

Trinity Academy Trust

Management of Health, Safety & Welfare Policy

**Approved by the Committee – October 2023
On behalf of the Board**

Next Review Date – October 2024

Date / Page number	Changes to policy:	Actioned by:
04.11.23 / P36	Added: Following discussions with the Tyne & Wear Fire Authority, Newcastle City Council Health & Safety Fire Officer, and NCC's wider Health & Safety Team it was agreed that the Trust can remove all fire extinguishers from areas where learners have access.	Tyne & Wear Fire Authority NCC Fire Officer NCC Health & Safety Team

Content	2
Introduction – Policy statement	3 – 8
Procedure statements:	
Monitoring arrangements for Health & Safety	9 – 11
Health & safety information dissemination	12
Premises defects reporting	13 – 15
Accident reporting	16 – 21
First aid Provision	22 – 25
Administering of Medication	26 – 29
No Smoking	30 – 32
Welfare of learners & staff	33 – 35
Fire Prevention / Safety	36 – 39
Electricity Safety	40 – 43
COSHH	44 – 46
Use of Access Equipment	47 – 49
Risk Assessments	50 – 52
Manual Handling	53 – 56
Educational Visits	57 – 60
Lifting Equipment	61 – 63
Driving on Trust Business	64 – 68
Trust Work Experience	69 – 72
PE Equipment (Servicing & Maintenance)	73 – 75
Water Activities	76 – 78
Sports facilities & Play Areas	79 – 81
Contractors on Site	82 – 84
Visitors on Site	85 – 87
Display Screen Equipment (DSE)	88 – 90
Asbestos	91 – 93
Safety Glass	94 – 95
Waste Disposal	96 – 98
Lone Working	99 – 101
Maintenance of Machinery	102 – 105
Noise at Work	106 – 108
Personal Protective Equipment	109 – 112
Site Security	113 – 116
Water Management	117 – 119
Health & Safety Training	120 – 122
Drive on Trust Business	123 – 124
Good Housekeeping	125 – 128
E-Scooters / E-Bikes	129 - 131
Use of Trust Staff Rooms	132 - 134

Health & Safety Policy for Trinity Academy Trust 2023 - 2024

Introduction

At Trinity Academy Trust, we are committed to providing a safe and healthy environment for all individuals, including learners, staff members, contractors, and visitors. This Health & Safety Policy outlines our commitment to complying with relevant legislation, implementing effective procedures, and clarifying individual responsibilities to ensure a culture of safety throughout the academy.

In order to prioritise the well-being and safety of learners, staff, and visitors, it is crucial to embed health and safety considerations across all policies within the Trust environment. By integrating health and safety practices into every aspect of Trust policies, we can create a comprehensive and proactive approach to ensure a safe and healthy learning environment.

The Trust recognises that health and safety considerations are not standalone initiatives, but an integral part of all policies and procedures, including curriculum development, facilities management, recruitment, training, emergency response planning, and risk assessment processes. It requires collaboration between all stakeholders, including Trust leadership, staff, learners, parents, and external partners.

By embedding health and safety across all policies, we aim to promote a culture of awareness, responsibility, and continuous improvement. This means regularly reviewing and updating policies to reflect current best practices and legal requirements, providing relevant training and resources to staff members, and promoting active involvement and participation from the Trust community.

Furthermore, embedding health and safety across all policies helps foster a positive learning and working environment. It promotes the physical and mental well-being of everyone involved, reduces the likelihood of accidents, injuries, and illnesses, and creates a sense of confidence and trust within the community.

Ultimately, by integrating health and safety considerations into all policies, we demonstrate our commitment to the welfare of our learners and staff. We strive to create an environment that not only supports academic success but also prioritises the safety, health, and happiness of all individuals within our community.

Legislative Framework

The Trust have used the following legislation and regulations as the main source of information but other legislation has also been consulted:

- Health and Safety at Work Act 1974
- The Management of Health and Safety at Work Regulations 1999
- The Control of Substances Hazardous to Health Regulations 2002
- The Regulatory Reform (Fire Safety) Order 2005
- The Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations 2013
- The Construction (Design and Management) Regulations 2015
- Education Act 2002 (amended 2021)
- Learners Act 2004 (amended 2020)
- Working Together to Safeguard Learners (Statutory guidance (2018)
- Keeping Learners Safe in Education (KCSIE) (Statutory guidance) 2021
- Counter-Terrorism and Security Act (2021)
- Terrorism and Security Act 2015 (2021)

Policy Statement

As a Trust we are committed to:

- Providing a safe and healthy environment for learners, staff members, contractors, and visitors.
- Preventing accidents, injuries, and work-related ill health through effective risk management.
- Complying with applicable legislation, regulations, and industry best practices.
- Ensuring that health and safety considerations are integrated into all aspects of academy operations.
- Providing appropriate training, information, and resources to promote health and safety awareness and competence.
- Regularly reviewing and improving our health and safety performance.

Responsibilities

1. Board of Directors

The Board of Directors have ultimate responsibility for health and safety within the Trust.

Their responsibilities include:

- Setting health and safety objectives, policies, and performance targets.
- Ensuring Health & Safety is a high agenda item in all meetings, when discussed current practices and future developments within Trust
- Allocating adequate resources to maintain a safe and healthy environment.

- Investigation any breach of the Trust Health & Safety Policy, procedures, or risk assessments and taking appropriate action
- Appointing a designated competent person(s) to oversee health and safety matters.
- Monitoring and reviewing the effectiveness of health and safety management systems.

1.2 Chief Executive Officer

The Chief Executive Officer is responsible for overseeing the implementation of the Health & safety Policy. Their responsibilities include:

- Demonstrating leadership and commitment to health and safety.
- Providing resources and support to ensure effective health and safety management.
- Communicating health and safety objectives and expectations to staff members.
- Ensuring that Health & Safety is high on agenda meetings
- Investigating breaches of health & safety policy, procedures, risk assessments and taking appropriate action
- Monitoring and reviewing the academy's health and safety performance.

