given to the safety of the children, including the appropriate adult/pupil ratio.

A travelling first aid kit should be taken on any school visit and a fully charged mobile phone. The adult in charge of the visit should ensure that inhalers, or other necessary medication, are taken on the visit and are accessible at all times. .

Remind any children who suffer with travel sickness to take appropriate preventative action before leaving home. These children should be seated at the front of the coach. Appropriate equipment should be taken in case a child is sick.

Each pupil should have their own seat on the coach and should wear seat belts. The unprotected front seats and the centre back seat should only be used by an adult or left vacant.

The adult in charge of the visit should ensure that inhalers, or other necessary medication, are taken on the visit and are accessible at all times.

## **CHEDDAR FIRST SCHOOL - OFF-SITE VISIT POLICY ( BASED ON SCC MODEL POLICY)**

### **INTRODUCTION**

Off-site visits/activities are arranged by or on behalf of a Local Authority School, Academy or Educational Establishment, and would normally take place away from the establishment grounds. Off-site activities for children and young people can supplement and enrich their education by providing experiences that would otherwise be impossible. All off-site activities must serve an educational purpose, providing experiences beyond the classroom that enriches learning and personal development.

In this policy, we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits in order to manage and minimise risk, ensuring the safety and health of all pupils at all times. Within these limits, we seek to make off-site visits available to all pupils and wherever possible to make them accessible to those with disabilities. The visits usually take place within the school/working day.

## AIMS AND OBJECTIVES

The aims of our off-site visits are to:

- Enhance curricular and recreational opportunities for our pupils;
- Provide a wider range of experiences for our pupils than could be provided on the school site alone;
- Promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

## Curriculum Links

For each subject in the curriculum, there is a corresponding programme of activities that may include visits to specialist venues. All activities should be in line with guidance published by the Local Authority.

## Residential Activities

Residential visits enable children and young people to take part in a wider range of outdoor and adventurous activities. Residential visits must only be undertaken with the endorsement of the Local Authority.

## ROLES AND RESPONSIBILITIES

The key role involved in the planning and management of all off-site visits is the External Visit Co-ordinator. The establishment head will ensure that it has a trained External Visit Co-ordinator, whose role is to:

- Ensure that risk assessments are completed and, when appropriate, individual safety plans and safe working practices.
- Support the governing body in any decision on approval.
- Assign competent staff to lead and help with trips.
- Verify that all accompanying adults have been CRB checked.
- Make sure that all consent and medical forms are obtained.
- Keep records of visits and provide after-visit evaluation to aid future visits.

The school's trained EVC is:  
Anita Lucas

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Other key stakeholders involved in an off-site activity are listed below. Further guidance on the roles and responsibilities for each stakeholder can be found on the SCC Outdoor Education website:

<https://slp.somerset.org.uk/sites/sccoea/SCCOEA%20Documents/Roles%20and%20Responsibilities.doc>

- Governing Body/Senior Management Group
- Head/Manager
- Visit Leader
- Teacher, Youth/Children Worker, Other Employee
- Adult Volunteer

- Young People
- Parent/Carer

## HOW VISITS ARE AUTHORISED

Staff proposing to arrange an off-site activity must seek and obtain the approval of the Manager, Head Teacher and Governing Body (as necessary), in advance, before any commitment is made on behalf of the school.

### Category A Visits/Activities

Approval for Category A visits and activities, has been delegated by the Governing Body to the **Head Teacher and/or EVC**. *(Delete as appropriate)*. **Governors must review delegation arrangements annually as part of Health and Safety Policy for school.**

**Delegated responsibilities form:**

<https://slp.somerset.org.uk/sites/sccoea/SCCOEA%20Documents/Governor%20to%20Head%20Delegation%20for%20Category%20A%20Visits.doc>

### Category B Visits/Activities

Approval for Category B visits or activities must be obtained from the Governing Body and the Head Teacher before they take place. Endorsement is also required from the Outdoor Education Adviser for the Local Authority.

