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School-level arrangements for Health, Safety and Welfare.

The following pages contain the specific arrangements and organisational details for ensuring that the Special Partnership Trust Health and Safety Policy is fulfilled.

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Statement of Health and Safety Policy

Brunel School:

1. Recognises its legal and moral responsibilities to persons who may be adversely affected by the school's activities.
2. Is committed to ensuring, by all reasonably practical means, the health, safety and welfare of its pupils, visitors, employees and contractors involved with its activities.
3. Will seek to ensure that its legal duties and policy objectives are complied with at all times.

4. Will ensure that all foreseeable risks associated with the school's activities are identified and removed or controlled through a process of risk assessment and management.
5. Will ensure that all employees are given such information, instruction and training as may be necessary to enable the safe performance of their duties.
6. Will seek to inform pupils' parents or guardian of any health, safety or welfare issues relevant to their child or children.
7. Have detailed the arrangements for health safety and welfare in the Organisation and Arrangements associated with this policy statement.
8. Will ensure, as far as is reasonably practical, that this policy statement and supporting documents are kept up to date. A formal review and re-adoption of this policy will be carried out by no later than the review date specified above.

Responsibilities

It is recognised that individuals and groups of individuals have responsibilities for health safety and welfare in the school. The individuals and groups identified below are expected to have read and understood the school's policies and procedures for ensuring health safety and welfare and to conduct their duties in accordance with them.

The Employer

The employer in this school is the Special Partnership Academy Trust. The employer has the ultimate responsibility and must ensure that there are arrangements in place for the health safety and welfare of pupils, staff, visitors and contractors.

Trustees

The Trustees are responsible for ensuring that mechanisms and procedures are in place for health safety and welfare. The Trustees will receive regular reports to enable them, in collaboration with the Headteacher to prioritise resources for health safety and welfare issues.

The Trustees have appointed a Safety Governor to receive information, monitor the implementation of policies, procedure and decisions and feed back to the Trustee Board on health safety and welfare issues.

The Trust Health and Safety lead is: John Rail

The local Governing Body lead is: Special Partnership Trust

Head Teacher

The Head Teacher has responsibility for:

- Day-to-day management of all health safety and welfare matters in the school in accordance with the Statement of Safety Policy;
- Ensuring that regular health safety and welfare inspections are carried out;
- Submitting regular health safety and welfare reports to the Governors and the employer;

- Ensuring that action is taken on health safety and welfare issues;
- Passing on information received on health safety and welfare matters to appropriate people;
- Carrying out accident investigations;
- Chairing the school Health and Safety group
- Identifying and facilitating employee training needs;
- Liaising with Trustees, governors, the employer and/or the Local Authority on policy issues and any problems in implementing the Safety Policy;
- Co-operating with and providing necessary facilities for trades union safety representatives;
- Providing necessary facilities for all employees to be consulted on health safety and welfare matters;
- Ensuring that any contractor appointed to deliver services or carry out work is competent to do so;
- Monitoring contractors to ensure that the Health and Safety Policy is complied with;
- Taking action where any contractor is found to be working in a manner which is considered to be unsafe.

Whilst responsibility for the above cannot be delegated, the function of carrying out these tasks can be delegated to other members of staff. In this the following functions have been delegated to:-

Function	Delegated to
Day to day health safety and welfare management	Operations Manager
Regular inspections	Caretaker
Accident Recording & Investigation	Operations Manager
Chairing Health and Safety Group	Headteacher
Employee training needs	Headteacher/Operations Manager
Contractor management	Operations Manager/Caretaker

Competent Health and Safety Advice

Brunel School must have access to competent health and safety advice. The school's competent advisors are:

The Health, Safety and Wellbeing Services Team, Cornwall Council

Senior Management, Middle leaders and leads with responsibilities

These role have responsibilities for:-

- Day-to-day management of health safety and welfare in accordance with the Health and Safety Policy;
- Drawing up and reviewing departmental/curricular area procedures regularly;
- Ensuring that suitable risk assessments have been carried out for all activities where there is a significant risk;
- Carrying out regular inspections and making reports to the Headteacher
- Ensuring action is taken on health safety and welfare issues;
- Arranging for employee training, information and instruction;
- Passing on health safety and welfare information received to appropriate people;
- Acting on reports from employees, the Head Teacher; the Governors and the Local Education Authority.

All Employees

All employees have a general responsibility, as far as reasonably practical, to ensure the health safety and welfare of themselves and others who may be affected by anything they do or fail to do. In particular employees have a responsibility for:-

- Checking that classrooms/work areas are safe;
- Checking equipment is safe before use;
- Ensuring safe procedures are followed;
- Ensuring protective equipment is used when needed;
- Participating in inspections and the Health and Safety Committee/group if appropriate;
- Bringing problems to the relevant manager's attention.
- Reporting accidents and incidents in accordance with school procedures.

In addition, all employees have a responsibility to co-operate with the employer on matters of health and safety.

Volunteers

Volunteers (such as parent-helpers, etc.) have a responsibility to act in accordance with the school's policies and procedures for health safety and welfare and to report any incident or defective equipment to a member of staff immediately.

Volunteers are also expected to act only under the supervision of a qualified employee.

School-Level Health and Safety Team:

- Ben Clark (Operations Manager)
- Vikki Alden (Headteacher)
- Emily Johnston (DSL)
- Tim Saunders (School Caretaker)

- Deborah Potter (H&S administrator)
- Lee King (Food safety lead)

Arrangements for the Supervision of Pupils

Opening Times

The School will be open from:

Pupils arrive from 9:00 and the school days starts at 9:00am.

And will close to pupils at:

2.30pm where pupils are safely transferred to awaiting transport. Or 4pm for pupils on 'Twilight' sessions

We are usually open weekdays during term time.

Between these times supervision will be provided. Pupils will not be allowed on site outside of these times unless otherwise agreed by the Headteacher.

Supervision arrangements

Supervision starts from the moment pupils arrive at school. Staffing is based in class and learner needs. Minimum ratios are usually two adults per room, depending on the individual needs of the learner(s) but most are much higher than this often ratios ranging from 2:1 to 1:5. Where 1:1 working is required, the member of staff must adhere to the school's lone working policies.

All classes have additional midday supervision to ensure ratios remain high during lunchtime periods.

High and appropriate levels of supervision are always expected and in locations around the school site.

Learners are collected and handed over to parents/carers and transport providers at the front of the school at the beginning and end of each day. No learner is unsupervised at these times. Designated members of staff wear high-vis jackets on the gate to be easily identified by parents and taxi drivers.

Where learners who are not collected at the end of the day, we would make contact with the parent/carer to find out what has happened. We will supervise until alternative safe arrangements can be made. If we are not able to make contact or if arrangements for collection cannot be made within 30 mins of the school day, then we would follow our safeguarding protocols and contact social care for advice.

After School Lettings

Unless specifically agreed in the Letting Agreement, the School does not provide supervision for any groups using its facilities as part of a letting/hiring arrangement.

Off-site Activities

Lone alert app

See 'working alone' section. All members of staff are instructed to take a 'lone working' mobile phone with them on off-site trips and activities with pupils, or for lone working on home visits, etc. There are a minimum of two dedicated mobile phones in reception that are available for staff working off-site with pupils/lone working. The Lone Alert app is installed on these mobile devices, and key staff work mobiles, which allows the user to be tracked if required and click 'SOS' in case of emergency, triggering the following response.

1. Unless the staff member cancels the alert, the LoneAlert call centre will attempt to contact them after one minute.
2. If they are unable to get hold of them after one minute, they will contact the Operations Manager via text and call.
3. If they are unable to get hold of the Operations Manager after one minute, they will contact the Headteacher and DSL via text and call.
4. If they are unable to get hold of the Headteacher and DSL after one minute, the call centre will repeat stages 1 to 4.
5. Once the call centre has repeated these stages two more times, they will contact the police, who will be dispatch to the user's location at the highest priority response.
6. LoneAlert will also alert the police if they believe the member of staff is in danger during any of these stages.

Off-site bag and equipment

The off-site bag contains a first aid kit and printed risk assessments for off-site working. The bag can also be used to carry medications (see 'medications off-site' section and 'supporting pupils with medical conditions' policy)

Risk assessments

The school has various risk assessments in place covering a range of activities off site. The Education Visits Coordinator (EVC) is responsible for ensuring risk assessments are in place and recorded on EVOLVE for the type of activity taking place, supported by the Operations Manager. A copy of the risk assessment should be taken by staff facilitating the trip/activity. The school also holds more general risk assessments for off-site activities, transport, and lone working, which are accessible via AssessNet.

With regards to pupils' medications being taken off site, risk assessments for off-site activities will include consideration of:

- Access to medication
- Appropriate storage of medication
- Staff training in administration of medication
- Emergency procedures

EVC

As mentioned above, the school has an EVC in post who is responsible for ensuring the appropriate recording for off-site activities via EVOLVE and that key processes are being followed, such as venue vetting checks (Local Authority SOE5 form), coordinating attendees including first aider(s) and parental consent. A review of the activity should be completed on EVOLVE following the visit to ensure effective and efficient risk management.

Offsite form

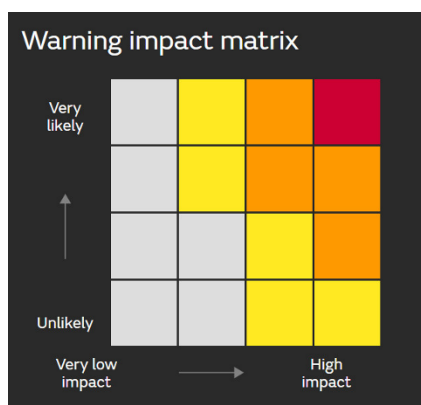
Where the off-site activity is minimal (i.e a walk to Oldway Mansion), the lead staff member facilitating the activity/walk will complete an 'offsite visit record' which details the purpose, arrangements, times, contact numbers, vehicle used, etc. This must be signed by a member of SLT and stored by the EVC.

Weather conditions and traffic

Prior to off-site activities with pupils, weather conditions must be checked via a reliable source such as the [Met Office](#). Traffic and road closures must also be checked via a reliable source such as the [AA](#). The trip lead must dynamically risk assess in collaboration with Senior Leadership as to the safety of the proposed trip, including travel arrangements. Off-site activities will not usually go ahead in an amber or red weather warning.

The school will adhere to the following guidance from the Met Office in relation to weather warnings and off-site activities.

Yellow Warning	Many people may be able to continue with their daily routine, but there will be some that will be directly impacted and so it is important to assess if you could be affected. It is important to read the content of yellow warnings to determine which weather situation is being covered by the yellow warning.
Amber Warning	There is an increased likelihood of impacts from severe weather, which could potentially disrupt your plans. This means there is the possibility of travel delays, road and rail closures, power cuts and the potential risk to life and property. You should think about changing your plans.
Red Warning	It is very likely that there will be a risk to life, with substantial disruption to travel, energy supplies and possibly widespread damage to property and infrastructure. You should avoid travelling.



[Weather warnings guide - Met Office](#)

Venue vetting checks form

The EVC is responsible for ensuring the venue is appropriate for off-site activities. A venue vetting checks form (see appendix 8) will be sent to the venue prior to the visit and stored by the EVC on EVOLVE.

Parental consent

The lead staff member facilitating off-site activities, supported by the EVC, will ensure that sufficient consent is obtained from parents to take pupils off-site. The administration team will ensure that **SOE3** forms are renewed by parents annually, which covers medical conditions, etc. Depending on the activity, the local authority's adventurous activities form may need to be obtained by parents and renewed annually.

For each off-site trip, parents will be sent a letter detailing the trip and arrangements and will be asked to return a permission slip. Pupils will not be allowed to attend the trip without permission being obtained.

Staff to pupil ratios for off-site trips

When planning off-site activities with pupils, the Trip Lead should plan for a minimum staff to pupil ratio of 1 staff member to 3 pupils. However, it may be dynamically risk assessed that a higher staff to pupil ratio is required, depending on various factors including current behaviour, the pupils' Individual Support Plans, and the nature of the off-site activity.

Long term off-site locations

In some cases, pupils may attend an alternative provision depending on their needs. Brunel School must be satisfied that the alternative provision has adequate policies and procedures in place to ensure the health, safety and safeguarding of pupils. The SENDCo and Safeguarding Lead are responsible for ensuring that these provisions are quality assured half-terminally in line with KCSIE. Quality assurance visits must be recorded and stored for audit purposes.

Brunel School may lease spaces at other locations, such as Paignton Library or Oldway Primary School. Venues for long-term arrangements must complete a Health and Safety form at least annually, providing assurance to Brunel School that the venue has adequate health and safety policies and procedures in place to ensure the safety of its pupils and staff.

Accidents that occur off site **MUST** be reported in line with the school's usual incident reporting procedures.

First Aid

Assessment of Needs

An assessment of first aid needs has been carried out and has identified that the following numbers of trained staff is required:

- First Aid (1 day or 3-day course) – 10 (currently meeting target) This is based on a ratio of approximately 1 first aider to 6 individuals.
- The school maintains a minimum of 25% of first aiders that have completed the three-day course.

All our staff class-based staff complete basic first aid awareness training (First Aid Basics).

First Aid Coordinator

The first aid co-ordinator is responsible for overseeing the arrangements for first aid with the school.

These duties include ensuring that:

- First aid equipment is available at strategic points in the school (these are appropriately stocked and in date)
- Posters around the school clearly show the locations where these can be found.
- Arranging termly first aid meetings involving all first aiders.

They also include ensuring that:-

- A sufficient number of personnel are trained in first aid procedures
- Lists of trained first aiders are on the school posters, dates of training and level of qualifications are retained and monitored
- First Aid qualifications are, and remain, current. The HR administrator will also support with the monitoring of this.

The health and safety working group (Headteacher, Operations Manager, Caretaker and H&S Administrator) will also regularly check first aid logs for indications of recurrent or frequently reported types of injury. This is reported to our local governing body via the Headteacher's report.

First Aiders

The first aiders listed on the posters will provide first aid treatment for anyone injured on site during the school day. They will also provide, as appropriate, first aid cover for:

- Trips and visits
- Extra-curricular activities organised by the school (e.g. sports events, after School clubs, parents' evenings, School organised fund raising events etc.)

First aid cover is not specifically provided for:

- Contractors
- Events organised by third parties (fetes, evening clubs, etc.)

First Aiders are responsible for ensuring that First Aid Logs (via CPOMS) are completed for all treatment given and that the necessary details are supplied for the reporting of accidents (see Reporting of Accidents section) First Aid logs are automatically directed to the Operations Manager who will establish whether the incident needs to be recorded as a H&S incident.

First Aid Equipment

Our Lead First Aider/coordinator is responsible for monitoring stock of all supplies in the first aid room. First Aid kits are located in the following areas:

- Gym
- Science

- Vocational
- School kitchen
- School vehicle
- Staff room
- School office
- Off-site bag

Key staff responsible for these areas are responsible for liaising with the Lead First Aider if they require additional stock, but must make regular checks on stock levels alongside the Lead First Aider.

There is an **AED** located in the first aid room, accessible by First Aiders. The battery should last until approximately 2030 (on standby) and should be checked termly by the First Aid Lead as part of the termly first aid audit.

Emergency Asthma Kits

This School's procedures for managing the use of the emergency asthma kit is based on Department of Health guidance:-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/350640/guidance_on_use_of_emergency_inhalers_in_schools_September_2014_3.pdf

Staff authorised to dispense this medication have read the above guidance and have been given instruction in the recognition of the symptoms of an asthma attack and the appropriate procedures to follow.