1.3. Heads of School

Heads of School have direct responsibility for the health and safety within their respective academies. Their responsibilities include:

- Implementing and promoting the Health & Safety Policy and procedures.
- Identifying and managing health and safety risks within their areas.
- Investigating breaches of health & safety policy, procedure, risk assessment and taking appropriate action
- Ensuring that staff members are competent and trained to carry out their roles safely
- Investigating accidents and preparing reports in a timely manner
- Investigating incidents and taking appropriate corrective actions.
- Providing health and safety information and support to staff members

1.4. Lead for Health, Safety & Premises

The Lead for Health, Safety & Premises plays a vital role in coordinating and implementing health and safety practices. Their responsibilities include:

- Developing and implementing health and safety procedures and safe systems of work.
- Conducting risk assessments, ensuring control measures are in place.
- Monitoring compliance with health and safety legislation and regulations.

- Providing health and safety advice and guidance to staff members.
- Where appropriate undertake accident / incident investigations
- Coordinating incident investigations and implementing corrective actions

1.5. Facilities Manager

The Facilities Manager is responsible for maintaining a safe and healthy physical environment. Their responsibilities include:

- Ensuring that buildings, grounds, and equipment are safe and well-maintained.
- Conducting regular inspections to identify hazards and ensure compliance.
- Coordinating necessary repairs and maintenance to address health and safety concerns.
- Working with contractors on site to complete any task in a safe and timely manner
- Where appropriate undertake accident investigations in a timely manner
- Ensure that all facility staff are trained / competent to carry out all tasks asked of them
- Providing appropriate signage and information to promote safety awareness

1.6. Deputy Heads / Assistant Heads

Deputy Heads / Assistant Heads support the Heads of School in fulfilling their health and safety responsibilities. Their specific duties may include

- Assisting in the implementation and monitoring of health and safety procedures.
- Where appropriate undertake accident investigations in a timely manner
- Promoting health and safety awareness among staff members and learners.
- Collaborating with the Lead for Health, Safety & Premises to review and improve health and safety practices

1.7. Department Heads and Teachers

Department Heads and Teachers have responsibilities for the health & safety within their respective departments / classrooms

- Ensuring learners are provided with a safe and healthy learning environment.
- Ensuring that learners act in a manner which does not increase the risk of harm / injury to themselves or others
- Ensuring that learners do not interfere with any safety equipment installed
- Conducting risk assessments for activities and implementing appropriate control measures.
- Communicating health and safety information and procedures to learners.

- Reporting health and safety concerns to the appropriate personnel in a timely manner

1.8. Learners

Learners also have responsibilities in promoting their own health and safety. Their responsibilities include:

- Following health and safety procedures and guidelines provided by the academy.
- Ensuring they do not act in a manner which increases the risk of harm / injury to themselves or other
- Not interfering with any safety equipment installed on site
- Reporting any health and safety concerns to their teachers or appropriate staff members.
- Using equipment and facilities safely and responsibly

1.9. Contractors

Contractors working on academy premises have a responsibility to adhere to health and safety requirements. Their responsibilities include:

- Complying with relevant health and safety legislation and regulations.
- Conducting risk assessments and implementing control measures specific to their work.
- Cooperating with the academy's health and safety procedures and providing necessary information.
- Consulting with the Lead for Health, Safety & Premises / Facility Manager prior to carrying out any work on site
- Informing the Lead for Health, Safety & Premises / Facility Manager of any concerns identified while in the act of them undertaking work / repairs

1.10. Visitors

Visitors to the academy have a responsibility to comply with health and safety requirements. Their responsibilities include:

- Following health and safety instructions provided by staff members.
- Notifying staff members of any hazards or concerns observed during their visit.
- Notifying staff members of any accident / incident they have been involved in, even when the accident / incident did not result in injury

Procedures

Detailed procedures for specific health and safety matters, such as risk assessment,

incident reporting, fire safety, and hazardous substances, will be documented separately and communicated to staff members as appropriate

Policy Review

This Health & Safety Policy will be reviewed annually or as necessary to ensure compliance with changing legislation, regulations, and best practices. Feedback and suggestions from staff members, learners, contractors, and visitors will be considered during the review process.

Signed on behalf of the Board:

A handwritten signature in black ink, appearing to read 'P. J. Carter', with a long horizontal stroke extending to the right.

Peter Carter (Chairperson of the Board)

Date: October 2023

Procedure Statement 1: Monitoring Arrangements for Health & Safety in a Trust Environment

The purpose of this procedure statement is to outline the monitoring arrangements for all aspects of health and safety within the Trust environment, ensuring compliance with relevant legislation in the UK up to and including 2023. This statement differentiates between statutory monitoring and good practice monitoring, assigns roles and responsibilities to key personnel, and establishes review periods and recording methods for effective implementation.

The Trust recognises the importance of monitoring health and safety matters. Monitoring will be carried out in a number of ways: The Board of Directors can call for termly / annual reports on:

- accidents/incidents
- results of internal or external health and safety inspections
- maintenance reports
- complaints, hazards and defects reports
- reviews of any procedures carried out by the Facility manager
- work carried out by external contractors / agencies

Monitoring is also carried out through discussion held with individuals, or through a standard agenda item on every meeting.

To help this process, the Board of Directors and Chief Executive Officer will ensure that all requested information is provided to any statutory body ie, Fire Authority, HSE Executive (HSE) and any other bona fide health and safety officials.

Legislation: The monitoring arrangements described in this procedure statement adhere to the following legislation (up to and including 2023) applicable in the UK:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Control of Substances Hazardous to Health Regulations 2002
- Workplace (Health, Safety, and Welfare) Regulations 1992
- Regulatory Reform (Fire Safety) Order 2005
- Education (Trust Premises) Regulations 1999
- Education Regulations 2014
- Equality Act 2010 (with regard to access and inclusion)

Statutory Monitoring vs. Good Practice Monitoring

Statutory Monitoring refers to activities required by law to ensure compliance with health and safety legislation. This includes carrying out risk assessments, maintaining relevant records, conducting inspections, training and implementing control measures to address identified hazards

Good practice monitoring goes beyond statutory requirements and involves proactive measures to improve health and safety standards. It encompasses regular audits, awareness programmes, fostering a safety culture, promoting employee involvement, and continuous improvement initiatives

Roles and Responsibilities

Board Directors

- Ensuring the provision of adequate resources for health and safety management.
- Reviewing and approving the overall health and safety strategy.
- Monitoring the implementation and effectiveness of health and safety policies.