### Classification of External Visits:

External/off-site visits fall under one of three categories:

Category A - non-adventurous, local activities

Category B - Adventurous activities, residential, activities that require an overnight stop, or off-site visits that take place abroad

Category C - Duke of Edinburgh's Award activities

Further guidance on the classification of visits can be found on Page 3 of the **Notification, Approval and Endorsement** document, found on the Outdoor Education website, or via the following link: [Classification of Visits](#)

### Planning a Visit or Activity

The Visit Leader must ensure that the visit or activity is planned in advance and within sufficient time to ensure approval is granted.

When planning **Category A** activities, a record of the trip or activity on the European Education Consultants website is optional. However, a record within the school or establishment of a planned off-site activity should be kept, via the completion of a form such as the Visit Information Collection Sheet (see below).



Visit-activity  
Information collection

**Category B and C** activities should be carried out using the European Education Consultants (EEC) Health and Safety Management system for Risk and Educational Visit management as the

system provides a means to approve applications online for both the establishment's EVC and Local Authority.

Link to EEC: <https://www.eeclive.co.uk/public/plogon.asp?aid=14>

Link to Outdoor Education and External Visits Website:  
<https://slp.somerset.org.uk/sites/sccoea/SitePages/Home.aspx>

## Visit Plan

The visit plan for intended visits must include the following:

- Risk assessments for transport, site of visit and activities;
- Curriculum/development objectives
- Supervision/pupil ratios
- Itinerary
- Supervisory details
- Emergency contact details.

## Risk Assessment

All relevant risk assessments must be carried out by the Visit Leader before any proposed visit or activity takes place. Existing risk assessments should be checked to ensure that they are still suitable and sufficient.

As before, EEC provides comprehensive frameworks for venues and activities and should be used for visit/activity planning.

Key issues from the completed risk assessments or safe working procedures must be shared with adults/supervisors involved in the visit/activity.

## Transport

Risk assessments must be carried out for the mode of transport. When hiring a coach or minibus, only use companies that have been endorsed by Transporting Somerset.

If using a self-drive minibus whether, owned, leased or hired, drivers must have received training within the last four years through Transporting Somerset. Please contact the Driver Training Coordinator on 01823 358133 for further information.

If using staff vehicles, ensure that Driver Risk Assessment (F14a) has been completed before visit.

Using vehicles belonging to parents is discouraged. If, however, the decision is made to use a parent's vehicle the driver risk assessment (F14a) **must** be completed and a DBS check performed before the visit/activity takes place.

## Communication with Parents

The parents of young people taking part in an off-site activity should be provided with all appropriate information about the intended visit. Parents must give their permission in writing before a child can be involved in any off-site activities.

## **FURTHER HEALTH AND SAFETY CONSIDERATIONS**

Adults accompanying the group(s) on the visit/activity must be informed of the emergency procedures by the Visit Leader and provided with an emergency telephone number. This will normally be the establishment number, but where an activity extends beyond the normal working day, the telephone number of a designated emergency contact should be provided.

The School/establishment Office to be provided with a list of everyone, pupils and adults, travelling with the group, together with a copy of the itinerary for the activity (print out of the summary sheet from software).

The safety of the group(s), especially the pupils, is of paramount importance. During the activity, the Visit Leader must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical questionnaire returns, and ensuring that pupils are both safe, well and looked after at all times.

Prior to an activity, if it is felt that the behaviour of an individual pupil is likely to compromise the safety of others, the Visit Leader should discuss with the Head Teacher/Manager measures to put in place to enable the pupil to take part, especially if part of the curriculum. An example of these measures could be an Individual Safety Plan supporting extra supervision.

## **MONITORING AND REVIEW**

This policy is monitored by the appropriate Committee of the Governing Body and will be reviewed every two years, or before if necessary.

Signed \_\_\_\_\_ Date \_\_\_\_\_

## **FURTHER GUIDANCE AND HELP**

Health & Safety Executive: School trips and outdoor learning activities:  
<http://www.hse.gov.uk/services/education/school-trips.pdf>

Learning outside the classroom:  
<http://www.lotc.org.uk/>

Outdoor Education National Advisors Panel:  
<http://oeapng.info/>

## Visit Leaders Check List

### Must Do:

Complete the purpose of visit that outlines clear educational aims and objectives.