The emergency inhaler contains Salbutamol and will only be available to pupils who have been

- diagnosed with asthma and prescribed an inhaler OR
- prescribed an inhaler as reliever medication.

In addition, signed parental consent must be obtained for use of the emergency inhaler.

The school keeps a register of pupils who have been diagnosed with asthma or prescribed a reliever inhaler.

The emergency asthma kit will be stored and managed in the same way as any other prescription medication following the procedures above.

Emergency EpiPens

The school holds two emergency EpiPens (adrenaline auto-injectors) which are stored securely in the medical cupboard in the locked first aid room. First Aiders have received instructions and videos on how to administer EpiPens and this is also discussed as appropriate during First Aiders meetings. First Aiders are also expected to complete 'understanding anaphylaxis' training.

The school will adhere to the Government guidance on the use of auto-injectors in school.

First Aiders are expected to read and confirm their understanding of this guidance.

[Guidance on the use of adrenaline auto-injectors in schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/350640/guidance_on_the_use_of_adrenaline_auto-injectors_in_schools_September_2014_3.pdf)

Please see the school's 'allergies & anaphylaxis' risk assessment, which contains a list of staff and pupils who have an allergy and carry an adrenaline auto-injector. It is important that these are accessible to the affected person and that First Aiders are aware of where they are stored.

The school kitchen staff will be updated with pupil/staff allergies where appropriate.

Every effort is made to identify allergies upon induction of new pupil/staff and appropriately recorded.

Specific risk assessments are carried out if appropriate in order to mitigate risks of allergic reactions/anaphylaxis.

Nut-free school

The school has adopted a 'nut-free' approach. This is to mitigate risks of allergic reactions/anaphylaxis for anyone entering the building, including visitors and parents where allergies may not be known.

Staff and pupils are not permitted to bring nuts, or food containing nuts, onto the premises.

This is communicated on the school's website, as well as via specific communication with staff and parents. Posters will also be displayed in the school's staff room and key offices.

Treatment of Injuries

The school will rely on the knowledge and experience of its trained first aiders, with support when available from our first aid lead, in order to administer appropriate treatment to injured persons.

In emergency situations the first aider will call (or instruct another member of staff to call) 999 and request that an ambulance and paramedics attend.

Where there is any doubt about the appropriate course of action the first aider will be expected to consult with the Health Service Helpline 111

And, in the case of pupil injuries, with the parents or legal guardian.

First aid can be requested/called by raising '**CODE GREEN**' on the radio. First aid arrangements are discussed during staff induction.

For more serious first aid – '**CODE GREEN PLUS**' can be called on the radio, in which case a member of SLT will also attend with the first aider. Examples of where code green plus may be used includes, but is not limited to:

- Serious bleeds – the school holds an emergency bleed kit in the first aid room (emergency equipment cupboard)
- Broken bones.
- Seizures.
- Unconsciousness.
- Serious breathing difficulties.
- Serious head, neck and spinal injuries.

Suspected Head, Neck and Spinal Injuries to Pupils

In the event of a suspected head, neck or spinal injury to a pupil, the pupil's parent/guardian is contacted and informed of the injury.

The attending first aider, in consultation with the parent/guardian, will decide the appropriate course of action in each case. The first aider will ensure that treatment is not delayed by difficulties in contacting the parent/guardian.

In any case where there is any doubt about the pupil's wellbeing, the first aider is expected to contact the Health Service Helpline for advice or phone for an ambulance as appropriate.

Ligature Cutters

The school has a code that can be raised via the radios to summon a ligature cutter. This code is 'CODE ORANGE'. This may be required when someone has a rope or material tied around a body part (i.e. neck). Ligature cutters are stored in the following locations and checked by the Caretaker monthly.

- Operations Manager's office.
- HR/Finance office.
- First Aid room.
- Safeguarding office.
- DSL's office.
- Staff room.

Other Significant Injuries

Any other serious injury will be notified to the parents/guardians by the quickest means possible (normally by phone).

In addition to the procedures above the school will notify parents/guardians of any other significant injury by way of:

- A telephone call and or email.
- Records of notification by telephone to parent/guardians will be recorded in the first aid logbook (CPOMS).

Escorting Pupils to Hospital

When it is necessary for a pupil to be taken to hospital they will be accompanied by a member of staff – unless the pupil's parent/guardian is in attendance.

The member of staff will stay with the pupil until a parent/guardian arrives and responsibility is transferred.

Pupils with Medical Needs

The school recognises that it has a responsibility to support pupils with medical needs. The school follows the Department for Education's guidance on managing medicines in schools and early years settings:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf

Please also read the Trust's policy 'Supporting Pupils with Medical Conditions in Schools'.

Responsible Person

The Senior Leadership Team supported by the First Aid lead are responsible for ensuring that the arrangements below are effectively implemented and maintained.

Medicine in School

Medicines will only be administered at school when it would be detrimental to a pupil's health not to do so. The school will store and dispense medication to pupils as long as:

- It is prescription medication which has been prescribed by a medical practitioner with written instructions for its use; or
- It is non-prescription medication which has been supplied by the parent/guardian with written instructions for its use; and
- Written parental consent has been given and meds must be in the original packaging.
- The school does not keep or dispense any other medication other than emergency life-saving medication such as salbutamol (asthma inhaler) and EpiPens.

Medication brought into school must be clearly labelled with the pupil's name, dosage, method of administration and be in-date.

Medication will be available to identified pupils at all times of the school day.

There is a log of all medication that has been administered, located in the first aid room. This is to be completed by the first aider (and secondary witness) immediately at the time of administering medication. The medication expiry date will also be checked and logged prior to administering.

See separate 'supporting pupils with medical conditions' policy on the Special Partnership Trust's website.

Self-Management of Medication

In certain circumstances the school will allow pupils to manage their own medication. In each case this will be discussed with the parent/guardian and appropriate health professionals - and an assessment of risk will be completed, and this will be signed for by parent/carers.

The assessment of risk will include an evaluation of the risk to the pupil and others through inappropriate use of the medication, loss of the medication or failure to take the medication.

Storage of Medicine

Medicines will be securely stored in medicines cabinets in classroom, controlled medications are securely stored in the first aid room. Refrigerated medicines are stored in the fridge in the admin office.

All medicines must be signed in in the medicine's log/inventory, which is maintained by the Lead First Aider.

All medication handed to the school is signed for at the point of transfer.

Medicines can only be given out by staff who have received medication training.

Medications off-site (trips and activities)

The leader of the off-site trip/activity is responsible for ensuring pupils have the required medications available. Medical risk assessments should take into account the arrangements for off-site activities and taken on the trip to refer to. Depending on medical conditions,

emergency medications can be taken, including Epipen and Asthma inhaler. If the leader of the trip is unsure of the arrangements for medical conditions, they can speak to the school's lead first aider, EVC, or Operations Manager. Pupil medical conditions can be found on the live link at the top of the Shared Drive/Arbor. Where a pupil requires medication to be taken on the trip, a first aider who has completed administering medication training must be in attendance.

Facilities for Medical Procedures

A room has been provided for medications and medical treatments to be administered which is in the first aid room, located by main reception.

Training

The responsible person will ensure that sufficient staff (first aiders) are suitably trained in the administration of medication and support of pupils with medical needs.

First Aiders are expected to complete 'administering medication in school' training.

The responsible person will keep a record of all medical needs training.

Sharing of Information

The SENDCo and First Aid Lead will ensure that relevant staff are made aware of any pupil's medical condition. This information will include, where appropriate:

- Medical condition
- Side effects of medication
- Signs and symptoms
- Modifications and allowances
- Emergency actions

The responsible person will also ensure that relevant information is shared with cover staff etc.

Individual Healthcare Plans

The responsible person will work with (or identify an appropriate member of staff to work with) healthcare professionals and parent/carers to establish an effective healthcare plans where appropriate.

Healthcare plans will be reviewed if there is reason to suspect that the plan is no longer appropriate and at least annually. A healthcare plan review can be initiated by the school, healthcare professional or the parents/carers.

Medical risk assessments

In addition to the healthcare plan the school will carry out individual risk assessments via the pupil's Individual Support Plan, for any pupil where the pupil's medical needs introduce new risks to an activity or increase existing risks that are not covered in their health care plans. This will include (but may not be limited to) individual risk assessments for off-site activities (see offsite activities section), sporting activities and practical lessons.

Unacceptable practice

To prevent unacceptable practice the responsible person will ensure that:

- Pupils have access to their medication at all times during the school day or during educational activities off-site.
- Healthcare plans reflect the needs of the pupil and take into account the views of parents/carers and advice of healthcare professionals
- Every effort is made to ensure that pupils with medical needs are able to stay in school for normal school activities (including lunch) unless there is a specific reason detailed in their healthcare plan not to do so.
- If the pupil becomes ill; ensure that he/she is accompanied to the school office/medical room by an appropriate person, or 'CODE GREEN' is raised on the radio for first aid.
- Pupils with medical needs are not penalised in their attendance record if their absences are related to their medical condition, hospital appointments, etc.
- Toilet, food and drink breaks are provided where necessary in order to manage a pupil's medical condition.
- Arrangements for administering medication do not include the need for parent/carers to attend school.
- Every effort is made to ensure that pupils with medical needs are able to take part in every aspect of school life including off-site activities, sporting events and practical lessons.

Complaints relating to administering medication

Parents/carers are encouraged to contact reception or the child's class teacher if they are concerned or dissatisfied in any way with the support provided by the school for a pupil with medical needs.

If concerns cannot be resolved in this manner; parents/carers can escalate to the Headteacher, and they can also follow the school's complaint procedure.

Staff with Medical Needs

The information provided within the 'pupils with medical needs' section also applies to 'staff with medical needs'.

The Operations Manager is responsible for carrying out medical risk assessments for staff with medical conditions or injuries to assess and mitigate the associated risks. The Operations Manager will communicate this risk assessment with first aiders where permission has been obtained from the staff member.

Agencies have a responsibility to inform the school where they are aware of staff medical needs so that required adjustments can be put in place.

The school can refer a member of staff for an Occupational Health review where appropriate in order to establish further details and put support/adjustments in place where appropriate.

Accidents/Incidents

See 'incident reporting process map' appendix 1.

Reporting Officers

The school has specified staff members who have access and authority to report accidents and incidents. This is currently the Operations Manager and Administrator.

Staff are required to report all accidents/incidents to a reporting officer within a reasonable timescale. H&S incidents, including near misses, should be reported on EVERY, selecting 'H&S incident' which then automatically notifies the Operations Manager.

Staff are required to include the following information on the incident report via Every:

- Date and time of the incident/near miss
- Antecedence
- Whether first aid was required and if so, provide details of treatment?
- Was further advice sought from medical professionals?
- What went wrong and what could have been done to prevent the issue?
- Is the issue now resolved or is there a remaining risk of recurrence?
- Who was involved, including any witnesses.

Witnesses are also encouraged to provide their account via Every.

Pupils are required to report all accidents/incidents to a member of staff.

The Reporting Officer, usually the Operations Manager or H&S Administrator, will record incidents using the systems below.

Accident/Incident Reporting Systems

This School records all significant accidents and incidents using the Cornwall Council Online Accident Reporting System. (AssessNet) A significant accident is:

- Any incident resulting in an injury to a member of staff; it must include all incidents where external medical advice is sought eg GP or hospital or where a staff is absent from school due to the injury.
- Any incident resulting in an injury to a visiting member of the public
- Any incident resulting in an injury to a contractor on the school site
- Any incident resulting in an injury to a pupil which was (or might be) due to
 - The condition or layout of the premises or facilities
 - The condition of any equipment in use
 - The level (or lack) of supervision
 - The level or quality instruction or training provided

Any "Dangerous Occurrence" as listed in the schedule to the Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR)

Any "Occupational Disease" as listed in RIDDOR.

Further guidance on what should be reported is available through the Online System or the School Messenger website.

Where the description of the accident/incident meets the criteria set out in RIDDOR a report will be sent to the Health and Safety Executive. The local authority Health and Safety Duty Safety Officer carries out this function on behalf of the school.

Any minor accident/incident which does not meet the above criteria will be recorded on CPOMS, selecting 'first aid' – which then automatically notifies the Operations Manager.

Near Misses

Where an incident occurs which could have resulted in injury – but didn't – a record will be kept in a Near Miss Log.

The Near Miss Log is record on EVERY, or AssessNet where appropriate.

All Near Miss Logs are reviewed by the Operations Manager and will be reviewed termly by the local governing body. In order to identify any areas of concern which may require attention.

Reporting Timescales

	Reporting timescale
Pupils will report accidents/incidents to a member of staff	Straight away if possible and in any case on the same day as the incident
Staff will report accidents/incidents to a reporting officer	Straight away if possible and in any case on the same day as the incident
Reporting Officers will complete the online report	As soon as possible; usually within 48 hours.

Accident/Incident Investigation

All incident reports will be reviewed by our Operations Manager who will decide if an internal investigation is necessary. Where there is any doubt, the Operations Manager will consult the Headteacher. Investigation reports will be entered onto the Online Accident Reporting System. Significant incidents as determined by the Operations Manager, with support from other SLT members, and will be reported to the Head Teacher; the Health and Safety Local Governor and the Trust Health and Safety Leads.

All reports submitted via the Online Accident Reporting System are reviewed by the Health Safety and Wellbeing Services Team of Cornwall Council.

Health Safety and Wellbeing Services will recommend an independent investigation of the accident/incident if the review indicates a need. The Trust Director will decide if this investigation takes place.

Training

Identification of Training Needs

The school will carry out an evaluation of the health and safety training needs of staff. The Cornwall Council Training Matrix for Schools and Other Educational Establishments will be used as the starting point of this evaluation.

A prioritised plan for delivery of training will be put in place to where the evaluation identifies a need.

The Operations Manager is responsible for carrying out the evaluation of Health & Safety training needs and presenting recommendations to the Headteacher and the Governing Body.

Extract from staff onboarding pack/checklist:

<p>Mandatory for all staff</p> <p>Don't forget to give a copy of your certificate to HR</p>	Child Protection in Education	
	The Prevent Duty	
	KCSIE Part 1 Questionnaire (current year)	
	Moving and Handling	
	A Guide to UK Data Protection: Education	
	Equality and Diversity	
	Fire Safety in Education	
	Health and Safety in Education: Staff Awareness	
	First Aid Essentials	
	Food Hygiene and Safety (all teaching, catering staff & SLT)	
	ROLE SPECIFIC TRAINING (discuss with Admin Manager)	

In addition, staff must attend internal health and safety training provided by the school.

Staff authorised to use building tools and equipment, such as ladders, must be competent to ensure that they are being used safely and in accordance with the manufacturer's and HSE's guidelines. This is achieved through training.

Risk Assessments

Risk Assessments

The school will seek to identify all activities and situations where there is a likelihood of significant risk. Significant risks will be assessed, and controls will be introduced to remove or reduce those risks.

Key staff have received risk assessment training, including, but not limited to:

- Headteacher
- Operations Manager
- Educational Visits Coordinator (EVC)
- Caretaker
- Science Lead
- Outdoor Education Team (for offsite visits)

Risk Assessment Process

The school will carry out risk assessments where necessary to mitigate all types of risks/hazards.

The Senior Leadership Team are responsible for managing the risk assessment process for education and the Operations Manager and Caretaker are responsible for all site and premises risks assessments – both will produce relevant reports for the Governors.