Chief Executive Officer

- Providing strong leadership and fostering a positive health and safety culture.
- Ensuring that health and safety objectives are integrated into the Trust's overall strategic goals.
- Allocating necessary resources and supporting the Lead for Health, Safety & Premises.

Heads of School

- Implementing health and safety policies and procedures within their respective Trusts sites.
- Ensuring compliance with statutory requirements and promoting good practice.
- Providing support to staff in matters of health and safety.

Deputy and Assistant Heads

- Assisting Heads of School in implementing health and safety policies and procedures.
- Supporting risk assessments and monitoring the effectiveness of control measures.
- Encouraging staff and learner involvement in health and safety initiatives.

Lead for Health, Safety & Premises

- Developing and implementing the Trust's health and safety management system.
- Conducting regular risk assessments and ensuring appropriate control measures.
- Advising and supporting staff on health and safety matters

Facility Manager and Facilities Staff

- Ensuring that Trust premises and facilities comply with health and safety requirements.
- Conducting regular inspections and maintenance of equipment and infrastructure.
- Promptly addressing any health and safety concerns or defects identified
- Managing a team of Facility Operatives, providing training, guidance and advice on the safe undertaken and completion of all tasks
- Ensure that all Facility Operatives comply with all Health & Safety regulations

The recording All monitoring activities,

The monitoring of activities will normally be carried out by either a contractor with specialist knowledge or by a member of the Facility Team under the direction of the Facility Manager. All monitoring reports will clearly identify the activity monitored, the date of

inspection, the name of the individual carrying out the inspection, a brief description of the activity observed and where necessary any recommendations.

Review Period

The monitoring arrangements described in these procedure statement will be reviewed annually, or as required, to ensure ongoing compliance with relevant legislation and best practices. Additionally, reviews will be conducted following significant incidents, changes in legislation, or modifications to the Trust's facilities or operations

Procedure Statement 2: Health and Safety Information Dissemination

Whilst the Trust has many documents and procedures in place to help safeguard the health, safety and wellbeing of all those affected by our undertaking, these are worthless unless the information contained within them is passed to those who are affected by them.

The Trust recognises the benefits to be gained from facilitating an open flow of communication and is therefore committed to ensuring that there is an adequate flow of health and safety information within the Academy. This will enable employees and others to comply with legal and good practice requirements.

Roles & Responsibilities

Board of Directors

- The Trust Lead for Health, Safety & Premises shall ensure that Board of Directors are informed of any existing and/or new health and safety information through their communications with the Chief Executive Officer / Heads of School (Business) and / or the various organisations committees.
- Health & Safety information will be a standard agenda item at all meetings
- The Health, Safety & Premises Link Director will meet with The Trust Health, Safety & Premises lead to discuss all matters of Health, Safety & Premises

Employees (including supply staff and non-teaching staff)

- Staff members have access to all policy / procedures information through the Trust Information drive
- Staff are directed to information stored on the 'information' drive during their initial induction and throughout their employment at various stages
- New documentation arriving will be copied. The original will be held on file and the copy circulated to appropriate staff. Staff will be required to sign a form to indicate that they have read the document concerned.

Learners

- It will be the responsibility of Teachers to ensure that learners are made aware of all existing and health and safety information

Visitors/Contractors

- The Trust Lead for Health, Safety & Premises shall ensure that visitors and contractors are informed of any health and safety arrangements which may affect them during their visit (including any Asbestos on site).

Procedure statement 3: Health, Safety & Premises Defects Reporting

Introduction

The reporting of defective equipment in the Trust environment is crucial to ensure the safety and well-being of learners, staff, and visitors. Prompt identification, reporting, and repair or replacement of faulty equipment is essential to prevent accidents, injuries, and potential disruptions. This procedure statement outlines the reporting process for defective equipment, with a focus on compliance with the Provision and Use of Work Equipment Regulations (PUWER) in the UK up to and including 2023

Certain equipment and machinery within the Trust environment must be repaired or maintained by specialised contractors due to statutory rules and requirements. Examples include lifting equipment (e.g., hoists, lifting platforms, passenger lifts) and fire alarm equipment. The involvement of specialised contractors ensures compliance with specific legal obligations and technical expertise.

All defects to equipment should be recorded through the EVERY online system. This allows for real time analysis to be carried out and will also address any issue of accountability in relation to Health & Safety legislation

Legislation: The reporting process described in this procedure statement aligns with the following legislation (up to and including 2023) applicable in the UK:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Provision and Use of Work Equipment Regulations 1998
- Regulatory Reform (Fire Safety) Order 2005
- Lifting Operations and Lifting Equipment Regulations 1998

Roles and responsibilities

Board of Directors

- Ensuring that sufficient resources are allocated for equipment maintenance, repair, and replacement.
- Establishing policies and procedures that prioritise the reporting and resolution of defective equipment.
- Reviewing reports and monitoring the effectiveness of the reporting process.
- Enforce the ruling anyone interfering with safety equipment may be liable for criminal prosecution

Chief Executive Officer

- Providing leadership and support to establish a culture of reporting and timely equipment maintenance.
- Allocating resources necessary for equipment repairs or replacements.
- Overseeing the implementation of this procedure statement and ensuring compliance.
- Enforce the ruling anyone interfering with safety equipment may be liable for criminal prosecution

Heads of School - Heads of School have a crucial role in ensuring defects are reported and addressed promptly within their respective academies. Their responsibilities include:

- Promoting a culture of reporting and vigilance among staff, learners, and visitors
- Ensuring that all staff are aware of the reporting process and their responsibility to report defective equipment promptly.
- Taking immediate action to address reported defects within their respective areas through the EVERY online system.
- Enforce the ruling anyone interfering with safety equipment may be liable for criminal prosecution

Deputy and Assistant Heads

- Supporting Heads of School in promoting and implementing the reporting process.
- Assessing reported defects within their areas and reporting them through the appropriate channels – EVERY online system
- Reporting defects through the EVERY system on a timely basis
- Collaborating with the Facilities Manager and Lead for Health, Safety & Premises to address identified defects.
- Assisting with the coordination of repairs or replacements in their areas of responsibility.
- Communicating the progress and resolution of reported defects to learners, staff members, and visitors.