Document the Year group/Key Stage of the young people in the purpose of visit and educational objectives area.

Check any relevant, generic, risk assessments and share with visit supervisors.

\* Any required new risk assessments to be completed and shared with visit supervisors.

All supervisors to be listed and appear in the ratio box.

All attendee numbers to be recorded in the ratio box.

If the activity is adventurous and is being led by a qualified staff member from your school, ensure that they have completed an EV3 form

Ensure both the insurance box and the category of visit is selected.

Itinerary to be completed for each stage and time and dates to be consecutive.

Emergency contact number to be recorded for the visit - home and away.

The visit must be submitted for approval within the specified time period.

Check the communications page to ensure that information is recorded and actions taken.

Ensure that the External Visit Coordinator is aware of the trip and has given approval (Local authority for category B and C activities).

**\*Note: Risk assessments should be completed for each activity and in most cases they will be generic. Regular activities, e.g. Coach Travel should be reviewed on an annual basis by the health and safety co-ordinator. Visit Leaders need to ensure that they have looked at the relevant risk assessments for the activity and shared them with all supervisors who are involved - it will NOT require reviewing or completing a new one for each visit.**

## Should do *(Helpful to trip planners in the future)*

Add links to information regarding the trip to be found on your school web site into the links page (<http://www.school.somerset>)

Add the location of documents regarding the trip to be found within your school into the documents page.

Engage the young people in the planning and risk assessment elements of the organised activity to enrich the off-site visit experience.

Add your required risk assessments to an action plan via the assessment page.

On return rate your external provider and add comments on their performance by visiting the Provider details

On return rate your transport operator and add comments on their performance by visiting the Operator details

Monitor and evaluate the visit or activity to identify successes/whether the aims were met/learning areas for future trips

# **SECURITY**

## **Aim**

To provide a safe and secure environment for our pupils, staff and visitors. Our Security Policy ensures that we have in place effective procedures to enable us to achieve this aim.

## **Purpose**

The purpose of this policy is to define procedures and physical measures to safeguard

- all pupils whilst in the care of the school
- all persons authorised to be on School property from abuse by intruders, i.e. persons whose presence on school premises has not been authorized
- the property of the school and authorised persons

## **Roles and Responsibilities**

**Management Responsibility** - School security is shared between the LA, Governing Body and Headteacher.

**Role of the LA** The main role of the LA is to maintain an overall policy for security within its schools and to support and monitor its implementation by the School.

**Role of the Governing Bod**The Governing Body is responsible for formulating the Security Policy and monitoring its implementation.

The Head teacher's report to Governors reports key issues related to security where appropriate any resource implications are considered by the Finance Committee.

**Role of the Headteacher** The Headteacher will be responsible for implementing the Security Policy agreed by the Governing Body.

The Headteacher will ensure:

- all staff appreciate the importance of security and understand the school's policy and their responsibilities;
- staff training needs are kept under review and training as necessary;
- parents are informed of the security Policy and encouraged to help; routine security checks are carried out on an on-going basis by the caretaker and all teaching staff
- reports are made to the People and Environment Committee of the Governing Body and, where necessary, the LA;
- all crimes are reported to the Police
- undertaking further risk assessments and implementing control measures for individual pupils for whom specific control measures may be required e.g child who is likely to try and climb to escape.

## **Guidelines for School Security**

### **Security of Pupils, Staff and Visitors**

#### **Entry Procedures:**

##### **Staff**

- Staff and Governors based in school are the only people to know the key code for the main door;
- staff to contact the School Office or senior staff in an emergency, via classroom telephones;
- staff to inform a colleague or senior member of staff if they are meeting with a parent;
- all staff must challenge visitors who are not wearing an identity badge or visitors badge.