- Copies of risk assessments are available on **AssessNet**, which all staff have access to. Specific risk assessments relating to pupil medical needs is kept on the pupil's digital file.
- Specific risk assessments relating to staff medical needs is kept on the staff member's digital file.
- Specific risk assessments relating to school trips and offsite visits is stored on EVOLVE by the EVC.

AssessNet will automatically alert the Operations Manager at point of renewal.

Risk assessments remain live and are updated when required, including following incidents and accidents.

The risk assessment register can be found in the H&S 'red folder'.

Staff Responsibilities

All staff are required to support the risk assessment process.

Staff identified with responsibility for activities are required to carry out or lead the risk assessment process for those activities.

Class teachers/ subject/ area leads/ educational visit leads are responsible for ensuring that risk assessments have been completed for all activities where there is a significant risk, communicating with the Operations Manager and Headteacher.

Safe Working Procedures

Where appropriate, risk assessments will be used to develop safe working procedures. These safe working procedures will form the basis of the school's normal operating procedures. Copies of safe working procedures are available on the shared H&S drive.

Fire Precautions

Fire Officer/Evacuation Coordinator

The person responsible for organising the school's fire precautions is our Operations Manager. The Caretaker will deputise when the Fire Officer is not present.

The Fire Officer and Caretaker are responsible for:

- Arranging a fire evacuation drill at the beginning of the academic year and at least once every term (once per half-term where practical)
- Recording the significant results of the fire evacuation drills
- Feeding back the school's performance during evacuation drills to management and other relevant persons.

- Ensuring that the Fire Log is kept up to date with compliance and precautions records (arranging alarm tests every week, emergency lighting every month, fire extinguisher checks, etc.)
- Ensuring that a fire risk assessment is carried out and periodically reviewed.
- Reporting to the Headteacher on issues of significance.

All Staff

All staff are responsible for ensuring that pupils and visitors evacuate in an orderly and timely fashion in the event of the alarm sounding.

Staff are also responsible for ensuring that they:

- Do not store combustible materials in escape routes or against sources of combustion
- Do not leave fire-doors wedged open (when the room is unoccupied)
- Keep fire doors, routes and exits clear and tidy. Do not leave equipment in the way of fire exits/routes. Do not lock or wedge closed a fire door.
- Do not misuse any equipment provided for fire safety
- Do not cause hazards, such as by daisy chaining extension leads
- Support the school and cleaning team to prevent dust build up that can support the spread of a fire. Report any problems with cleaning to the Operations Manager.
- Ensure chemicals are stored correctly in accordance with the school's risk assessments, COSHH assessment (and CLEAPPS for Science)
- Report any defect in equipment provided for fire safety
- Report any fire hazard via EVERY and verbally to the Caretaker/Operations Manager.

Fire Wardens

The school has identified Fire Wardens for areas of the school.

Fire Wardens have received training in fire prevention, the principles of fire safety, safe use of firefighting equipment and effective evacuation procedures.

Periodically, Fire Wardens will carry out inspections of their area of the school to identify fire hazards and any other fire safety related issues. These inspections will be reported to the Fire Officer or senior member of staff for action.

In the event of a fire, Fire Wardens will assist in the evacuation of the premises by:

- Checking that their assigned areas have been evacuated (if it is safe to do so)
- Supervising and directing pupils and staff to areas of safety.

Fire Fighting Equipment

Firefighting equipment has been positioned at appropriate positions around the site.

In accordance with the Regulatory Reform (Fire Safety) Order, a number of staff have been given training in the use of firefighting equipment, including the catering teams.

Evacuation and Registration Procedures

Please see appendix 2, the school's evacuation plan, which includes:

- Evacuation instructions
- Assembly point
- Arrangements for evacuation to a location off-site if required
- Arrangements for accounting for staff and pupils
- Arrangements for other people on site (e.g. contractors, visitors, etc.)
- PEEP Coordinators
- Primary Evacuation Coordinator

Alarm

The alarm can be raised by any staff member with a set of keys. All members of staff have keys unless they do not have a valid DBS, in which case they will be supervised by someone who does hold a key to the fire alarm. The alarm will sound continuously until reset by the Caretaker or Evacuation Coordinator (Operations Manager)

Exit routes and signage

The school will ensure adequate signage is in place to identify exit routes and signage. All staff are provided with a tour of the school on arrival and must sign a checklist, including confirmation that they have been shown the nearest exits and assembly point. As per the instructions on the school's evacuation plan poster, all staff, pupils and visitors must leave the building via the nearest exit.

Contingency arrangements if a quick return to the building is prohibited

See the school's Emergency Management Plan.

Emergency contacts

Contact will be made via the radios in the first instance. Key staff have the mobile number for the Headteacher, Operations Manager, and Assistant Headteachers.

Evacuation Coordinator (Operations Manager) Ben Clark – 07779748025

Headteacher – Vikki Alden – 07796442978

Arrangements for liaising with the emergency services

The Operations/Administration team are responsible for contacting the emergency services. The alarm system is monitored by a monitoring company who will contact the school in case of the alarm being raised to ascertain whether the emergency services are required. The school will not discourage any member of staff from calling the emergency services if they feel it is appropriate and not detrimental to the evacuation and supervision of pupils.

Once on-site, a member of Senior Leadership Team or Caretaker will liaise with the emergency services, providing a head count and information as required.

Parents will be contacted in this situation. See the school's 'Emergency Management Plan'.

Evacuation equipment

Contact details for parents and carers is stored on the 3cx app. Signing in records can be found on the Invenry Anywhere app, so evacuation coordinators must have their work mobile phone with them during evacuation. If they are away from their mobile phone at the point of evacuation, they must not re-enter the building to get it.

Pupil registers can be quickly printed on Arbor by administrators, and back-up pupil registers are printed each morning and updated during the day.

Fire coordinators and those who play a key role in the evacuation procedure will wear hi-vis jackets. This is particularly important in the case that an evacuation over to our secondary assembly area (Oldway) is required. A grab bag will also be taken to the assembly area. This includes:

- Hi-vis jacket
- First aid kit
- Emergency asthma inhaler
- EpiPen

Electricity

School Owned Portable Appliances

The school will undertake to inspect and test all its portable electrical appliances by a competent person on the following basis:

- Annual updates.
- Tests will be carried out by our in-house team, or third-party contractor where appropriate.

All test Certificates will be stored in the Health and Safety compliance folder ('red folder') and/or Every Compliance system, for the duration of the life of the appliance.

Personal and Privately Owned Portable Appliances

Personal items of electrical equipment may only be bought into the school/academy by prior agreement. Equipment must be presented to our Operations Manager or Caretaker for testing prior to use. All personal items of electrical equipment must only be used in conjunction with a residual current device.

Caretaker

The Caretaker is responsible for keeping an up-to-date inventory of all relevant electrical appliances and for ensuring that all equipment is available for testing.

This role is also responsible for ensuring that a fixed wiring inspection is carried out for the premises.

The Control of Hazardous Substances

Hazard Assessment

All substances which may be considered hazardous to health under the Control of Substances Hazardous to Health (COSHH) Regulations have been assessed using Cornwall Council's COSHH Assessment Process.

The exception to this is for substances and preparations used in Science – these substances and preparations are used in accordance with the Hazcards provided by the Consortium of Local Education Authorities for the Provision of Science Services (CLEAPSS).

A central copy of COSHH assessments is kept by Operations Manager and Caretaker on the Health & Safety folder accessible to all staff (Shared Drive). Sypol can be accessed by the Operations Manager and Caretaker to support with COSHH assessments. The safety data sheet must be obtained from the supplier.

Staff Responsibilities

Staff shall not use any hazardous substance without first having read the COSHH Assessment, Safety Data Sheet, or Hazcard (Science).

Staff must inform the COSHH Coordinator (Caretaker) of any new hazardous substance purchased in order that an assessment can be made prior to use.

As part of the Caretaker's site walk inspections, they will survey the premises for any substances that require a COSHH assessment.

COSHH Coordinator

The Caretaker, with support from the Operations Manager, is responsible for ensuring that, before any new substance/chemical is used, a COSHH assessment has been obtained from Cornwall Council via SYPOL.

This role is responsible for ensuring that COSHH assessments are seen and understood by those staff who are exposed to the substance/preparation.

The Coordinator is also responsible for ensuring that any updated COSHH assessments received are seen and understood by those who are exposed to the substance/preparation and that the COSHH file is kept up-to-date.

The Coordinator is responsible for ensuring that COSHH assessments are also obtained from contractors on site (both regular contracts such as cleaners and caterers and from builders, decorators, flooring specialists, etc.) where persons may be affected by their use of site or the storage of such substances/preparations may need to be controlled.

In addition, any hazardous substances or preparations being used by visiting artists, crafters, etc. must have appropriate COSHH assessments before being used in the school.

Asbestos

Construction dates:

- Vocational Building 2019-2020
- Main Building 2003-2004

The school buildings have no known asbestos and was built after 2000. In line with HSE regulations, all staff complete mandatory training in asbestos. This is because they may be asked to work from another school or location within our Multi-Academy Trust where asbestos is present.

Display Screen Equipment

Workstation Assessment

The Operations Manager is responsible for overseeing the assessment of all display screen equipment (DSE) used by people at work (i.e. excluding pupil workstations) to ensure that it is suitable for the task and complies with legislation and the relevant British Standards. The Operations Manager has received DSE Assessor training and will carry out Workstation Assessments for relevant staff members when:

- They meet the criteria of frequent DSE user.
- A DSE user reports pain, stress, or discomfort caused by, or worsened, by their workstation.
- A DSE user has changed desks/location.
- At least annually.

Equipment and Guidance

Appropriate DSE equipment and guidance will be provided as identified by workstation assessments.

Eye Tests for Display Screen Equipment Users

All school employees who are defined as display screen equipment (DSE) users are entitled to a free eye test and special glasses for use with DSE. An eye test can be claimed via the 'Extra Special' portal and a contribution towards glasses or other opticians' appointments can be claimed back via 'Simply Health' up to a certain annual allowance. Staff are encouraged to speak with HR regarding claims and employee benefits.

DSE users are defined as:

- Employees who use display screen equipment as a significant part of their normal work; and
- Use DSE for continuous or near continuous spells of an hour or more at a time; and
- Use it in this way more or less daily; and
- Have to transfer information quickly to or from the display screen equipment; and
- A requirement to apply high levels of attention and concentration; or are highly dependent on DSE or have little or no alternative means of completing the work/task.

(Agency staff and other people at work in the school should contact their own employer for details of arrangements that apply to them).

Work Equipment

The Operations Manager is responsible for overseeing the purchase of all work equipment with support from the admin/operations team.

All work equipment must be purchased from a reputable supplier for the type of equipment that is required. Before purchase consideration must be given to:

- The installation requirements
- The suitability for purpose
- The positioning and or the storage of the equipment
- Maintenance requirements (contracts and repairs)
- Training and use of the equipment

Staff must not use new items of work equipment unless appropriate training has been provided, as directed by the Headteacher and Operations Manager.

Ladders and scaffolding:

The school's caretaker is responsible for carrying out monthly safety checks on ladders and other high-risk work equipment (see 'checklists and inspections' section). Scaffolding ladders must be inspected at least weekly. Any defects must be reported to the Operations Manager immediately and equipment not used.

Members of staff are not permitted to use ladders on their own. A second person must be securely holding the base of ladders when in use.

Design & Technology

Safer Working Practices in Catering Lessons

Catering lessons provide valuable life skills for students, but they also involve potential risks that must be managed carefully. The following practices ensure a safe, hygienic, and productive environment for both students and staff.

Personal Hygiene and Preparedness

- Students and staff must wash hands thoroughly with soap and water before and after handling food.
- Long hair must be tied back, and all participants should wear clean aprons, hairnets, and, if necessary, gloves.
- Jewellery, including rings, bracelets, and watches, must be removed to prevent contamination and accidents.
- Any cuts or wounds on hands must be covered with waterproof, food-safe dressings.

Safe Food Handling and Preparation

- Lessons should emphasize proper food safety practices, including washing fruits and vegetables, handling raw and cooked foods separately, and using clean utensils and equipment.
- Students must be taught to check use-by dates and recognize signs of spoiled food.
- Food should be stored at appropriate temperatures, and lessons should cover safe storage practices, such as the importance of keeping raw meat away from ready-to-eat items.

Equipment Safety

- All students must be instructed on the correct use of kitchen equipment, including knives, ovens, stovetops, and electrical appliances, before beginning tasks.

- Knives and sharp tools should be handled with care, and cutting boards should be used to prevent slips.
- Hot surfaces and appliances must be clearly identified, with students taught to use oven mitts and exercise caution around stovetops and boiling liquids.
- Any faulty equipment must be reported immediately, and damaged tools should not be used.

Fire and Emergency Procedures

- All students and staff should be briefed on fire safety procedures, including the location and use of fire extinguishers, fire blankets, and emergency exits.
- Open flames or gas appliances must be supervised at all times.
- In the event of an emergency, the teacher must ensure the safe evacuation of all students following school procedures.

Classroom Organisation

- Lessons will take place in the catering room (vocational block) Workstations must be set up to minimize clutter and ensure that each student has enough space to work safely.
- Spills should be cleaned up immediately to prevent slips and falls, and walkways should be kept clear at all times.
- Utensils and equipment should be stored securely when not in use.

Student Supervision and Engagement

- Lessons should be planned to match the skill level of the students, with more complex or hazardous tasks supervised closely by staff.
- Students must be encouraged to ask for help if they feel unsafe or unsure about a task.
- Behavioural expectations should be clearly communicated to maintain focus and prevent horseplay or distractions in the kitchen.

First Aid and Incident Reporting

- A first aid kit must be readily accessible during lessons, and at least one member of staff should be trained in first aid.
- Any accidents or near-misses must be reported promptly and recorded according to school policy.

By incorporating these safer working practices into catering lessons, we can ensure a safe and engaging environment where students can develop practical cooking skills while minimizing risks.

Science

The school maintains a membership with CLEAPPS for guidance relating to appropriate storage of chemicals, COSHH and safety procedures for lesson preparation. Please see our science risk assessment. Everyone must follow the science expectations as detailed on the sign in the science lab.

Physical Education/Sport

The school will follow national guidance and advice from our trust regarding health and safety compliance in physical education and school sport. Relevant risk assessments are in place where necessary.

Safety checks/inspections

A competent member of staff is responsible for regularly inspecting school sport equipment and grounds, including gym equipment. See 'checklists and inspections' section.

Appropriate clothing, body piercings and jewellery

To ensure the safety of all participants during physical education (PE) and sports activities, the following guidelines must be followed:

Clothing

- All students and staff are required to wear appropriate sportswear that allows for safe and unrestricted movement.
- Clothing should be made from breathable, flexible fabrics and free from any elements (e.g., zippers, belts, or loose strings) that could pose a risk of injury.
- Proper footwear, such as trainers with non-slip soles, must be worn. Open-toed shoes, sandals, or boots are not permitted.

Jewellery

- Jewellery, including necklaces, bracelets, rings, and dangling earrings, must be removed before participating in PE or sports activities.
- Stud earrings may be permitted at the discretion of staff if they do not pose a safety risk. However, these should be covered with medical tape or similar protection if removal is not possible.

Body Piercings

- Visible body piercings, including facial piercings, must either be removed or securely covered during PE and sports to avoid potential injury to the individual or others.
- Any piercing that cannot be removed (e.g., due to healing or medical reasons) must be discussed with staff to determine an appropriate safety solution.