Lead for Health and Safety

- Developing and maintaining a system for reporting and recording defective equipment.
- Establishing and communicating the defect reporting procedure to staff members, learners, and visitors.
- Ensuring that all staff have access to the EVERY online system
- Collaborating with the Facilities Manager and Heads of School to prioritise and address reported defects
- Providing guidance and support to staff on the reporting process.
- Monitoring and reviewing reported defects to identify trends and address systemic issues
- Monitoring the defect reporting system to ensure defects are reported and addressed promptly.

Facilities Manager and Facilities Team

- Conducting regular inspections of equipment and machinery to identify defects.
- Reporting identified defects promptly to the Lead for Health and Safety.
- Coordinating repairs or replacements, as necessary, and maintaining records of completed work.
- Assessing reported defects and prioritizing them based on severity, urgency, and impact.
- Checking that all defects are signed off once a repair has been completed
- Ensuring that all facility staff have been trained to complete defect reports on the EVERY system
- Coordinating necessary repairs, maintenance, or replacement of equipment or facilities.

<ul style="list-style-type: none"> • Informing the Chief Executive Officer, Head of School (Business), Head of School (Academy) and Lead for Health, Safety & Premises immediately if the defect is likely to affect the 'normal' running of the academy premises • Keeping up to date with all relevant information in regards to legislation and ensuring all new legislation requirements are put in place as soon as possible • Ensuring compliance with relevant legislation related to facility maintenance and safety.
Cleaners
<ul style="list-style-type: none"> • Being vigilant and reporting any defective equipment encountered during their cleaning duties through the EVERY online reporting system • Collaborating with the Facilities Team to ensure that reported defects are addressed promptly
Visitors
<ul style="list-style-type: none"> • Visitors are also encouraged to report defects they encounter during their time on site.
Monitoring and Review
<ul style="list-style-type: none"> • The Lead for Health, Safety & Premises and Facilities Manager will monitor the effectiveness of the defect reporting procedure. • Regular reviews will be conducted to identify any recurring defects, systemic issues, or improvements required in policies and procedures. • The defect reporting procedure will be updated as necessary to ensure compliance with current legislation and best practices. • This procedure will be reviewed at least yearly to ensure that the Trust is in compliance with all current legislation

Procedure statement 4: Accident Reporting and Monitoring at Trinity Academy
Introduction
<p>This Accident Reporting and Monitoring Procedure outlines the steps to be followed in the event of an accident or incident occurring within the Trust. It is designed to ensure the timely reporting, appropriate investigation, and monitoring of accidents in compliance with relevant legislation up to and including 2023. The procedure also assigns specific responsibilities to various stakeholders within the academy community.</p> <p>NCC H&S Team report all appropriate incidents to the Health and Safety Executive (HSE) on an online notification form F2508 as required under RIDDOR regulations</p>
Legislative Framework
<ul style="list-style-type: none"> • Health and Safety at Work Act 1974 • The Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations 2013 (RIDDOR) • The Education Regulations 2014
Definitions
<ul style="list-style-type: none"> • Accident: An unplanned event that results in injury, ill health, or damage. • Incident: An unplanned event that has the potential to cause injury, ill health, or damage • Near miss: are events or situations that have the potential to result in an actual injury, illness to the person or damage to equipment / premises, but did not either by chance or timely intervention, eg someone slipping on a wet or contaminated floor but not actual sustaining injury. Recording these incidents may help to prevent a future injury if action is taken to remedy the situation that caused the near miss.
Roles & Responsibilities
<p>Directors of the Board and the Chief Executive Officer have overall responsibility for ensuring health and safety in the academy. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Establishing a culture of safety and providing necessary resources for accident reporting and monitoring. • Ensuring compliance with relevant legislation and regulations. • Supporting the implementation of effective accident reporting and monitoring procedures
<p>The Head of School is responsible for the overall management of the academy and plays a crucial role in accident reporting and monitoring. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Promoting a culture of safety and accident reporting among staff members, learners, and visitors. • Ensuring that a competent member of staff is available at all times to carry out any accident / incident investigations in a timely manner • Ensuring that all staff carrying out accident / incident investigations had completed all appropriate training / certification

- Ensuring that adequate accident reporting and monitoring systems are in place.
- Immediately report to the Lead for Health, Safety & Premises / Head of School (Business) any occasion the Ambulance Service is called on to site or any occasion that a staff member or learner has to leave site to go immediately to a walk-in centre / accident & emergency location
- Immediately inform the Lead for Health, Safety & Premises / Head of School (Business) if any individual other than a member of staff / learner has an accident on site
- Ensuring they investigate / or arrange for a competent colleague to carry out an investigation into all reports of accidents or near misses on site in a timely manner (no more than 24 hours after the incident or in the case of a major incident immediately)
- Ensuring that any area of site where a major incident has taken place is secured immediately to allow for an investigation to take place
- Collaborating with the Lead for Health, Safety & Premises to review and improve the accident reporting and monitoring procedure.
- Where necessary parents / guardians or other persons will be notified of accidents involving learners, by telephone

Deputy Heads, Assistant Heads & Subject Leads have responsibilities related to accident reporting and monitoring within their respective areas. Their responsibilities include:

- Promptly reporting accidents or incidents occurring within their departments to the designated competent person responsible for accident recording.
- Immediate inform the Lead for Health, Safety & Premises / Head of School (Business) any occasion the Ambulance Service is call on to site or any occasion a staff member or learners has to leave site to go immediately to a walk-in / accident & emergency location
- Immediately inform the Lead for Health, Safety & Premises / Head of School (Business) if any individual other than a member of staff / learner has an accident on site
- Assisting in the investigation of accidents or incidents and providing relevant information.
- Implementing any necessary corrective actions within their departments to prevent similar accidents or incidents from reoccurring
- Where necessary parents / guardians or other persons will be notified of accidents involving learners, by telephone

Teachers - Teachers have an important role in accident reporting and monitoring within their classroom / learning environment and areas of responsibility. Their responsibilities include:

- Promptly reporting accidents or incidents involving learners to the designated person responsible for accident recording.
- Providing appropriate first aid or medical assistance to injured learners.
- Assisting in the investigation of accidents or incidents and providing relevant information
- Where necessary parents / guardians or other persons will be notified of accidents involving learners, by telephone

The Lead for Health, Safety & Premises oversees the accident reporting and monitoring processes across the Trust. Responsibilities include:

- Ensure that all staff completing accident reporting / near miss documentation has received appropriate training / certification and is deemed as competent
- Ensuring that the accident reporting and monitoring procedure is in place and communicated to all relevant parties.
- Monitoring the effectiveness of the accident reporting and monitoring system.
- Providing guidance and support to staff members involved in accident reporting and investigation.
- Reporting appropriate accidents to NCC, Health & Safety Team if the accident meets the qualifying criteria for RIDDOR reporting
- Ensuring compliance with relevant legislation and regulations.

Facilities Manager - The Facility Manager is responsible for the maintenance and safety of academy's premises and facilities. Their responsibilities include:

- Ensuring that any defects or hazards that may contribute to accidents or incidents are promptly addressed.
- Collaborating with the Lead for Health, Safety & Premises in investigating accidents or incidents related to premises or facilities.
- Ensuring that all facility staff are clear on how to report and who to report to any potential / actual accident
- Implementing appropriate measures to prevent future accidents or incidents.

First Aiders - First Aiders play a crucial role in providing information on the causes of accidents and incidents. Their responsibilities include:

- Ensuring that they have received the appropriate training on recording of accidents / incidents via the EVERY system and that it is refreshed yearly
- Reporting accidents or incidents to the designated person responsible for accident recording.
- Collaborating with the Head of Trust (Academy) / Lead for Health, Safety & Premises in the investigation of accidents or incidents

Learners - Learners have a responsibility to report accidents or incidents they witness or are involved in. Their responsibilities include:

- Immediately reporting accidents or incidents to a teacher, staff member, or designated person responsible for accident recording.
- Cooperating with the investigation of accidents or incidents and providing relevant information.

Visitors - Visitors to the academy also have a responsibility to report accidents or incidents they observe or are involved in. Their responsibilities include:

- Immediately reporting accidents or incidents to a staff member or designated person responsible for accident recording.
- Cooperating with the investigation of accidents or incidents and providing relevant information.

Record keeping

Accident reports and investigation records should be kept for a minimum of five years, if the accident involves a member of staff, visitor or contractor, or if the accident involves a learner until they reach the age of 21.

Monitoring and Review

- The Lead for Health, Safety & Premises will monitor the effectiveness of the accident reporting and monitoring procedure.
- Regular reviews will be conducted to identify trends, improve prevention measures, and ensure compliance with legislation and regulations.
- Reports are generate each month which form the basis of a summary report which is presented to the Board of Directors
- The accident reporting and monitoring procedure will be updated as necessary to reflect changes in legislation and best practices.

Procedure statement 4a: Dealing with an accident / Incident
Assess the situation:
Immediately assess the severity of the accident / incident and ensure the safety of everyone involved. If necessary, call for medical assistance or emergency services.
Notify relevant personnel:
Inform the designated staff members responsible for handling accidents/incidents, such as the, first-aiders, or senior management
Secure the area:
If there is a potential danger, cordon off the area to prevent further accidents or injuries.
Provide first aid:
<p>If qualified, administer first aid to the injured person.</p> <ul style="list-style-type: none"> • If the accident is of a minor scale where first aid provided on site is sufficient, the first aider will be responsible for dealing with the matter and on completion starting the accident report. • If the accident requires emergency intervention the first aider will authorise the calling of the emergency services and will provide emergency care until the Paramedics arrive. Once handed over to the Paramedics, the first aider will start the accident recording / investigation process.
Document the incident:
Record all relevant details about the accident, including the date, time, location, names of the individuals involved, and a detailed description of what happened. This documentation is essential for legal and insurance purposes.
Documentation flow:
<p>Keep all records related to the accident/incident, including witness statements, medical reports, and actions taken. This documentation may be required for legal or insurance purposes.</p> <p>Stage 1 - The member of staff dealing with the incident will start the accident report, completing all the relevant information and sending it to the Head of School (Academy) and Lead for Health, Safety & Premises by the close of day of the incident.</p> <p>Stage 2 – The Head of School will or will arrange for an investigation to take place – reporting investigation through Part 2 of the accident report and forwarding to</p>
Notify parents / guardians / carers:
Inform the parents or guardians of the learners involved in the incident. Provide them with an accurate account of what happened and assure them that the situation is under control.
Provide support and follow up:
Offer support to all individuals affected by the incident, including the injured learner,

witnesses, and staff. Monitor the recovery progress and ensure that necessary medical attention and emotional support are provided

Procedure statement: First Aid Provision

Introduction

This First Aid Procedure outlines the steps to be followed in the event of an injury or medical emergency within Trinity Academy Trust. It is designed to ensure prompt and appropriate first aid response in compliance with relevant legislation. The responsibilities of various stakeholders within the academy community are defined to ensure effective first aid provision.