##### **Visitors**

- all visitors, including contractors and voluntary helpers, to come to main office entrance, report to admin staff, sign in and wear an identity badge or visitors badge;
- all parents to make an appointment to meet with a member of staff; if parents arrive and request to speak to a teacher urgently, a member of the office staff will ring the teacher first;
- all other LA services and visiting services (SEN Teams, ICT technicians, Somerset Music; property services) must sign in at the School Office;

By signing in all visitors are stating that they have read the guidance for visitors

**All visitors must leave by the main office and sign out.**

#### **Door Security:**

It is the responsibility of all staff to ensure that all external school doors remain shut from 8.55am until the end of the school day unless the adjacent playground is being supervised by a person authorised to undertake that task. (All external doors can be opened from the inside but not from the outside)

**Children should enter the school from 8.45 via the following doors:**

Reception – Rear classroom doors accessed via Reception playground

Year 1 – Rear classroom doors accessed from the field side of the building

Year 2 – Rear classroom doors opening onto Main Playground

Years 3 and 4 – Main door to library area accessed via Main Playground.

In the Foundation stage and KS1 wherever possible an adult will monitor the external doors between 8.45am – 8.55am to ensure children do not follow their parents out of the school but we ask for parents support in ensuring their children are settled in the classroom.

At 8.55am the main playground gate, the gate onto the field ( adjacent to cycle racks) will be locked using combination locks and external doors will be shut. Anyone arriving after this time must report to the office and report to the Main office.

Parents are expected to report their child's absence by 9.30am and if a message is not received the school will contact the parents.

### **Collecting pupils:**

The gates to the main playground and field are re-opened at 3pm and teachers should ensure external doors are secured from this time until 3.30pm.

At the end of the day children leave by the same door they entered the school.

In Foundation and Key Stage 1 children are not released until an adult can see their parent or the designated adult collecting them. In Years 3 and 4 children are asked to return to their class teacher if they can not find their parents. No child is allowed to leave the school without an adult unless permission has been received in writing from their parents (Yr 4 only).

Parents are asked to inform the class teacher if there is a change in the arrangements for collecting their child or to telephone the school if there is a change at short notice. If no such arrangement has been made the school will not release the child until a phone call has been made to the parent/carer.

If a child is not collected from school the school will telephone the parents/main contacts to try and make arrangements. If a parent can not reach the school the child will be offered a place at Happy Kid's After School Club until their parents can collect them. In extreme cases where no contact can be made Children's Social Care will be contacted to support the arrangement of alternative provision.

### **After School Clubs:**

#### **Happy Kids After School Club**

Children attending Happy Kids After School Club remain in the classrooms at the end of the school day and are either taken or sent to the club leaders who meet them in the main corridor or hall. A register is taken on arrival and any discrepancies/absences checked.

Parents are asked to help with this process by:

- informing class teachers if their child is attending the club
- notifying the club if their child is absent or they have made alternative arrangements e.g child going to a party.

### **Extra- curricular activities:**

Class teachers have a list of children attending the clubs. Children remain in the classrooms at the end of the school day and are either taken or sent to the Club via the internal corridor. A register is taken on arrival and any discrepancies/absences checked. Teachers inform the club leader of any known absences.

Parents are asked to help with this process by:

- Notifying the class teacher or Main office if their child is not attending the club for any reason and explaining the alternative arrangement.

### **Collecting children at any other time of the day:**

A parent wishing to collect their child at any time other than 3.30pm should notify the class teacher in advance. On arrival they should report to the main office , who will telephone the classroom. No child should be released via classroom doors.

In emergencies parents should still report to the main office.

### **Intruders – See also LA guidance on intruders**

If a member of staff discovers an intruder, that person must be asked to leave the premises immediately unless:

- The intruder is considered to constitute a physical threat, when the police should be called as soon as possible.
- The member of staff has reason to believe that the intrusion is unintentional, when that person will, at the discretion of the member of staff, be asked to register as a visitor, or leave the premises as appropriate.