Additional Considerations

- Long hair must be tied back securely to prevent obstruction of vision or entanglement.
- Any individual failing to adhere to these guidelines may be excluded from the activity to ensure the safety of all participants.

By following these guidelines, we aim to minimize the risk of accidents and injuries during physical activities.

Gym inductions:

Anyone using the gym equipment, including staff and pupils, must have completed a physical readiness form, which is reviewed by the school's sports coach to establish risk associated with physical health. Any concerns should be discussed with the school's Operations Manager. Records of pupil forms are stored on Arbor and staff forms are stored

on their HR personnel file. Staff, pupils and parents have a responsibility to inform the sports coach and Operations Manager should there be any changes in their health so that their suitability/risks of using the gym can be re-risk assessed.

In addition, everyone must have received an induction by the school's sports coach, including the proper and safe use of equipment and housekeeping/hygiene. Pupils, staff and visitors are not permitted to use the gym equipment, including the treadmill and fly machine, until they have received this safety induction.

Any member of staff can supervise pupils using gym equipment as long as the following conditions are met:

- they themselves have received the safety induction
- they themselves have read and understood PE/gym risk assessments in place
- there is an appropriate ratio of staff to pupils to ensure suitable level of supervision

Management of Contractors

The Operations Manager is responsible for overseeing the management of all contractors on site.

Selection of Contractors

The school will only select contractors to carry out work who have demonstrated:

- Competence to carry out the work required (by way of training, knowledge and experience)
- Assessment of the risks associated with the work
- A safe scheme of work
- Appropriate management of the work
- Appropriate vetting procedures for their employees where appropriate
- Appropriate employers and public insurance

Management of Contractors

Supervision of contractors will, to an extent, depend on the type of work being carried out:

- New contractors or contractors visiting the site on a one-off basis will be directly supervised by a member of school staff.
- Term contractors or regular contractors to the site will only be allowed unsupervised access following appropriate checks and assurances from the employer.
- Permit to work will be issued where necessary.

All contractors will be required to carry visible identification.

Direct supervision will not be necessary where the area of work is physically separate from the school (for example: where there is construction on site).

Construction Works

For all construction works (other than minor maintenance works) the area under construction will be physically separated from the rest of the school and will be out-of-bounds to all non-construction workers except for the purposes of contract management.

Personal Protective Equipment

Responsibilities

Personal protective equipment (PPE) will be supplied to control hazards only as a last resort – i.e. where the hazard cannot be removed or reduced to an acceptable level of risk by other means.

Where provided the school has a duty to ensure that PPE is used effectively. Managers will be expected to monitor the use of PPE and enforce its use where necessary.

Assessment of Need

The need for PPE will be determined during the Risk or COSHH Assessment process.

Where identified as necessary PPE will be provided without cost to staff or pupils.

Purchase and Storage of PPE

The Operations Manager and HR/Finance administrator are responsible for the purchase of PPE ensuring that it is of the correct type, is suitable for the purpose and of the correct size to ensure that the fit is comfortable for the wearer and takes account of any health or medical conditions.

In addition, the Caretaker, supported by the Operations Manager, will ensure that suitable arrangements are in place for the storage, cleaning and replacement of PPE.

Staff and Pupil Responsibilities

When issued with PPE; staff and pupils are required to wear it correctly.

Staff must take all reasonable precautions to ensure that PPE is stored and maintained properly.

Examples of PPE

This list is not exhaustive.

Gloves	Fire gloves	Hair nets	Aprons	Masks
<ul style="list-style-type: none">• Catering• Science experiments• First Aid• Boxing gloves for punch bags	<ul style="list-style-type: none">• Science experiments	<ul style="list-style-type: none">• Catering	<ul style="list-style-type: none">• Catering• Science experiments	<ul style="list-style-type: none">• Science experiments• Prevention of illness• DIY

Working Alone

It is recognised that, from time to time, it may be necessary for school staff to work in situations or locations which are remote from other members of staff. This will include staff working in the evenings, weekends or during the holiday in the school on their own.

In such circumstances the school will assess the risk to these individuals and will introduce suitable controls to ensure that all risks are minimised. A copy of the risk assessment for lone working will be available to all staff.

Any staff wishing to work outside normal school hours must have prior agreement/permission from the Operations Manager or another member of the school's Senior Leadership Team.

The school has introduced a lone working app (Lone Alert), which can be used to track their location when lone working, and alert the monitoring company in the event that they are under threat, so that help can be arranged promptly. The monitoring company will also contact designated members of the Senior Leadership Team following an escalation process.

[Lone Worker App | Android, iPhone, Smartphone Lone Working Protection | UK \(lonealert.co.uk\)](https://lonealert.co.uk)

School Security

The Caretaker is the appointed person who responsible for the security of the site at the end of the day by ensuring that doors, windows, skylight etc. are secured. This is also covered by the cleaning team.

The Operations Manager and Caretaker are responsible for carrying out checks of the premises during holiday periods.

The school follows an open and close down procedure (**appendix 3**) Any member of staff entering the building outside of school hours must be agreed in advance by the Operations Manager. Personnel responsible for opening the site will usually be the Caretaker, SLT or catering team. Personnel responsible for closing the site will usually be the cleaning team (contractors), Caretaker, or SLT. Anyone entering the school before the Caretaker arrives must ensure the site and building is safe to proceed. Anyone alone on site must have the 'LoneAlert' app.

Keyholders

The persons responsible for the allocation and recording of keys is the Caretaker and Operations Manager, with support from the school's HR Administrator and H&S Administrator. Keys are only allocated on a permanent basis to permanent employees of the Special Partnership Trust and they must be signed for. Records are stored in the H&S Red Folder and must be kept updated. All keys allocated to a staff member must be handed in when their employee contract ends, or when requested by the Senior Leadership Team. Agency staff and contractors will be required to sign a set of keys out and back in at the end of the day. A set of keys consist of:

- Building master key
- Fob

- Fire alarm key

Other keys that may be allocated to staff members depending on their role, include:

- Gate key
- Specific office keys
- Science chemical cupboard
- Catering keys
- Padlock code

School Staff Responding to Call-Outs

See appendix 4 (fire/intruder call out procedure)

Staff nominated as out-of-hours key holders are sometimes required to attend site following the activation of the alarm. When they are called out they will not know what situation they will find and consequently processes need to be established which reduce the potential for them to be harmed.

The Operations Manager, Caretaker, Catering Manager, Behaviour Lead and Headteacher are the school's nominated representatives who will respond in an out-of-hours call out. The school uses a third-party company to monitor the alarm system outside of school hours and alert the nominated representatives by phone in the event that the alarm is activated.

The school assesses the risks to these individuals and introduce suitable control measures to ensure that all risks are minimised. The following advice must be followed:

The school has established call out arrangements (appendix 4) that will reduce the possibility of injury to staff and which ensure that if an incident occurs support will be provided.

The person(s) responding to a call-out must:

- Firstly, check external perimeters for smoke, broken windows, open external doors, unlocked gates, etc.
- Reset alarm and wait five to ten minutes to see whether it reactivates. If so, call another staff member to support.
- Ensure you have the Lone Alert app open or have someone on the phone with you during the checks.
- Turn the lights on. Do not attempt to carry out checks of the site in the dark.
- Withdraw and dial 999 if you identify anything of concern at any time during your checks.
- Check the information on the alarm and check this area first.
- Check whether internal and external doors are locked. If they are unlocked, it may suggest a person is on site.
- Check all areas of the building, including lower school, vocational block, the kitchen, class rooms, offices, etc.
- Complete and return the form to the Operations Manager who will log the incident accordingly (see appendix 4)

A copy of the procedures introduced to control these risks will be kept in reception.

Cyber Security

All staff are provided with internal training around cyber security, and more in-depth training is provided to key staff, such as SLT, Administration and Operations. All staff must complete GDPR training.

All staff will:

- Not click on suspicious links on websites or emails
- Check the email sender and subject
- Use different passwords for each system
- Use strong passwords containing numbers and symbols
- Adhere to the trust's filtering and monitoring procedures
- Use two-factor authentication where applicable
- Report pop-ups
- Not use their device with private networks
- Don't download new software
- Participate in training

Further information around cyber security and emergency procedures in place can be found within the school's Emergency Management Plan.

Violence

Zero Tolerance

Violence is not tolerated in this school. Appropriate action will be taken against the perpetrator of any violence towards staff, pupils or visitors to this school. Please see the school's Behaviour and Relationships Policy.

Violence towards Staff

Violence towards staff from other members of staff, visitors or members of the public will be reported to the police.

Violence towards staff from pupils will be dealt with in line with the school's Behaviour and Relationship Policy (which may include police involvement where appropriate).

Violence towards Visitors

Violence towards visitors from pupils or staff can be reported to the police at the victim's discretion and will be supported by the school as required.

Violence towards Pupils

Violence between pupils will normally be dealt with in line with the school's Behaviour and Relationships Policy (which may include police involvement where appropriate).

Violence towards pupils from staff, visitors or members of the public will be reported to the police.

Violence that has caused injury towards adults will be recorded on AssessNet in line with our reporting procedures. Violence between pupils will be recorded in line with the school's Behaviour and Relationship policy and will be recorded on AssessNet where required (see reporting procedure section)

Responsible Person

The Headteacher is responsible for ensuring that all:

- Staff are aware of the policy and procedures for dealing with violent incidents
- Staff have received instruction in procedures/techniques for avoiding violence at work
- Staff are aware of the procedures for reporting violent incidents
- Incidents of physical and verbal abuse are recorded using the Online Accident Reporting System

Team Teach

Team Teach is a training package for staff utilising de-escalation and positive handling strategies to support a child when they are in a crisis situation. Within this school we have staff that are trained in Team Teach techniques:

The HR Administrator maintains the records for training. The Designated Safeguarding lead is responsible for ensuring this list is kept up to date and a sufficient number of staff are trained in the use of Team Teach.

A specific policy and procedures aimed at the control of pupil behaviour have been adopted - see Behaviour and Relationships policy.

Incidents where restrictive physical intervention has occurred is logged in the school's RPI book stored in the Headteacher's office. The log must be completed by the staff member involved and reviewed/signed off by the Headteacher.

Food Safety

Inspections and Internal Audits

Food Standards inspections are stored in the Health and Safety 'red-folder' – see below. During our most recent inspection from the Food Standards Agency, we received a five.



The Catering Manager is responsible for carrying out regular internal audits of the school kitchen and food tech kitchen, overseen by the Operations Manager.

Allergies

Staff allergies are identified upon their arrival. As part of their onboarding, staff are asked to complete an allergies and medical form. Agencies also maintain a responsibility to inform the school about any allergies for their staff.

Pupil allergies are identified upon the completion of the admission paperwork.

All allergies are logged on our management information system, Arbor, which all staff and catering teams have access to, and communicated with key staff (catering manager and SLT) where required. Catering teams will always endeavour to meet the needs of staff with allergies and dietary requirements by providing alternative food options.

The school has taken a 'nut-free' approach (see medical needs section)

Fridge/Freezer Temperature Checks

All fridge freezers have thermometers and daily temperature records are kept by key staff members.

- Lead First Aider – medical fridge (and freezer compartment) stored in the front office.
- Caretaker – admin department kitchen fridge and staffroom fridge.
- Catering Manager – kitchen fridge and freezers.
- Catering Instructor – Food tech kitchen fridge and freezers.

Where staff have their own fridge freezers per personal use (agreed by the Operations Manager/Headteacher), they are responsible for their own temperature checks and maintenance.

These staff members must inform the Operations Manager where the temperature falls below or above the required level.

- Fridge (1 to 5 degrees Celsius)
- Freezer (-18 degrees Celsius)

Chilled food must not exceed 8 degrees Celsius in accordance with the Food Standards Agency.

The archived temperature check records are stored in the H&S red folder.

Maintenance

The Catering Manager, with support from the Operations Manager, is responsible for arranging annual maintenance visits from our contractor and ensuring recommended actions are carried out promptly.

Pest Control

The school has a pest control contractor who carries out regular monitoring visits of traps, etc.

Food School Standards

The Operations Manager periodically meets with the Catering Manager to review menus and ensure compliance with the school lunch standards, including but not limited to:

- one or more portions of fruit and vegetables every day
- one or more portions of starchy food, such as bread or pasta every day
- a portion of food containing milk or dairy every day
- a portion of meat or poultry on 3 or more days each week
- oily fish once or more every 3 weeks

For further guidance, visit: [School food standards: resources for schools - GOV.UK](https://www.gov.uk/school-food-standards-resources-for-schools)

Food Hygiene Training

All staff must complete a basic food hygiene awareness course and key staff (catering managers and vocational instructors) are required to complete more in-depth food hygiene training.

Hot food should be maintained above 63 degrees Celsius and cold food below 5 degrees Celsius.

All kitchen equipment and utensils must be sanitised after each use.

Other Training for Catering Staff

Catering staff must complete fire awareness training and fire extinguisher training. There must also be a first aider in the school kitchen.

Health & Safety 'red folder'

The Health & Safety 'RED FOLDER' is used for recording compliance documentation, as well as an online premises system called EVERY. The red folder is stored in the Operations Manager's office and contains:

- Weekly checklists carried out by the Caretaker
- Monthly checklists carried out by the Caretaker
- Fire precautions log, which includes:
 - Call point test records
 - Evacuation and lockdown records/reviews
 - PEEPs as appropriate (or otherwise stored electronically)
 - Annual fire safety reviews
 - Fire precautions map
 - Fire risk assessment
- Policies and procedures, which includes:
 - H&S policy
 - Emergency management plan
 - Risk assessment register
 - First aid poster
 - Intruder procedure
 - Incident reporting procedure
 - Off-site procedures
 - CCTV request form.
 - Guidance documents.
- SLAs and Audits
- Food safety
- Keyholder records
- School vehicle records, including:
 - Checklists and logs
 - Risk assessments
 - Insurance and recovery services
 - MOT and servicing
- DSE Workstation Assessments

Checklists and Inspections

The school carry out regular internal audits and checks to ensure safety and compliance. This includes, but is not limited to the following:

Gym and Sports Equipment

The Sports Coach/PE Lead is responsible for carrying out daily safety checks on the gym equipment, including our outdoor gym. A more in-depth weekly inspection is carried out by the Sports Coach/PE Lead, overseen by the Caretaker and Operations Manager.

Muga

The sports coach is responsible for carrying out daily safety checks on the Muga. A more in-depth monthly inspection is carried out by the Caretaker.

Playground equipment

The Lower School playground has a climbing frame that must be inspected daily before use by the Lower School lead tutor. A more in-depth monthly inspection is carried out by the Caretaker.

Ladders

Ladders comply with British Professional Standards and are inspected by the Caretaker monthly. Any safety concerns are raised with the Operations Manager immediately and not used until the issue has been resolved or equipment replaced. Staff using ladders must have completed the relevant safety training.

School Vehicle

The school vehicle should be inspected by the driver before use, including condition of tyres, water, oil, etc. This is recorded on a log in the vehicle.

Cleaning

The cleaning team are responsible for carrying out a monthly cleaning inspection/audit, including COSHH records.