Legislative Framework - This procedure adheres to the following legislation and regulations:

- Health and Safety at Work Act 1974
- The Education Regulations 2014
- The Health and Safety (First-Aid) Regulations 1981

Roles & Responsibilities

Board of Directors and Chief Executive Officer - The Board of Directors and the Chief Executive Officer have overall responsibility for ensuring the health & safety of individuals within the Trust.

- Ensuring that money is made available within the Trust budget to pay for the training of first aiders and the purchase of first aid supplies
- Providing necessary resources and support for the implementation of first aid procedures.
- Ensuring compliance with relevant legislation and regulations.
- Promoting a culture of safety and the importance of first aid within the academy community

Heads of School, Deputy Heads & Assistant Heads have responsibilities related to first aid provision within their respective areas. Their responsibilities include:

- Appointing and designating trained first aiders within their departments.
- Ensuring that money is made available within the budget of each academy for first aid training and the purchase of first aid supplies
- Ensuring that first aid kits are readily available and properly stocked.
- Coordinating and supporting the implementation of the first aid procedure within their areas.

The Lead for Health, Safety & Premises plays a crucial role in overseeing first aid provision within the Trust. Responsibilities include:

- Carrying out a Trust wide risk assessment – individualised for each academy. This risk assessment will be shared with the Heads of School and include the number of EFAW and FAW calculated to meet the needs of each academy
- Establishing and communicating the first aid procedure to staff members, learners, and visitors.
- Identifying first aid training needs and ensuring that appropriate training is provided to designated first aiders.
- Conducting regular inspections of first aid kits and equipment to ensure they are maintained and replenished.

- Monitoring compliance with first aid regulations and providing guidance on best practices.

The Facility Manager is responsible for ensuring that first aid provisions is in place for deal with all emergencies that may occur with the facility staff. Their responsibilities include:

- Ensuring that first aid rooms are fully equipped and in a readiness state at all times
- Ensuring that first aid kits are available and accessible in designated areas throughout the academy.
- Ensuring that adequate first aid cover is available at all times when facility staff are working on site, particular attention is given when staff are 'lone working'
- Identifying and addressing any hazards or conditions that may require immediate first aid attention.
- Checking that spillage boxes are available on all sites and stocks of cleaning items are checked and refilled at regular periods (termly). All spillage boxes will have an inspection sticker attached and the date of inspection will be clearly recorded.

Lead First Aiders / First Aiders play a crucial role in promoting immediate medical assistance. Their responsibilities include:

- Lead first aider co-ordinators must ensure that each academy has adequate first aid cover at all times
- Lead first aider co-ordinators must ensure that adequate first aid supplies are available at all times
- Lead first aid co-ordinators must ensure that first aid resources are checked on a regular basis (termly) and where necessary refilled to required level of readiness.
- Lead first aider co-ordinators must ensure that the AED defibrillator on each academy site are checked regularly (termly) to ensure that the batteries are fully charged and the unit is located in the designate location. The AED should have an inspected sticker attached with the inspection date clearly written.
- Lead first aid co-ordinator should record their inspections of first aid kits and AED on the EVERY system

First Aiders responsibilities include:

- Completing appropriate first aid training and certifications.
- Responding promptly to first aid incidents and providing necessary medical assistance within their training scope.
- Reporting all incidents requiring first aid treatment to the designated person responsible for record-keeping.
- Recording information within accident report documentation
- Maintaining first aid skills through regular training and updates.

Teachers have a responsibility to provide immediate first aid assistance when necessary. Their responsibilities include:

- Assessing the situation, making the area safe and providing immediate first aid support to injured or ill learners.
- Activating the academy's first aid response system by informing designated first aiders or contacting emergency services as required.

- Assisting designated first aiders in providing information and support during an emergency.
- Informing parents / guardians about any sickness, illness or accident immediately, or by the end of the same day

Facility Staff - Assisting with the management of the immediate environment to ensure the safety of the injured individual and first aid responders.

- Alerting designated first aiders or emergency services to the incident via a 2- way radio message
- Facility staff when on site will take responsibility for the clearing of any bodily fluids, when facility staff are not available this cleaning process is carried out by a teacher or support staff member.

Visitors - Visitors to the site are also covered under the first aid procedure. Their responsibilities include:

- Informing a staff member or designated first aider if they witness or are involved in a first aid incident.
- Cooperating with first aid responders and providing relevant information to assist in the emergency

Learners - Learners have a responsibility to inform a staff member or designated first aider if they or another individual requires a first aid intervention. Their responsibilities include:

- Informing a teacher or staff member immediately if they witness or are involved in a first aid incident.
- Cooperating with first aid responders and following their instructions.

Immediate Response - In the event of an injury or medical emergency, the following steps should be taken:

- Ensure the safety of the injured individual and those in the vicinity.
- Assess the situation and provide immediate first aid assistance within the capabilities of the responder.
- Activate the academy's first aid response system by informing designated first aiders or contacting emergency services as required.

Treatment and Follow-Up

- Designated first aiders will provide appropriate medical assistance based on their training and the nature of the injury or illness.
- If necessary, first aiders will contact emergency services for additional medical support.
- Following the initial response, designated first aiders will complete relevant documentation and provide necessary information to the designated person responsible for record-keeping.

Monitoring and Review

- The Lead for Health, Safety & Premises will monitor the effectiveness of the first aid procedure. Regular reviews will be conducted to identify any training needs, equipment requirements, or improvements necessary in the first aid provision.
- The first aid procedure will be updated as necessary to reflect changes in legislation, best practices, and the specific needs of the academy community.

Procedure statement: Administration of Medication to Learners

Introduction

This procedure outlines the steps to be followed when administering medication to learners within Trinity Academy Trust. It is designed to ensure the safe and appropriate administration of medication in compliance with relevant legislation. The responsibilities of various stakeholders within the academy community are defined to ensure effective medication management.

While most of this procedure relates to prescribed medication there are occasions when the staff member with responsibilities for administration of medication and / or the first aider may issue the learner with paracetamol. No other staff member is authorised to give a learner any form of medication. The Trust should keep its own stock of paracetamol tablets. This reduces the risk of learners carrying medicines and avoids confusion over what may and may not be administered.