### **In the event of a serious intruder threat the fire alarm will be run and standard evacuation procedures should be followed.**

**Any precautions are only as effective as the people using them. Be aware of any strangers in school; direct them to the appropriate authorities. Encourage children to find a responsible adult if approached in school by a stranger**

### **Security Outside the Classroom & Supervision**

There is one pedestrian access to the school and all parents and children are expected to use this. The car park gates are shut at 8.45am and anyone entering or leaving during the school day is asked to ensure the gates are closed after them.

The caretaker locks the main playground gate at 6pm and if the site is not in use by community groups the main car park and pedestrian gates are locked.

*As Cheddar First School is a community site it is used out of school hours by community users who are asked :*

*ensure they open the pedestrian and car park gates on arrival to ensure adequate separation of vehicle and pedestrian traffic;*

*ensure all gates are locked when they leave the site.*

## **Outside supervision**

Play areas are supervised at break and lunchtimes and whenever pupils are using the outside areas.

Children will be supervised at all times and checked back into classrooms at the end of breaks.

Teachers should not let children out of their classrooms until they have heard the bell or established that supervision is in place

The duty adults will check the playground when all classes have gone in to ensure no one has been left outside.

At playtime children should be outside the building unless they are supervised by a member of staff.

## **Additional Measures:**

**Main Playground: Staff should ensure that the Main playground gate is locked before children go outside.**

**Field area: Staff should ensure that the Main gate onto the field and the double gates enabling vehicle access are shut and locked before children go outside.**

## **Security of Internal areas**

- all rooms containing equipment that may pose a risk are kept locked e.g. Cleaning cupboard; Stock room; Boiler rooms; Switch room
- all classrooms have 'lockable' cupboards where items can be kept securely – teachers' laptops should be stored in these at the end of the school day.
- all external doors to be kept shut unless the area immediately outside is being supervised
- **an intruder alarm system is activated by the caretaker or the last member of staff to leave at the end of the school day.**

## **Security of External areas**

## **Lighting**

Security lights are in place at the front, side and back of the school.

## **Perimeter fencing:**

The school is surrounded by perimeter fencing which is checked regularly. Planning permission meant it was not possible to have a high level fence on the car park and it is therefore vital that the playground and field gates are shut to create a secure area.

Staff are asked to be vigilant about the areas which face the main roads and allotments and to report any concerning or inappropriate behaviour by members of the public.

The Perimeter fencing is checked regularly.

## **Site management**

Weekly visual checks are made to ensure the site is free of any hazards and staff, children and parents are asked to report any hazards they notice immediately.

External play equipment checked weekly and daily before use.

All crimes reported to police.

## **Security of Equipment – Security Strategies**

### Inside School Building

- all electrical and valuable items will be entered in the Inventory (held in the Sims equipment register module) and marked with a serial number;
- all expensive portable equipment should be kept securely and staff are responsible for ensuring it is returned to a the secure area:
- laptops are allocated to teachers and they are expected to keep them securely; all other items should be 'signed out' if they are taken off site;
- the computer suite and stock room must be locked at the end of each day;
- Intruder alarm to be in operation when the school is closed.

### Outside School Building

- Main gates to be kept shut and locked when school not in use.

## **Security of Staff, Visitors, Pupils and Equipment during whole-school events.**

### **Parents evenings/meetings:**

- all personal belongings to be locked in classroom cupboards or head teacher's office;
- main office to be locked unless it is occupied
- all rooms apart from classrooms, kitchen and staffroom to be locked
- staff to meet with parents in hall, or classrooms if it is a group meeting

### **Fundraising events:**

- all rooms apart from those being used to be locked;
- all personal belongings to be locked in classroom cupboards or head teacher's office;
- main office to be locked unless it is occupied.

### **Lettings:**

In the event of a Letting:

- all rooms apart from those being used to be locked;
- main office to be locked
- Caretaker to open and secure site
- LA agreement to be signed
- user to bring a mobile phone as access to Main phone will not be possible in the event of an emergency.