Caretaker Weekly and Monthly Checklists

The Caretaker is responsible for carrying out weekly site walks to ensure safety and compliance, responding to any actions promptly. A checklist is completed every Monday morning and stored in the H&S red folder. More in-depth monthly inspections are also carried out by the Caretaker. **See appendix 7.**

Fire Precautions:

Weekly call point tests are carried out by the Caretaker every Monday morning. Our third-party alarm monitoring company are aware that we test the alarms between 7.30am and 8am on Monday mornings. A different call point is tested each week and logs are stored in the H&S red folder. Any problems with the alarm sounding or the doors not releasing must be reported to the Operations Manager, who will liaise with our fire and security contractor. All staff should be aware that the fire alarm will sound for testing every Monday morning between 7.30am and 8am. Between these times, the alarm may sound more than once, however if the alarm sounds continuously for more than sixty seconds, all personnel must follow the usual evacuation procedures and assemble at the evacuation point.

First Aid and Medications:

The First Aid Lead is responsible for carrying out termly first aid audits, including equipment and supplies, as well as checks on pupil medications and expiry dates. Staff administering medication must also check this at the time of administering the medication. We maintain a log of medications on site which is checked termly by the First Aid Lead.

Premises Maintenance System

All staff have access to **'Every'**, which is our school system for reporting faults, defects and maintenance issues. This raises a ticket directly to the Caretaker, overseen by the Operations Manager and Headteacher. Staff are given a tutorial on the use of Every during onboarding and made aware that immediate Health and Safety concerns must be verbally followed up with the Caretaker, Operations Manager, or Headteacher without delay.

Lockdown/Shelter In

The school has a shelter-in procedure in place and all staff are made aware of the following:

- **How the alarm will be raised**- code work via radio that changes after each occurrence to prevent pupils from maliciously raising an alert.
- **The actions that must be taken.**
- **Actions by specific staff members**- such as to contact the police or carry out a 'sweep'.
- **How the procedure will be ended**- evacuation alarm will sound and all staff, pupils and visitors will be accounted for in line with usual evacuation procedures.

See the school's Emergency Management Plan for further information.

Mental Health and Wellbeing

"Mental Health is something we all have, like physical health. It's the potential of our minds to grow and develop, to be able to overcome difficulties and challenges, and to make the most of our abilities and opportunities." YoungMinds 2023

Our mental health will fluctuate in response to the world around us and the experiences we have. There may be times in our lives when we struggle to manage life's challenges, and we experience a period of mental distress. The response to mental distress varies from person to person. While one person might withdraw, another person might over commit themselves and take on too much. Some will prefer to deal with things on their own, others will ask for support. These periods may pass on their own or support might be needed. Sometimes these periods may last for a long time and more intensive support may be needed to recover.

Mental Health & Wellbeing Team

In line with the school's Strategic Mental Health Action Plan, we have implemented a mental health and wellbeing team.

- **Ben Clark:** As Senior Mental Health Lead (SMHL), Ben's training specialises in the strategic planning of our mental health initiatives and policies, as well as acting as a mental health first aider.
- **Caroline Kolek:** Caroline's role as the school's wellbeing coordinator is to act as the bridge between our Trust and Brunel. Caroline is also a 'Trauma-Informed practitioner'.
- **Vikki Alden:** As Headteacher, Vikki's oversight of mental health, wellbeing and safeguarding at Brunel ensures efficient and effective processes and coordination.
- **Emily Johnston:** As the school's Designated Safeguarding Lead, Emily's role is to lead the safeguarding team to prevent children (and adults) from any kind of harm.

- Sophie House: As a Clinical Psychologist, Sophie leads our therapeutic interventions for pupils and offers support to staff too.
- Suzanne Jeffs: Suzanne offers advice to staff from a HR perspective and is also trained in bereavement support.
- Ryan Distin: As a Trauma-Informed practitioner and DDSL, Ryan supports the welfare of pupils, as well as leading our Behaviour Team.

Support for Staff:

At Brunel School, we have pledged our commitment to staff wellbeing by signing up to the [Education Staff Wellbeing Charter](#).

The charter:

- was created by the education sector to highlight staff wellbeing in the education sector
- is a tool for schools and colleges to create and publicly commit to their own wellbeing strategies
- is a declaration to protect, promote and enhance the wellbeing and mental health of everyone working in state education
- includes commitments on education staff wellbeing by DfE and Ofsted
- sets out principles of shared understanding on the meaning and importance of wellbeing and everyone's roles and responsibilities
- sends a message to everyone working in schools and colleges that their wellbeing and mental health matters
- aims to improve wellbeing in schools and colleges by encouraging debate and accountability

The school is committed to promoting the mental health and wellbeing of staff in various ways:

- End of day **debriefing** with staff that have witnessed or been involved in upsetting incidents during the day, including Team Teach incidents. There are key staff members available at the end of the day to debrief with staff. The mental health and wellbeing team will make the Senior Mental Health Lead aware of support provided, who will then monitor patterns and escalate support as required from a mental health and health and safety standpoint.
- The school holds **wellbeing inset days** at least once per academic year. This may include giving staff the opportunity to work additional hours during the evening for three sessions leading up to an inset day, to have the inset day as a non-workday. The school may also hold periodic inset days based solely around wellbeing, for example tips, available support, and visitors to carry out activities with staff such as Tai Chi.
- **School-level benefits** include but are not limited to, early finish on a Friday, free school meals for all staff, on-site wellbeing team and mental health first aid, staff wellbeing events, Friday breakfast.
- **Trust-level benefits** include Employee Assistance Program, free counselling, wellbeing app, other benefits such as cycle to work schemes.

- **Occupational Health.** The school often consults with OH and will make reasonable adjustments to promote the mental health and wellbeing of staff. The school recognises that mental health and wellbeing can be impacted by work-related, personal and external influences. Menopause is an example of a personal influence, and the school recognises the impact that this can have on a person's mental health. The school adheres to the Trust's 'Menopause Policy' which can be found on their website. [Special Partnership Trust - Trust Policies](#)
- The school has at least one **mental health first aider** on site available for signposting and crisis intervention. The school's mental health lead is also Level 2 counselling trained.
- The school **website** contains further information and guidance around mental health and wellbeing, including mindfulness, time management techniques, etc.
- Staff can raise a 'MH & Wellbeing' ticket on **Every** for the school's mental health lead/first aider to respond accordingly, offering signposting, occupational health and advice, etc.
- See appendix 6: Mental Health & Wellbeing Leaflet for Staff and Visitors.



Professional Services:

There are many various local services and services accessible through the trust employee assistance programs (Simply Health and Health Assured)

Local services include, but are not limited to:

- Calm
- NHS
- Womens wellbeing clinic
- Talkworks
- Mind
- NSPCC
- It's Time to Talk
- Children & Families in Grief
- Young Minds
- Yes Brixham
- Camhs

The **Hub of Hope** website provides a list of support local to an individual, and you can select services by category. [Mental Health Support Network provided by Chasing the Stigma | Hub of hope](#)

Pupil Mental Health and Wellbeing:

The School's Designated Safeguarding Lead will lead on pupil mental health and liaise work collaboratively with external agencies, parents and social care if necessary and in the best interests of the child.

When working to support young people experiencing mental health distress, it is helpful to consider the way in which their mental health is shaped by the context, systems, experiences and relationships that children and young people have in their lives. These links can be explored through a framework known as the **bio-psycho-social model**.

Bio – Nature: (what we're born with) This is about things that a person is born with that can lead to experiences which impact mental health, positively or negatively.

For example, an autistic child has a higher likelihood of encountering systemic disadvantage that could negatively impact them. In this case, it is not the autism that creates the vulnerability but the interplay between the autism and their experience of life.

Psycho – Nurture: (what we grow up with) This refers to the relationships and attachments experienced by a young person. It also includes the physical environment that they grow up in as well as factors like socio-economic status. These factors impact on the experiences of the child and in turn can influence mental health. For example, young people with a probable mental disorder were three times as likely to report not being able to afford food or having to use a food bank as those unlikely to have a mental disorder.

Social – Events: (what happens to us) This is about friends, socialisation, and the life-altering events and Adverse Childhood Experiences (ACEs) that may affect us, such as family breakdown, migration, or bereavement. Research shows that 36.9% of children with a probable mental disorder reported being bullied in-person compared with 7.6% of those unlikely to have a mental disorder.

As a school for pupils with Social, Emotional, Mental Health (SEMH) difficulties, all staff are trained in recognising concerns around mental health, including anxiety, depression, eating disorders, and self-harm, and are aware of how they can report such concerns to the DSL and wider safeguarding team in line with our safeguarding policy. Please see our safeguarding policy for further information. Concerns must be raised on CPOMS, and immediately followed up with the DSL if necessary, and where there is a higher risk that a pupil may harm themselves or others, the DSL will consult with the school's Operations Manager as the school's Mental Health Lead and Health and Safety coordinator. The DSL will lead on further escalations, such as with Social Care.

Our Commitment to Pupil Wellbeing:

Prepared:

The school takes action to ensure it is ready to support pupils, staff and families who may struggle with their mental health. This includes developing caring relationships with pupils and making parents aware of support on offer.

Aware:

All staff understand mental health, wellbeing and the factors which can influence it. For example, by making sure all staff have had training on mental health, it is more likely that young people will be identified and receive the right support.

Flexible:

Pupils are supported to actively engage in the school community in a way which meets their individual needs. Mental health is something that fluctuates and recovery is not linear so flexibility can help young people to stay engaged. The same support won't help every young person so what is on offer needs to reflect their needs. The school offers bespoke provision

that better suits the needs of our young people. Our **'Prosper Hub'** offers a plethora of therapeutic interventions to support our young people, many of whom have experienced Adverse Childhood Experiences.

Safe and Responsible:

Staff are able to use their relationships with pupils to support them when they are struggling and make them feel safe while they are at school. All our staff are **emotionally available and trusted adults**.

Collaborative and Enhancing:

The school works in a participatory way and values contributions of all members of the school community. This also means working with young people and including them in decisions about the support and care they received. The school has fostered a **'Pupil Voice Panel'** and **'Pupil Wellbeing Lead'**, ensuring the voices of our pupils are heard and they have an input in their education and support.

Integrated:

The school works with parents and carers, staff and other organisations involved with pupils' care to ensure a joined-up approach to support. This also means that schools work coherently with all staff who will be working with a young person.

10 Tips for Supporting a Young Person:

You don't have to fix anything.

Young people don't always want adults to come along with solutions and try to fix things. Try to approach conversations with an open mind with the aim of understanding their experience, rather than fixing the problem as you see it. Think about what the best way is to communicate with this young person. What are your expectations? Be curious and non-judgmental about how they're feeling. By simply being a support system for them, you will help them feel more comfortable opening up and confronting their emotions.

Be on their side.

When a young person opens up, they are putting themselves in a vulnerable state. Let them express whatever they're feeling and validate their feelings – for example, you could say, "That sounds hard." Thank them for sharing what's going on and be encouraging about the way they've opened up. Reassure them that you are with them. For example, "Thank you for sharing that with me, help me understand what is going on for you."

Build on their strengths.

Help them discover and identify qualities and things that build on their strengths. By focusing on their strengths, you shift the conversation from what's going wrong to what's within their control – for example, "Is there anything you have found that helps?" Create a space for the young person to think about strategies or coping mechanisms they've used before, whether they're big or small. They might not even realise they've already been using tools to support themselves and you can help them see those moments as strengths.

Keep them in the driver's seat.

Ask what they would like from you or others around them. If they don't know, you can make some suggestions and provide some options but keep the control in their hands. Check how they feel about any actions. You may want to pass them onto a different member of staff or connect them with another source of support, but it is important that they are OK with this. If you need to share information with someone else, you could ask if they would like to explain it themselves or if they want you to pass on the information for them. Even if you must pass on concerns that they don't want shared, it is important to hear their concerns and explain why you are doing it.

Set boundaries but help them find the right support.

Be upfront about what you're able to help with.

It's always better to be honest if you can't provide the support they need rather than trying to take on more than you can handle. If that's the case, guide them to someone who can help, and if possible, offer to stay with them during that process. Instead of just telling them to speak to the safeguarding lead or a mental health first aider, you might say, "I can be here with you while we talk to someone about this." Even if you can't directly support them, you can still check in later to see how they're doing or explore other ways you might be able to help. Let them know you're still in their corner, even if you have to pass things along to someone else.

Make checking in part of your day.

Sometimes, you might feel you need to have perfect timing to check in with a young person about how they are feeling. But any time can be a good time and regularly checking in can be more helpful than only stepping in when things are not going well. Taking the time to find out how your pupils are doing as part of your daily routine can help to build relationships and trust.

Be a young person's cheerleader.

For many young people who are experiencing difficulties, an adult who is there for them, who advocates for them and takes the time to understand them and their needs is a powerful form of support. Fortunately, this type of support does not require experts in mental health. It does need adults who can show a genuine interest in the young person.

Get creative with support.

Tailoring support around a young person's strengths and interests can help them to engage and build relationships that can support them. If the school cannot directly offer this as part of its Prosper Programme and Therapeutic Interventions, we can still help them connect with those that can and escalate as necessary.

Explore all the options.

There is never a one-size-fits-all solution, so it is important to help young people explore all the options to find what works for them. Some young people might want to engage with support at school, others may need to find something outside. If a young person is not taking up what you have offered, explore with them what the barriers are and then encourage them to try other things.

Create safe spaces.

A safe space is one where young people can talk openly, develop their skills and ask for help. This might be a designated place in your school but equally it might be something different. Think about what works for the young person.

Stigma:

Messaging around mental health can be challenging and, in some cases, harmful, impacting on young people and adults seeking and receiving the care they need. For example, messaging around self-care can make young people and adults feel like a failure if they are struggling. Often young people and adults get the message that it is OK to ask for help, but when they do, they can still be met by stigma affecting the support they receive.

Brunel School is on a mission to 'reduce the stigma' as part of our overall **Strategic Mental Health Action Plan**.

Suicide Prevention:

All staff are asked to complete suicide awareness and prevention training using our training platform.

In the event that a pupil makes a disclosure about feeling suicidal, the DSL will lead appropriate action and liaise with professional services as required.

In the event that a staff member makes a disclosure about feeling suicidal, the Senior Mental Health Lead will lead on appropriate action and liaise with professional services as required.

If it is believed that an individual poses a significant immediate risk to themselves or others, the emergency services must be contacted.

The Senior Mental Health Lead will carry out mental health action plans with staff and put a risk assessment in place where appropriate.

The School's Designated Safeguarding Lead will lead on pupils in mental health crisis and liaise work collaboratively with external agencies, parents and social care if necessary and in the best interests of the child.

Filtering and monitoring is in place to alert the DSL and other key staff when pupils make an online search regarding self-harm or suicidal vocabulary.

Visitor Signing-In Procedure

In line with Keeping Children Safe In Education, anyone in the building must sign in using the Inentry system at reception. This is for safeguarding and fire evacuation purposes. All visitors are provided with a lanyard on arrival and a printed ID badge. All visitors must read and agree to a guidance document on the Inentry screen. ID will be checked for all visitors. The school does not need to see a DBS certificate where they are not coming into unsupervised contact with children, or where the school has received an adequate Letter of Assurance from the company reassuring the school that appropriate and sufficient vetting checks have been carried out.

- Red lanyard: non-DBS, must not be left alone with pupils.
- Yellow lanyard: DBS approved visitors (including agency staff).
- Green lanyard: Trustees and Governors.
- Blue lanyard: Permanent staff.

Legionella

The Operations Manager, supported by the Caretaker, is responsible for the precautions taken to reduce the risk of legionella. This includes regular flushing of infrequently used water supplies, carrying out a legionella risk assessment, and ensuring regular water temperature checks are carried out. The school use a contractor to support these procedures, who carry out regular inspections, including temperature and thermostatic mixing valve checks. The school will act on recommendations as appropriate.