Learners should not bring paracetamol to Trust to self-administer.

Paracetamol must be stored securely as with all medicines and stored securely and should not be kept in first-aid boxes.

Staff who may have their own medication to self-administer must ensure this medication is stored securely and never offered to learners.

When a child is given medicine, a written record of it must be kept, even paracetamol.

The record must include:

- The name of the medicine
- The dose given, and how (tablet/ liquid)
- The name of the child
- The time and date it was given
- Name and signature of the person giving the medicine to the child

The member of staff responsible for giving medicines must be wary of routinely giving paracetamol to learners. If a child complains as soon as they arrive at Trust and asks for painkillers, it is not advisable to give paracetamol straightaway.

Always consider whether the child may have been given a dose of paracetamol before coming to Trust. Many non-prescription remedies contain paracetamol; it is recommended that if a child has had any pain or cold relief medication during the past four hours, then paracetamol is not given. If paracetamol is taken soon after taking these remedies, it could cause an unintended overdose. There should be at least four hours between any two doses of paracetamol containing medicines. No more than four doses of any remedy containing paracetamol should be taken in 24 hours. Always ask the child what other medication they have taken. If in doubt, always contact the parent / guardian first.

Legislative Framework – this procedure adheres to the following legislation and regulations:

<ul style="list-style-type: none"> • Medicines Act 1968 • Human Medicines Regulations 2012 • The Education Regulations 2014 • The Medicines and Medical Devices Act 2021
Roles & Responsibilities
<p>Directors of the Board and Chief Executive Officer - The Directors of the Board and the Chief Executive Officer have overall responsibility for medication administration within the academy. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Establishing a policy and procedure for the administration of medication. • Ensuring compliance with relevant legislation and regulations. • Providing necessary resources and support for the safe administration of medication.
<p>Heads of School and Deputy Heads have responsibilities related to medication administration within their respective areas. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Ensuring that the academy has a medication administering policy in place. • Appointing designated staff members responsible for administering medication. • Providing guidance and support to staff members involved in medication administration
<p>Lead for Health, Safety & Premises - The Lead for Health, Safety & Premises plays a crucial role in overseeing the administration of medication within the academy. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Ensuring that the medication administering procedure is in place and communicated to relevant staff members. • Providing guidance on best practices for safe medication administering • Monitoring compliance with medication administering regulations and legislation
<p>Staff issuing medication - Staff members responsible for administering medication have specific responsibilities. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Completing necessary training on medication administering and storage. • Ensuring the accurate and safe administering of medication to learners. • Maintaining detailed records of medication administering, including dosage and timings daily • Complying with the academy's medication administering policy • Monitoring and reporting any adverse reactions or side effects to the designated person responsible for record-keeping.
<p>First Aiders - First Aiders may be responsible for administering emergency medication in certain situations. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Completing additional training on the administering of emergency medication, such as epinephrine auto-injectors or asthma inhalers. • Being aware of learners who may require emergency medication and their specific needs. • Administering emergency medication as required and following appropriate protocols.

Parents - Parents or guardians play a vital role in the administering of medication to their learners within the academy setting. Their responsibilities include:

- Taking part in a Health Care Plan meeting with relevant staff
- Providing accurate and up-to-date information about their child's medication requirements.
- Supplying the academy with the necessary medication, clearly labelled and in appropriate packaging.
- Informing the academy of any changes to medication or dosage.
- Providing written consent for the administering of medication as required.
- Removing medication from site when no longer required or at the end of each term

Learners - Learners also have responsibilities related to the administering of their medication. Their responsibilities include:

- Informing a staff member or designated person if they require medication during academy hours.
- Following the academy's medication administering procedures and any instructions provided by their healthcare provider.

Medication Administration Process

Consent and Documentation

- Parents or guardians must provide written consent for the administering of medication, including any necessary documentation from healthcare providers.
- All medication administering must be documented accurately and kept in secure records.

Storage and Security

- Medications must be stored securely, following manufacturer's instructions and legal requirements.
- Medication records must be stored securely when not in use
- Staff members responsible for medication administering should have access to secure storage areas.
- Medication should be administered by trained staff members following the prescribed dosage and administering method.
- The administering of medication should be conducted in a safe and private environment, considering the confidentiality and dignity of the learner.
- Staff will update the medication records daily
- No learner will ever be forced to take medication against their will
- Staff members should observe learners during and after medication administering to monitor for any adverse reactions.

Record-Keeping

- Accurate records of medication administering, including dosage, time, and any observations, must be maintained.
- Staff will record if a learner refuses to take their prescribed medication. They will immediately inform their line manager and a call will immediately be made to the parent / carer / guardian of the learner.

- An audit of medication will be carried out at least twice a year by the Pastoral Manager and the report submitted to the Lead for Health, Safety & Premises within 5 working days of audit completion
- An audit of medication will be carried out at least once a year by the Lead for Health, Safety & Premises and the report submitted to the Head of Trust (Business) within 5 working days of audit completion
- Any incidents, adverse reactions, or errors in medication administering should be documented and reported to the designated person responsible for record-keeping

Monitoring and Review

- The Lead for Health, Safety & Premises will monitor the effectiveness of the medication administering procedure.
- Regular reviews will be conducted to ensure compliance with legislation and regulations.
- The medication administering procedure will be updated as necessary to reflect changes in legislation, best practices, and the specific needs of the academy community.

Procedure statement: No Smoking on Trinity Academy Trust Sites

Introduction

This procedure outlines the steps to be followed regarding smoking on any site within Trinity Academy Trust. It is designed to ensure compliance with relevant legislation up to and including 2023 and to establish the responsibilities of various stakeholders in maintaining a smoke-free environment and promoting the health and well-being of the academy staff, learners and visitors.