### **Security of Money and Data**

Please see Mendip Edge Federation Finance Policy

### **Training:**

Security matters are addressed in

- Induction Training for all new staff
- Regular updates as necessary during staff training days, held at the beginning of each year and through staff meeting throughout the year
- Specific training on new equipment and systems as required.

### **Intruders**

#### **INTRUDERS ON SCHOOL PREMISES**

The following guidance is reprinted from Somerset County Council's "Guidance for Schools".

- The grounds and buildings of a school are private property. People who enter them without specific permission or reasonable cause are trespassing, and the Headteacher or any other member of Staff as representative of the Authority, is entitled to insist that they leave.
- As soon as a Headteacher, or a member of staff, learns that one or more apparent intruders are on the school premises they must ask themselves, or their informant, a series of questions:

### Is Action Necessary?

Is the intruder causing a nuisance or is it a situation to which the school is prepared to turn a blind eye e.g. children gathering in the playground after school hours because it is the only place where they can play safely.

### Does the intruder have a legitimate reason for being on the premises?

In practice, people can and do arrive at schools unheralded but with perfectly proper reasons for wishing to see the Head or to inspect some part of the premises, so the first step in dealing with an apparent intruder must be to ask him/her whether he/she has any business at the school.

### Is the intruder causing a nuisance or likely to cause a nuisance?

If it is in fact a case of simple trespass, someone just wandering around the premises or perhaps taking his/her dog for a walk, he/she should be politely but firmly asked to leave. However, threats to send for the police are not appropriate. Trespass is not in itself a criminal offence, and the police are under no duty to assist Headteachers in asserting the Authority's civil rights as landowner.

What the Headteacher can do in appropriate cases is to resort to self-help. When a trespasser is asked to leave but refuses to do so, the landowner's representative is legally entitled to eject him by force. A Headteacher or colleague who forcibly ejects an intruder off the premises is acting well within his/her legal rights. There is no question of the intruder being able to maintain an action for assault against the Head or his/her colleagues except in the unlikely event of being able to prove that the degree of force used against him/her was wholly excessive. Should any such allegation be made the Authority would accept full responsibility for the teachers' actions, as having been carried out in defence of its own rights as landowner and in the interests of maintaining good order in its schools. However, staff should assess the risk to their own personal safety and act accordingly.

While there is no legal objection to the use of force, it will not always be a realistic option. The Headteacher may as a last resort request the assistance of the police, who are entitled to enter private property at the invitation of the owner in order to assist him/her in exercising his/her right to remove intruders. It must be clearly understood, however, that the police merely have a power to assist in this way. They are under no duty to do it, and requests for assistance will sometimes be met with the reply that police manpower in the locality is fully occupied in dealing with matters that are not discretionary.

### If the intruder is causing a nuisance

Under Section 40 of the Local Government (Miscellaneous Provisions) Act, 1982 it is a criminal offence for any person to trespass on school premises AND to "cause or permit nuisance or disturbance to the annoyance of persons who lawfully use those premises". This means that as soon as violent, abusive or even annoying behaviour on the part of an intruder begins to alarm staff or pupils or to disturb in any way the smooth running of the school, it is likely that an offence is being committed.

Section 40 gives a statutory power to the police, or Headteachers and their Deputies as representatives of the Authority, to remove from the school premises anyone whom they find committing the offence, or who is reported to them as having been committing it prior to their arrival. The police and the Authority are both able to prosecute such persons. There are various options a Headteacher may wish to consider:

- He/she may remove such a person(s) from school premises, or
- He/she may request that the police intervene to remove such a person(s), or
- He/she may contact the County Secretary and Solicitor who will write to such a person(s) who have caused a nuisance (or to their parents if intruder is under 18) informing them that it is an offence to cause a nuisance or disturbance on school premises and warning of prosecution if they persist in such action.

It is important to note that the offence does not have to be committed during school hours. People attending community activities or evening classes at a school are using the premises lawfully, so an intruder causing them any annoyance will be liable to prosecution. Schools should be aware that on certain occasions it is likely that difficulties may arise with intruders and should take preventative action in advance.