The extract below is taken from the Legionnaire' disease HSE guidance part 2: The control of legionella bacteria in hot and cold-water systems

Service	Action to take	Frequency
Calorifiers	Inspect calorifier internally by removing the inspection hatch or using a boroscope and clean by draining the vessel. The frequency of inspection and cleaning should be subject to the findings and increased or decreased based on conditions recorded	Annually, or as indicated by the rate of fouling
	Where there is no inspection hatch, purge any debris in the base of the calorifier to a suitable drain Collect the initial flush from the base of hot water heaters to inspect clarity, quantity of debris, and temperature	Annually, but may be increased as indicated by the risk assessment or result of inspection findings
	Check calorifier flow temperatures (thermostat settings should modulate as close to 60 °C as practicable without going below 60 °C) Check calorifier return temperatures (not below 50 °C)	Monthly
Hot water services	For non-circulating systems: take temperatures at sentinel points (nearest outlet, furthest outlet and long branches to outlets) to confirm they are at a minimum of 50 °C within one minute (55 °C in healthcare premises)	Monthly
	For circulating systems: take temperatures at return legs of principal loops (sentinel points) to confirm they are at a minimum of 50 °C (55 °C in healthcare premises). Temperature measurements may be taken on the surface of metallic pipework	Monthly
	For circulating systems: take temperatures at return legs of subordinate loops, temperature measurements can be taken on the surface of pipes, but where this is not practicable, the temperature of water from the last outlet on each loop may be measured and this should be greater than 50 °C within one minute of running (55 °C in healthcare premises). If the temperature rise is slow, it should be confirmed that the outlet is on a long leg and not that the flow and return has failed in that local area	Quarterly (ideally on a rolling monthly rota)
	All HWS systems: take temperatures at a representative selection of other points (intermediate outlets of single pipe systems and tertiary loops in circulating systems) to confirm they are at a minimum of 50 °C (55 °C in healthcare premises) to create a temperature profile of the whole system over a defined time period	Representative selection of other sentinel outlets considered on a rotational basis to ensure the whole system is reaching satisfactory temperatures for legionella control

POU water heaters (no greater than 15 litres)	Check water temperatures to confirm the heater operates at 50–60 °C (55 °C in healthcare premises) or check the installation has a high turnover	Monthly–six monthly, or as indicated by the risk assessment
Combination water heaters	Inspect the integral cold water header tanks as part of the cold water storage tank inspection regime, clean and disinfect as necessary. If evidence shows that the unit regularly overflows hot water into the integral cold water header tank, instigate a temperature monitoring regime to determine the frequency and take precautionary measures as determined by the findings of this monitoring regime	Annually
	Check water temperatures at an outlet to confirm the heater operates at 50–60 °C	Monthly
Service	Action to take	Frequency
Cold water tanks	Inspect cold water storage tanks and carry out remedial work where necessary	Annually
	Check the tank water temperature remote from the ball valve and the incoming mains temperature. Record the maximum temperatures of the stored and supply water recorded by fixed maximum/minimum thermometers where fitted	Annually (Summer) or as indicated by the temperature profiling
Cold water services	Check temperatures at sentinel taps (typically those nearest to and furthest from the cold tank, but may also include other key locations on long branches to zones or floor levels). These outlets should be below 20 °C within two minutes of running the cold tap. To identify any local heat gain, which might not be apparent after one minute, observe the thermometer reading during flushing	Monthly
	Take temperatures at a representative selection of other points to confirm they are below 20 °C to create a temperature profile of the whole system over a defined time period. Peak temperatures or any temperatures that are slow to fall should be an indicator of a localised problem	Representative selection of other sentinel outlets considered on a rotational basis to ensure the whole system is reaching satisfactory temperatures for legionella control
	Check thermal insulation to ensure it is intact and consider weatherproofing where components are exposed to the outdoor environment	Annually
Showers and spray taps	Dismantle, clean and descale removable parts, heads, inserts and hoses where fitted	Quarterly or as indicated by the rate of fouling or other risk factors, eg areas with high risk patients
POU filters	Record the service start date and lifespan or end date and replace filters as recommended by the manufacturer (0.2 µm membrane POU filters should be used primarily as a temporary control measure while a permanent safe engineering solution is developed, although long-term use of such filters may be needed in some healthcare situations)	According to manufacturer's guidelines
Base exchange softeners	Visually check the salt levels and top up salt, if required. Undertake a hardness check to confirm operation of the softener	Weekly, but depends on the size of the vessel and the rate of salt consumption
	Service and disinfect	Annually, or according to manufacturer's guidelines
Multiple use filters	Backwash and regenerate as specified by the manufacturer	According to manufacturer's guidelines

Service	Action to take	Frequency
Infrequently used outlets	<p>Consideration should be given to removing infrequently used showers, taps and any associated equipment that uses water. If removed, any redundant supply pipework should be cut back as far as possible to a common supply (eg to the recirculating pipework or the pipework supplying a more frequently used upstream fitting) but preferably by removing the feeding 'T'</p> <p>Infrequently used equipment within a water system (ie not used for a period equal to or greater than seven days) should be included on the flushing regime</p> <p>Flush the outlets until the temperature at the outlet stabilises and is comparable to supply water and purge to drain</p> <p>Regularly use the outlets to minimise the risk from microbial growth in the peripheral parts of the water system, sustain and log this procedure once started</p> <p>For high risk populations, eg healthcare and care homes, more frequent flushing may be required as indicated by the risk assessment</p>	Weekly, or as indicated by the risk assessment
TMVs	<p>Risk assess whether the TMV fitting is required, and if not, remove Where needed, inspect, clean, descale and disinfect any strainers or filters associated with TMVs</p> <p>To maintain protection against scald risk, TMVs require regular routine maintenance carried out by competent persons in accordance with the manufacturer's instructions. There is further information in paragraphs 2.152– 2.168</p>	Annually or on a frequency defined by the risk assessment, taking account of any manufacturer's recommendations
Expansion vessels	<p>Where practical, flush through and purge to drain.</p> <p>Bladders should be changed according to the manufacturer's guidelines or as indicated by the risk assessment</p>	Monthly–six monthly, as indicated by the risk assessment

Air conditioning

A third-party contractor is used to carry out periodic hygiene checks on our ventilation systems and air conditioning. Records are stored on EVERY.

Use of School Vehicle

Eligibility and licences

A member of staff must not have any points on their licence to be eligible to drive the school vehicle. To verify that the driver holds a clean and full UK driving licence, the Health and Safety administrator, supported by the Operations Manager, is responsible for carrying out a check via the DVLA website, with the driver's permission. This will be renewed twice per year, or annually as a minimum.

Agency staff members are not eligible to drive the school vehicle as they are not employees of the Special Partnership Trust.

The driver must receive written permission from the Health and Safety administrator or Operations Manager before driving the school vehicle.

Driver declaration:

Before a staff member drives the school vehicle for the first time, they must sign a declaration which includes, but is not limited to, the following stipulations.

- I have a full UK driving license with 0 points.
- My driving license was checked with consent by the Operations Manager.
- I have received a letter of confirmation that I am able eligible to drive the vehicle.
- I will only ever drive the vehicle with permission from the Headteacher and Operations Manager.

- I understand that no student is to ride in the passenger seat and an adult should be sat in the back with the pupils where possible.
- I will ensure that students/passengers will use a booster seat if required by law.
- I will complete the log on the clipboard in the vehicle after each journey.
- I will report any damages or faults to the vehicle to the school Operations Manager without delay.
- I will read the 'use of school vehicle' risk assessment and adhere any actions.
- I have read and familiarised myself with the vehicle's controls and am confident to drive the vehicle.
- I will check the fuel level at the beginning and end of each journey and will use the school card (with permission) to top up fuel if needed. If this isn't possible, I will inform the Operations Manager.
- I will drive sensibly and in compliance with the Highway Code.
- I am responsible for any parking fines and penalty charges incurred whilst using the vehicle.
- I understand that I must report any personal driving accidents, endorsements, cautions, summons, or convictions for driving offences to the school Operations Manager immediately.
- Should an accident occur whilst using the school vehicle, the Operations Manager must be contacted at the earliest opportunity on 01803665522 or 07779748025.
- I must follow the restrictions applied to the use of mobile phones whilst driving. If driving, my phone must not be answered. If the call is urgent, a safe place should be identified to pull over.
- I will declare any medical condition or treatment which may affect my ability to drive the vehicle.
- I will not consume alcohol or recreational drugs before or whilst using the vehicle.
- I must declare if/when I am prescribed medication that may affect my ability to drive to the Operations Manager

Safety checks:

Safety checks must be carried out by the driver prior to a journey. There is a checklist in the vehicle that must be completed to ensure that these checks are made and that the mileage and journey is logged appropriately.

Monthly inspections will be carried out by the Health and Safety administrator or Caretaker to verify the safety of the vehicle and will report defects to the Operations Manager as necessary.

Servicing:

LL23 YEC Peugeot 5008: The school vehicle is serviced annually. Logs are stored in the H&S red folder. The vehicle is new as of 2023 and therefore won't be due for the first MOT until July 2026. The status of the vehicle's tax and MOT can be found here. [Vehicle Tax and MOT status results - Check if a vehicle is taxed and has an MOT - GOV.UK](#)

Recovery and insurance:

Details of our recovery and insurance arrangements can be found on the clipboard within the school vehicle. In the event of a breakdown, the recovery number must be contacted, as well as the police if required and the Operations Manager.

Precautions against lightning

The school must carry out an annual lightning protection survey. We use a third-party contractor to facilitate this. The school will act on any guidance or action required.

Key Contacts

Trust Director

- Guy Chappell

Trust Health and Safety Lead

- John Rail

Headteacher

- Vikki Alden

Assistant Headteachers

- Emily Johnston (DSL)
- Caroline Kolek (SENDCo)

Operations Manager

- Ben Clark

School Caretaker

- Tim Saunders

H&S Administrator (support)

- Deborah Potter

Chair of local governors / Health and Safety local governor

- TBC

Members of staff who have access and authority to report accidents and incidents using AssessNet:

- Ben Clark (Lead)
- Deborah Potter (H&S Administrator)

First Aid Coordinator/Lead First Aider

- Luke Adey

Educational Visits Coordinator

- Jennie Taylor

Moving and Handling Lead

- Ben Clark and School Caretaker

Evacuation Coordinator

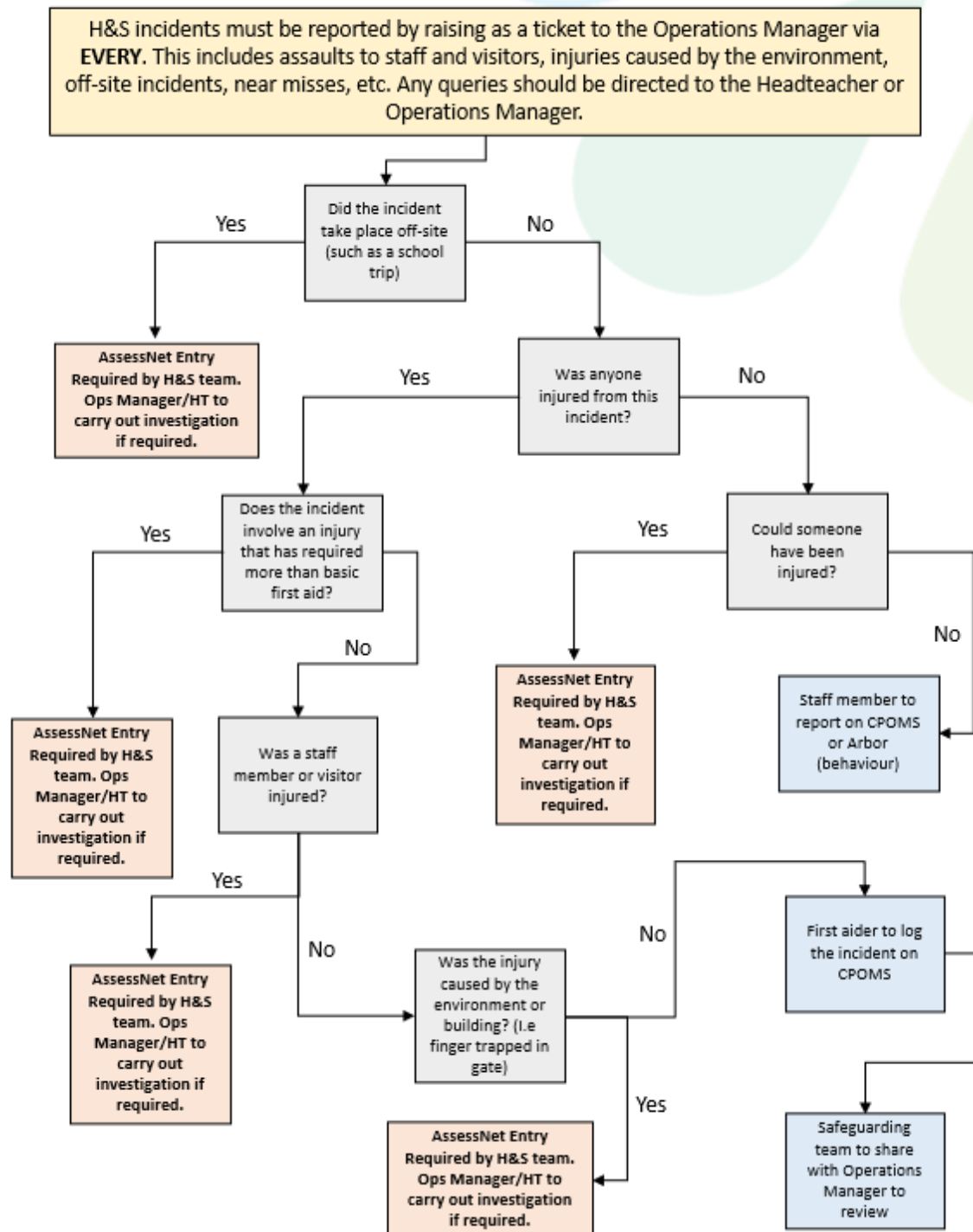
- Ben Clark

Fire Wardens

(See Fire Evacuation poster)

Appendix 1 Incident Reporting Process Map.

Incident Reporting Process Map



The H&S team are responsible for logging incidents on AssessNet as delegated by the Operations Manager. The H&S team includes the Headteacher, Operations Manager, Caretaker and H&S Administrator. The Headteacher and Operations Manager are responsible for investigating incidents where required in line with HSE regulations and ensuring remedial action is carried out promptly. Any immediate H&S concerns must be reported to the Operations Manager and Caretaker without delay.

Appendix 2: School Evacuation Plan



Evacuation Plan

Brunel School - Paignton - TQ3 2AL

Evacuation Instructions:	
<p>Do <u>not</u> panic. Do <u>not</u> ignore the alarm- even if you suspect it's a false alarm. Anyone inside the building <u>must</u> calmly leave using the nearest exit. You <u>must</u> follow the quickest evacuation route. Do <u>not</u> stop to collect your belongings. Proceed to the designated assembly point (the MUGA- Brookfield entrance) Do <u>not</u> re-enter the building until the Caretaker, Headteacher or fire service has confirmed that it is safe to do so, even if the alarm has stopped. Follow the instructions from fire wardens, SLT and Evacuation Coordinators at all times.</p>	
Primary Evacuation Coordinator	PEEP Coordinators
<p>Ben Clark Operations Manager</p>	<p>Staff PEEPs: Ben Clark – Operations Manager Student PEEPs: Caroline Kolek – SENDCo</p>
Evacuation Assembly Point:	
<p>The MUGA (sports pitch) Near Brookfield Road school car park Alternative place of safety in the event that it is considered necessary to leave site – OLDWAY MANSION GROUNDS</p>	
Fire Wardens:	
<p>Fire wardens will sweep their designated area on exiting the building. If they are not near their designated area, they must not move through the building to get there. A secondary full sweep of the building will be conducted by the Caretaker (Tim Saunders) or Evacuation Coordinator.</p>	
Upstairs rooms, staff room and offices	Dave Campbell/Emily Johnston/Caroline Kolek
Downstairs corridor	Torie Castley/Emily Johnston/ Caroline Kolek
Lower School block	Lee King/Toby Bishop
Operations block offices	Ben Clark/Suzanne Jeffs
Kitchen, hall and corridor outside hall	Lee King/Tim Saunders
Vocational Block	Linda Thompson-Wild/Dean Stacey
Regulation Support (if requested via radio)	Sophie House/Jennie Taylor/Zoe McManus/Ryan Distin
<p>A full or partial evacuation may be necessary in various situations, including fire, explosion, bomb threat, chemical substances which threaten health, building air contamination, severe weather causing damage. Call 999 in an emergency and report any concerns to the Operations Team/Caretaker immediately.</p>	

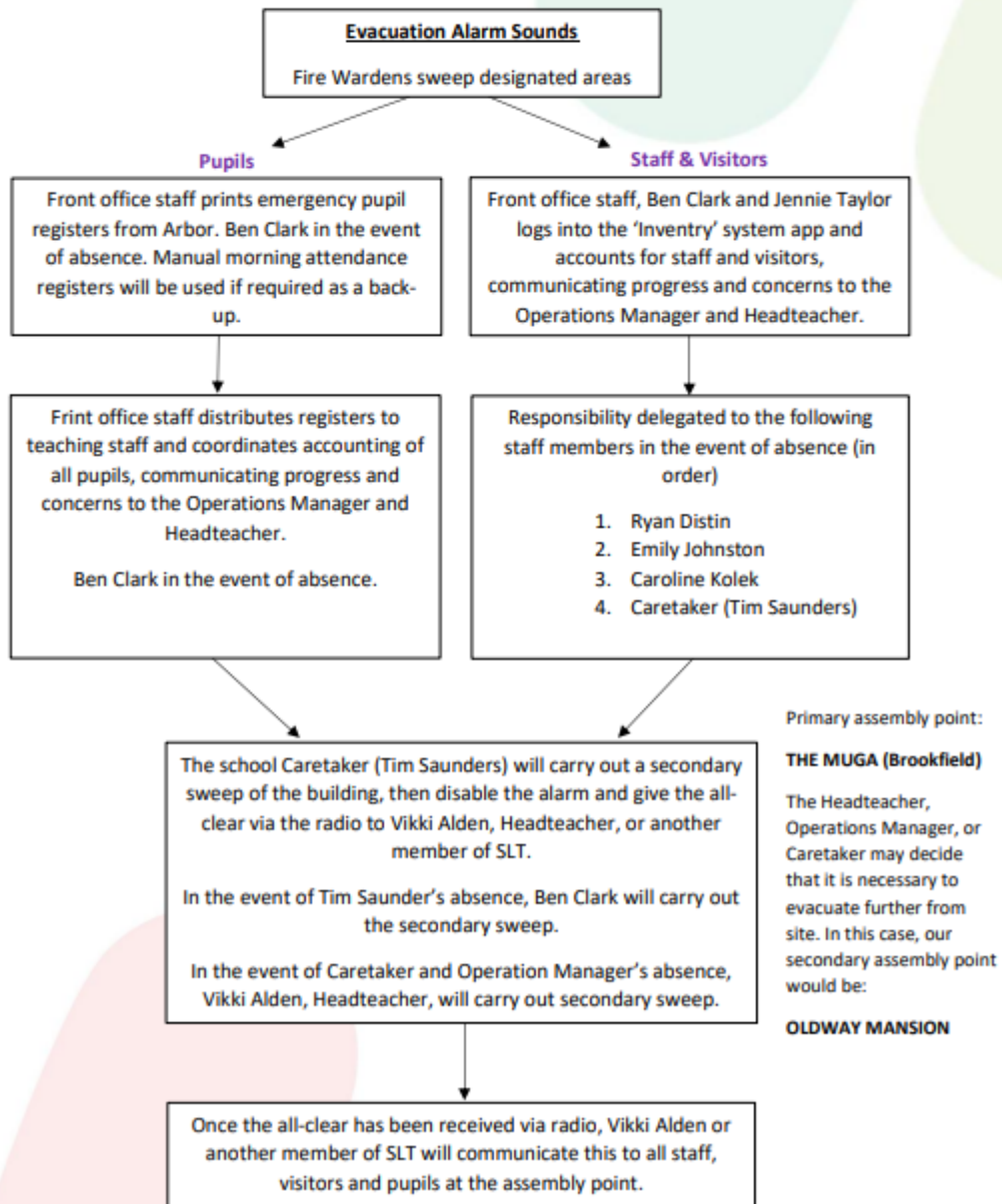
Last updated by BC – December 2025



Evacuation Plan

Brunel School - Paignton - TQ3 2AL

Procedure for the accounting of Staff, Visitors and Pupils



Last updated by BC – December 2025

Appendix 3: School Open and Close Down Procedures.

Site Open and Closing Procedure

Health and Safety

This checklist provides guidance on the school's opening and closing procedures. Any member of staff entering the building outside of school hours must be agreed in advance by the Operations Manager. Personnel responsible for opening the site will usually be the Caretaker, SLT or catering team. Personnel responsible for closing the site will usually be the cleaning team, Caretaker, or SLT. Anyone entering the school before the Caretaker arrives must ensure the site and building is safe to proceed.

Opening Safety Procedure

1. Arrival and sign-in:
 - Designated opening staff member (Caretaker) arrive by 7.30am.
 - Sign in via the staff attendance system.
2. Site Security Check:
 - Unlock the main gate and school entrance using the key fob/security code.
 - Walk the perimeter to ensure gates, fences, and external areas are secure.
 - Check for unauthorised access or damage overnight.
3. Building Check:
 - Enter the building and disable the alarm system.
 - Inspect the reception area and corridors for hazards (e.g., wet floors, obstructions).
 - Turn on necessary lights.
4. Utilities Check:
 - Ensure heating, plumbing, and electricity systems are functioning.
 - Open windows where necessary.
 - Check fire alarm and intruder alarm panels for any alerts or faults.
5. Classroom and Office Access:
 - Unlock classrooms, staffrooms, and offices as required.
 - Confirm no maintenance or safety issues in high-traffic areas.
6. Emergency Equipment:
 - Confirm fire exits are clear and unlocked for emergency use.
 - Ensure fire extinguishers and first aid kits are visible and accessible.
7. Outdoor Areas:
 - Inspect playgrounds, car parks, and other external spaces for hazards.
 - Apply salt where ice may be dangerous.
 - Remove debris or unsafe items (e.g., broken glass, fallen branches).

Closing Safety Procedure

1. Final Sweep:

- Walk through all areas of the building to check for:
- Open windows or doors.
- Left-on lights or electrical appliances.
- Obstructions in walkways or exits.

2. Pupil and Staff Departure:

- Confirm all pupils, visitors and staff have left the premises.
- Ensure visitors have signed out and are off-site.

3. Security Measures:

- Lock all internal doors (e.g., offices, storage rooms)
- Turn off non-essential electrical equipment.
- Check all external doors are locked and secure.

4. Utilities Check:

- Turn off lights, heating (including electric heaters), and other systems as appropriate.
- Ensure water taps are not dripping or left running.

5. Fire and Alarm System:

- Inspect the fire panel to ensure no unresolved issues.
- Set and activate the intruder alarm system.

6. Outdoor Areas:

- Secure playgrounds, gates, and external storage areas.
- Inspect for and remove any potential hazards that could attract intruders.

7. Gates:

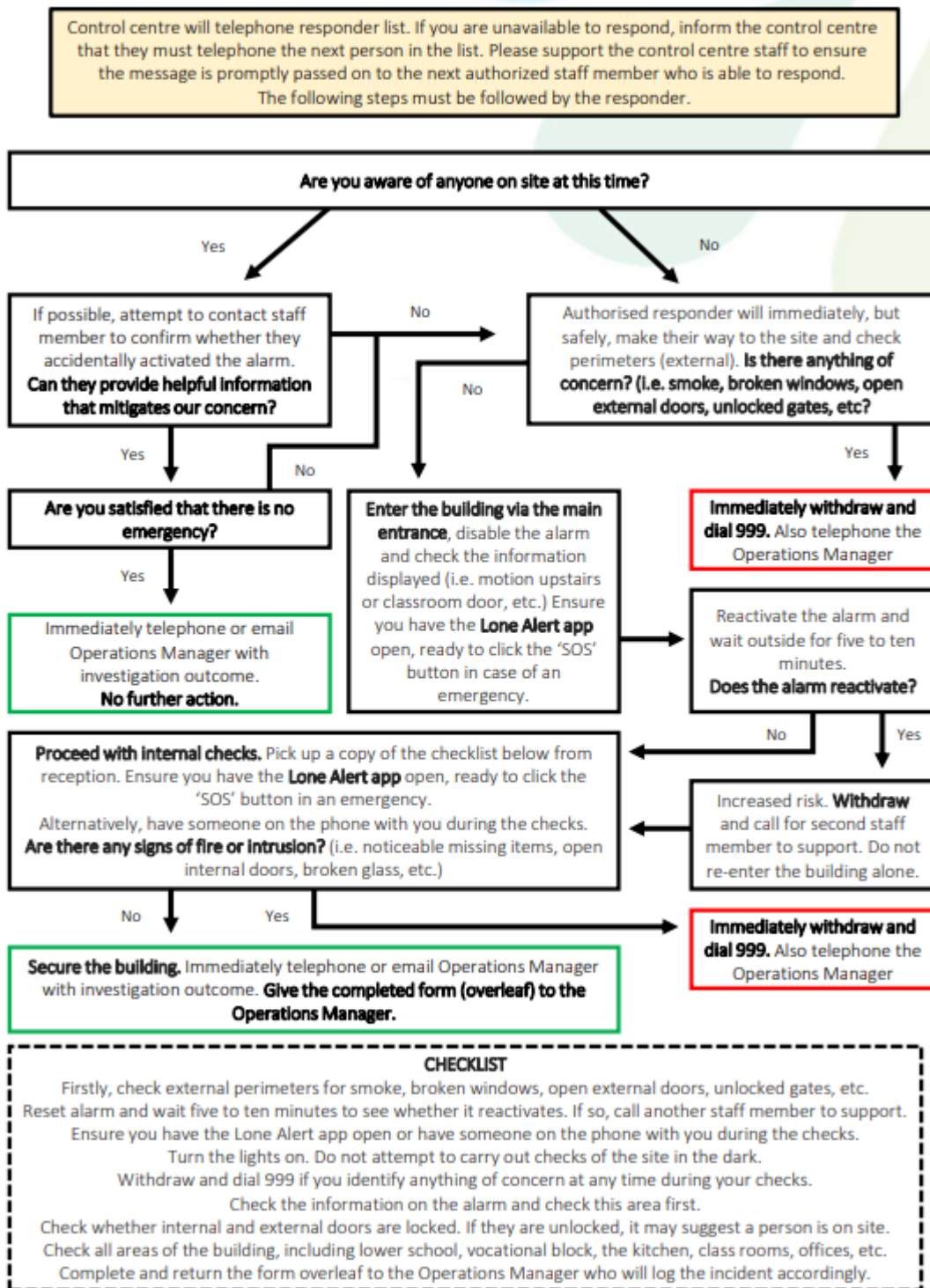
- Lock the main gate and conduct a final perimeter check.

8. Reporting Issues:

- Report any damage, unusual activity, or safety concerns to the Operations Manager.

Appendix 4: Fire & Intruder Call-Out Procedure

Intruder/Fire Alarm Procedure Map



Complete AFTER checks have been carried out following an intruder / fire alarm activation outside of usual hours

Date _____

Responder Name(s) _____

Time of call out _____ Time arrived on site _____

Time of leaving site _____

Time of notifying Operations Manager _____

Type of call out (circle) Fire Intruder

Fire/Intruder Identified? Yes No

Emergency services? Yes No

Reason for alarm activation _____

Additional comments _____

If an emergency was identified during your checks (i.e. fire or intruder) please email a full statement to the Operations Manager.

Thank you for supporting the safety and security of our school. Please remember to claim back time off in lieu and mileage if this call out occurred outside of your working hours.

Appendix 5: Health & Safety Leaflet for Staff and Visitors

PROMOTING HEALTH AND SAFETY:

Staff / volunteers / visitors should:

- Sign in at reception immediately on arrival.
- Have a responsibility for promoting health & safety.
- Reporting concerns, incidents and near misses.
- Not bring personal electronic equipment into the school without prior agreement.
- Comply with school policies and procedures, such as H&S, Safeguarding, and evacuations.
- Ensuring relevant risk assessments are read and understood. Visitors can ask reception for a copy of a risk assessment. Staff can access risk assessments on AssessNet.
- Read this leaflet and ask a member of Senior Leadership should you have any questions.

THE LAW

The Health and Safety at Work etc. Act 1974 determines British health and safety law. The Health and Safety Executive (HSE), along with local authorities, enforce this Act. The Management of Health and Safety at Work Regulations 1999 supports the Act. Schools should make sure they are familiar with both of these documents.

Everyone is responsible for working safely and promoting Health and Safety in the workplace. Visitors must not act in a way that causes a risk of harm.

From 1 October 2013 the revised Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR 2013) came into force. This means that certain incidents must be reported to HSE for further investigation. See 'reporting incidents' section.



CHECKLIST FOR FIRE EVACUATION

- ✓ Never ignore the alarm.
- ✓ Leave the building via the nearest exit.
- ✓ Do not stop to collect your belongings.
- ✓ Proceed to the assembly point (MUGA)
- ✓ Make sure a member of the reception team knows you are outside of the building.
- ✓ Do not re-enter the building until the Caretaker, Headteacher, or Fire Service has confirmed that it is safe to do so.

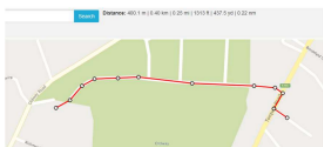
OUR PRIMARY EVACUATION ASSEMBLY POINT IS THE MUGA (BROOKFIELD ENTRANCE)

The school's evacuation coordinator is Ben Clark.



OFF-SITE EVACUATION LOCATION

In some situations, it may be necessary to evacuate away from the site. This may include in the event of a bomb threat or explosion. In this case, we will evacuate to Oldway Mansion (over the road) and will assemble in the middle of the grass area.



BRUNEL SCHOOL HEALTH & SAFETY TEAM



Vikki Alden
Headteacher
Tel: 01803-665522
Email: valden@brunelschool.org



Ben Clark
Operations Manager
Tel: 01803-665522
Email: bclark@brunelschool.org



Tim Saunders
School Caretaker
Tel: 01803 665522
Email: tsanders@brunelschool.org

The aim of this leaflet is to ensure that you understand and are aware of the important role that you play in maintaining Health and Safety and how to report concerns and incidents.

Our buildings do not have any known asbestos.

REPORTING CONCERNS & INCIDENTS:

It is important that you make reception aware about any health and safety concerns you may have, including, trip hazards, fire hazards, failure to be signed-in to the building, etc. The school is legally responsible for recording and investigating incidents. If you have been injured, or could have been injured, during your visit today, please inform reception, or email admin@brunelschool.org. Staff must record incidents via 'Every'. The school has a legal obligation to record any incidents involving:

- Visitors.
- off-site activities.
- any injuries to adults.
- Incidents that have been caused as a result of the environment (i.e. trips and falls)
- Near misses where an incident could have resulted in serious injury/serious property damage.



FOOD SAFETY

All our classroom-based staff have undertaken a food safety awareness course. The school employs its own catering team and carries out regular audits to ensure compliance with food safety regulations. If you have any food allergies, please speak to reception.



TRAINING

It is mandatory for all new staff, including agency workers, to complete health & safety training. This will be discussed during the onboarding process.



Health & Safety Leaflet

SUPPORT & ADVICE

Special Partnership Trust:
01872 520 385 / info@specialpartnership.org

External H&S group:
01872 324 100

Health & Safety Executive (HSE):
0300 003 1647

Non-emergency Police: 101

If you think someone is at **immediate** risk of harm, you should contact the police on 999.

Our policies can be found on our website
www.brunelschool.org

FIRST AID

The school's Lead First Aider is Luke Adey.

Should you require first aid whilst on site, please make a member of staff aware, and they will radio for a first aider by signaling 'code green'.

The school has at least 10 trained first aiders. The first aid room is located by reception.



SHELTER-IN/LOCKDOWN

A whole-school lockdown may be necessary in certain situations, including but not limited to:

- an incident or civil disturbance in the local community which poses a risk.
- an intruder or internal person with the potential to pose a risk.
- local risk of air pollution.
- a dangerous animal roaming loose.
- any other external or internal incident which has the potential to pose a threat to the safety of staff, visitors and pupils.

All staff are aware of the school's lockdown procedures and will support visitors. This includes, but is not limited to:

- Lock and barricade doors and windows.
- Turn off the lights, fans or mobile air conditioning units.
- Close windows & blinds.
- Ensure that students, staff and visitors are aware of exit points in the room/area.
- Hide, sit on the floor under desks, and away from windows.
- Stay as silent as possible.
- Remain in place until an all-clear has been given, or unless told to evacuate by the emergency services.



Appendix 6: Mental Health & Wellbeing Leaflet for Staff and Visitors

WELLBEING TEAM AND ROLES

Ben Clark: As SMHL, Ben's training specialises in the strategic planning of our mental health initiatives and policies, as well as acting as a mental health first aider.

Caroline Kolek: Caroline's role as the school's wellbeing coordinator is to act as the bridge between our Trust and Brunel. Caroline is also a 'Trauma-Informed practitioner'.

Vikki Alden: As Headteacher, Vikki's oversight of mental health, wellbeing and safeguarding at Brunel ensures efficient and effective processes and coordination.

Emily Johnston: As the school's Designated Safeguarding Lead, Emily's role is to lead the safeguarding team to prevent children (and adults) from any kind of harm.

Sophie House: As a Clinical Psychologist, Sophie leads our therapeutic interventions for pupils and offers support to staff too.

Suzanne Jeffs: Suzanne offers advice to staff from a HR perspective and is also trained in bereavement support.

Ryan Distin: As a Trauma-Informed practitioner and DDSL, Ryan supports the welfare of pupils, as well as leading our Behaviour Team.

OUR COMMITMENT

We are dedicated to supporting the mental health and wellbeing of our staff, pupils and visitors by providing mental health first aid, implementing wellbeing initiatives, supporting pupils through therapeutic interventions, and ensuring all staff can access support. We are passionate about reducing the stigma of mental health difficulties, and we also have a Pupil Wellbeing Lead who sits on our Pupil Voice panel.



HOW CAN I DEBRIEF IF I AM INVOLVED IN OR WITNESS AN INCIDENT?

It's important to debrief with a member of the wellbeing team if you have been involved in, or have witnessed, a distressing or sensitive incident. No staff member should go home feeling upset and we have key staff available at 3.15pm every day to debrief on incidents.

Monday: Emily Johnston & Sophie House.

Tuesday: Ryan Distin & Caroline Kolek

Wednesday: Ryan Distin & Sophie House

Thursday: Emily Johnston & Caroline Kolek

Friday: Emily Johnston & Sophie House

We're here to help!

WELLBEING TIPS

- ✓ Consider how much sugar is in the foods we eat. Did you know, there's more sugar in an Innocent smoothie than a Kit Kat Chunky!
- ✓ Keeping active is a great way to reduce stress. Reduce your caffeine intake.
- ✓ Keep hydrated. If you often forget to drink water, why not set a reminder on your phone or carry a bottle around with you.
- ✓ Getting a good night's sleep is essential to almost all aspects of health. If you struggle to get to sleep, avoid looking at screens 2 hours before going to bed.
- ✓ Be grateful for the smaller things in life. Why not keep a gratitude diary?
- ✓ Manage your time. Research the Eisenhower Matrix and Pomodoro technique.
- ✓ Mindfulness techniques are a great way to unwind and relax.
- ✓ Certain smells can elicit the relaxation response, such as lavender.
- ✓ Listen to your favorite music.
- ✓ Chewing gum and smiling can release happy chemicals in our brain.
- ✓ Breathe slowly and deeply in stressful situations.
- ✓ Be social to a level that is comfortable for you.
- ✓ Don't be afraid to ask for additional support!

MENTAL HEALTH & WELLBEING LEADS



Vikki Alden
Headteacher
Tel: 01803-665522

Email: valden@brunelschool.org



Ben Clark
Operations Manager & Senior MH Lead
Tel: 01803-665522

Email: bclark@brunelschool.org



Caroline Kolek
Wellbeing Lead
Tel: 01803-665522

Email: ckolek@brunelschool.org

The aim of this leaflet is to promote the school's commitment to supporting mental health and wellbeing, and to ensure all our staff are aware of how to access the school and trust's wellbeing initiatives, as well as professional support.

PROFESSIONAL SUPPORT

Local services include, but are not limited to:

- Calm app
- NHS
- Women's wellbeing clinic
- Talkworks
- Mind
- NSPCC
- 'It's Time to Talk'
- Children & Families in Grief
- Young Minds
- Yes Brixham!
- CAMHS

The 'Hub of Hope' website provides a list of support local to an individual, and you can select services by category.

<https://hubofhope.co.uk/>



Hub of Hope

SCHOOL AND TRUST BENEFITS

School Level:

- On-site wellbeing team and mental health first aiders.
- Staff wellbeing events/'Time to Talk' sessions.
- Wellbeing inset days.
- Hot meals.
- Friday breakfast.
- Early finish on Fridays.

Trust Level:

- Free counselling.
- Occupational Health.
- EAP and wellbeing app.
- Retail discounts.
- Money towards healthcare.



(Trust level benefits are available for SPT employees)



Staff Wellbeing Leaflet

SUPPORT & ADVICE

Samaritans
116 123 www.samaritans.org

Shout
Text "SHOUT" to 85258 to contact the Shout crisis text line, or text "YM" if you're under 19

Hub of Hope
Search for local professional support- hubofhope.co.uk

NHS Advice Line: 111

If you think someone is at **immediate** risk of harm, you should contact the **ambulance service** on 999.

More information can be found on our **website** www.brunelschool.org

EMPLOYEE ASSISTANCE PROGRAMS

Simply Health: 0800 975 3347.

Employees may need to provide their work email address to confirm eligibility. To access other information/Wellbeing advice, go to the Simply Health My Plan App, or log in to the Simply Health account online (www.simplyhealth.co.uk) and follow the Wellbeing links.

Health Assured: 0800 756 0834.

Health Assured's helpline can provide immediate telephone support including, but not limited to:

- Work related issues including management, stress, workplace, relationships, bullying and harassment.
- Anxiety, stress, depression, low self-esteem, anger management.
- Family, Marital and relationship issues.
- Substance and alcohol misuse/dependency.
- Bereavement.
- Retirement.
- Domestic abuse.
- Health, critical illness and bereavement.
- Lifestyle, exercise, diet and general wellbeing.
- Personal legal information.
- Medical information (available Monday to Friday, between 9am and 5pm)
- Telephone advice relating to critical incidents.
- Management support.

Reference 'Reward Gateway' when you call. The school can also make a referral on your behalf. Just speak to the school's Senior Mental Health Lead.

TRAINING

We ask all our staff to complete 'suicide awareness' training. Our Mental Health First Aiders have completed an accredited course by Mental Health England.



Appendix 7: Weekly & Monthly Site Checklist. (January 2026 versions)

Weekly Site Walk Inspection Log

Health and Safety

This checklist provides guidance on what should be inspected on a weekly basis. Daily site walks must also take place to ensure the safety and security of the site. The Caretaker and Operations Manager will meet to review annual tasks every summer.

Date of Inspection: ___/___/_____ Initials: _____ Signed: _____

Check	Complete	Action Required	Date Actioned
Monitor maintenance reports by the cleaning team (cleaners communication log)	<input type="checkbox"/>		
Check internal and external lighting	<input type="checkbox"/>		
Test fire alarm (different call point each week)	<input type="checkbox"/>	See fire alarm test record	
Conduct a maintenance and security check of the grounds, fences, and gates	<input type="checkbox"/>		
Check all safety signs, such as fire exits are intact and legible	<input type="checkbox"/>		
Check toilets for cleanliness, repair and safety	<input type="checkbox"/>		
Check building and grounds for loose wires	<input type="checkbox"/>		
Inspect the school kitchen and discuss maintenance issues with Catering Manager	<input type="checkbox"/>		
In icy weather, ensure paths and walkways are treated with salt and grit (daily)	<input type="checkbox"/>		
Check the site for slips, trips and fall hazards	<input type="checkbox"/>		
Identify hazardous substances that may require a COSHH assessment, and they are stored correctly and out of the reach of pupils	<input type="checkbox"/>		
Monitor performance of cleaning team, reporting concerns to the Operations Manager	<input type="checkbox"/>		
Run infrequently used taps and showers to reduce legionella risk in line with the '5-minute flush' guidance	<input type="checkbox"/>		
Ensure building access and fire routes are not obstructed	<input type="checkbox"/>		
Check condition of playground equipment including the climbing frame	<input type="checkbox"/>		

Ensure site damage, including roof tiles, is repaired promptly	<input type="checkbox"/>		
Check for any outstanding maintenance issues reported on Every	<input type="checkbox"/>		
Check upcoming compliance inspections/audit due on Every (i.e. lift service, roller shutters, legionella, PAT test review, etc)	<input type="checkbox"/>		
Liaise with contractors and Operations Manager on larger site maintenance issues or electrical work (when required)	<input type="checkbox"/>		
Check tools are out of reach of pupils (i.e. kitchen utensils and DT equipment)	<input type="checkbox"/>		
Visual check on boilers and plant rooms (no fault lights, smell of gas, etc)	<input type="checkbox"/>		
Oil Heating (Visual checks for leaks, bunds, and pipework) – Weekly	<input type="checkbox"/>		
Lifts and Lifting Equipment – Weekly alarm test	<input type="checkbox"/>		

Monthly Site Walk Inspection Log

Health and Safety

This checklist provides guidance on what should be inspected monthly. Daily site walks must also take place to ensure the safety and security of the site. The Caretaker and Operations Manager will meet to review annual tasks every summer.

Date of Inspection: ___/___/_____ Initials: _____ Signed: _____

Check	Complete	Action Required	Date Actioned
Check CCTV system is in good working order	<input type="checkbox"/>		
Inspect firefighting equipment such as extinguishers and fire blankets	<input type="checkbox"/>		
Safety check on furniture (tables, chairs, etc)	<input type="checkbox"/>		
Check the condition of refuse storage areas	<input type="checkbox"/>		
Check sanitary disposal units are available where required and in good order	<input type="checkbox"/>	Contracted to Citroen Hygiene	
Check and maintain key holder list	<input type="checkbox"/>		
Inspect roof for moss build-up (where accessible) including gutters	<input type="checkbox"/>		
Test emergency lighting (full site)	<input type="checkbox"/>		
Record electricity and gas meter readings	<input type="checkbox"/>	Elec: Gas:	
Ensure PAT testing of equipment and register is up to date and check site for untested equipment	<input type="checkbox"/>		
Safety check on workshop machinery and tools including ladders, etc.	<input type="checkbox"/>		
Monitor performance of cleaning and grounds maintenance contractors, reporting concerns to the Operations Manager	<input type="checkbox"/>		
Ensure compliance logs are being completed by staff	<input type="checkbox"/>	This includes daily playground equipment, daily Muga inspection, school vehicle daily inspections, etc.	
Full Muga inspection	<input type="checkbox"/>	Equipment, condition of pitch, litter, hazards, etc.	
Full playground equipment inspection	<input type="checkbox"/>	Using the monthly checklist	

Inspect the condition of physical education and sporting equipment.	<input type="checkbox"/>		
Check paperwork in the 'red folder' is up to date including logs, posters and procedures.	<input type="checkbox"/>		
Ensure Every compliance is up to date, logging work and inspections, etc.	<input type="checkbox"/>		
Test the intruder alarm, ensuring key staff are aware in case they receive a call	<input type="checkbox"/>		
Inspect fire doors	<input type="checkbox"/>	Check the general condition of the door. Check condition of intumescent strip, glazing, door closers, hinges and handles. Ensure nothing is stopping the door from opening fully. Ensure nothing is stopping the door from closing correctly, except devices interlinked with or activated by the fire detection and alarm system.	
Check the storage of flammable and hazardous materials	<input type="checkbox"/>		
Inspect the plant rooms. No smell of gas, no untidy equipment or materials.	<input type="checkbox"/>		
Check ligature cutters are in the right locations and blades are in a good condition.	<input type="checkbox"/>	1: Ben's office 2: Suzanne's office 3: First aid (emergency cupboard) 4: Safeguarding office 5: DSL's office 6: Staff room	
Inspect roller shutters for safety and condition. Sound fire alarm and ensure they release automatically.	<input type="checkbox"/>	Fire alarm must only be sounded on Monday mornings between 7.30am and 8am.	

Appendix 8: Venue Vetting Checks for Off-Site Activities*



Venue vetting checks for off-site activities

admin@brunelschool.org

Dear (insert details and address of venue)

Our school would like to visit your venue as part of an off-site activity with our pupils. We kindly request that you complete the below form to satisfy our vetting requirements for safeguarding purposes. Thank you for your cooperation and support for our safety control measures.

Do you have adequate levels of insurance and appropriate licences?

Yes / No Please comment _____

Are systems in place to demonstrate statutory H&S compliance?

Yes / No Please comment _____

Are risk assessments in place with appropriate control measures? (please supply us with your relevant risk assessments)

Yes / No Please comment _____

Are suitable fire safety and emergency procedures in place at your venue?

Yes / No Please comment _____

Is appropriate vehicle and traffic management systems in place at your venue?

Yes / No Please comment _____

Do you have systems to demonstrate staff competency? (i.e. training matrix)

Yes / No Please comment _____

Do you have robust safeguarding systems in place to protect our staff and pupils from harm?

Yes / No Please comment _____

Do you have effective systems in place to control and manage any sub-contractors that you use?

Yes / No Please comment _____

Are you registered with the Adventurous Activities Licencing Agency (AALA) or have the Learning Outside the Classroom Quality Badge?

Yes / No Please comment _____

Signed by: name: _____ signature: _____ role: _____ date: _____

*The Local Authority's SOE5 can be used instead of our venue vetting checks form.