This procedure outlines the steps to be followed regarding smoking on any site within Trinity Academy Trust. It is designed to ensure compliance with relevant legislation up to and including 2023 and to establish the responsibilities of various stakeholders in maintaining a smoke-free environment and promoting the health and well-being of the academy community.

Legislative Framework - this procedure adheres to the following legislation and regulations

- Health Act 2006
- The Education Regulations 2014
- The Smoking Prohibition (Learners in Motor Vehicles) (England) Regulations 2021

Definition of Smoking

For the purpose of this procedure, smoking is defined as the act of inhaling, exhaling, burning, or carrying any lit or electronic cigarette, cigar, pipe, vape, or any other substance intended for smoking.

Roles & Responsibilities

The Directors of the Board and the Chief Executive Officer have overall responsibility for maintaining a smoke-free environment on Trust sites. Their responsibilities include:

- Establishing and enforcing a no-smoking policy that complies with relevant legislation and regulations.
- Allocating necessary resources to support the implementation of the no-smoking policy.
- Promoting a smoke-free culture within the academy community.

Heads of School, Deputy Heads & Assistant Heads have responsibilities related to the enforcement of the no-smoking policy on academy sites. Their responsibilities include:

Ensuring that the no-smoking policy is effectively communicated to staff, learners, visitors and parents.

Taking appropriate disciplinary measures as outlined in the academy's disciplinary procedures for violations of the no-smoking policy.

Pastoral Managers and Teachers have responsibilities in preventing and addressing smoking on academy sites. Their responsibilities include:

- Informing learners, staff, visitors and parents about the academy's no-smoking policy and the associated health risks.
- Monitoring areas on the academy site to detect and deter smoking activities.
- Reporting any instances of smoking on academy sites to the designated authority.

<ul style="list-style-type: none"> • Offering support and guidance to learners who may require assistance in quitting smoking. • Incorporating anti-smoking education and awareness programmes into the academy curriculum
<p>The Lead for Health, Safety & Premises play a crucial role in implementing and monitoring the no-smoking policy on academy sites. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Ensuring that the no-smoking policy is up to date and compliant with relevant legislation. • Ensuring that any contractors working on site are aware of the Trusts no- smoking policy • Providing guidance and support to staff members in enforcing the no-smoking policy. • Conducting regular inspections of the academy premises to identify areas where smoking is taking place and passing this information to the relevant person
<p>Parents or guardians have an important role in supporting the academy's efforts to maintain a smoke-free environment on academy sites. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Familiarising themselves with the academy's no-smoking policy and reinforcing it with their child. • Encouraging open communication with their child about the dangers of smoking. • Promptly informing the academy if they become aware of their child's involvement in smoking.
<p>Learners have a responsibility to comply with the academy's smoking policy on academy sites. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Abiding by the no-smoking rule on academy premises. • Respecting and following instructions from staff members regarding the smoking policy. • Reporting any instances of smoking on academy sites to a staff member or designated authority

Smoking Prohibition

- Smoking is prohibited in all areas of the academy site, including buildings, classrooms, sports fields, corridors and outdoor spaces. Any learner found to be in possession of any smoking related products will have them confiscated.

Enforcement and Disciplinary Measures

- Staff members are responsible for monitoring and enforcing the no smoking policy on academy sites.
- Any staff member who is seen to be smoking on site may be liable to disciplinary procedures
- Any staff member who witnesses smoking on academy sites should intervene and remind the individual(s) of the academy's no smoking policy.
- Persistent or intentional violations of the no-smoking policy may result in disciplinary measures in accordance with the academy's disciplinary procedures.

Support and Education

- The academy will provide educational resources, counselling, or appropriate support for learners and staff who wish to quit smoking or require assistance with smoking-related issues.
- Educational programmes and initiatives will be implemented to raise awareness of the health risks associated with smoking and promote healthy lifestyle choices.

Review and Improvement

- The no-smoking policy and procedure will be regularly reviewed to ensure compliance with legislation and effectiveness in maintaining a smoke-free environment on academy sites.
- Feedback from staff, learners, and parents will be considered to improve the effectiveness of the policy and procedure.

Procedure statement - Welfare of Learners and Staff in Trinity Academy

Introduction

This procedure outlines the steps to be followed in ensuring the welfare of learners and staff at Trinity Academy Trust. It is designed to comply with relevant legislation up to and including 2023, and to establish the responsibilities of various stakeholders in promoting a safe and supportive environment for all members of the academy community.

Legislative Framework - This procedure adheres to the following legislation and regulations:

- Education Act 2002
- Learners Act 2004
- Equality Act 2010
- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- The Education Regulations 2014

Definition of Welfare

For the purpose of this procedure, welfare refers to the physical, mental, emotional, and social well-being of learners and staff within the academy environment.

Roles & Responsibilities

The Directors of the Board and the Chief Executive Officer have overall responsibility for ensuring the welfare of learners and staff. Their responsibilities include:

- Establishing policies and procedures that promote a safe and supportive environment.
- Establishing policies and procedures that support staff well-being.
- Allocating necessary resources to support the implementation of welfare and well-being initiatives.
- Monitoring compliance with relevant legislation and regulations.
- Promoting a positive and supportive culture within the academy community with a policy of 0% bullying tolerance
- Collaborating with relevant stakeholders to address welfare concerns

Heads of School, Deputy Heads, Assistant Heads and line Managers have direct responsibilities related to the welfare of learners and staff. Their responsibilities include:

- Ensuring that the academy environment is safe, inclusive, and supportive.
- Ensuring that all staff and learners are treated in a safe, inclusive and supported way
- Ensuring that issues communicated to them are acted on immediately and in a confidence manner following Trust Policy and procedures
- Promoting positive relationships and respectful behaviour among learners and staff.
- Addressing welfare concerns promptly and effectively.
- Collaborating with relevant staff members to implement welfare programmes
- Ensuring that workloads are manageable and reasonable for staff members.
- Ensuring that all appropriate staff are trained to identify the symptom / signals of stress and how to either address them or sign post the individual
- Promoting a healthy work-life balance and encouraging staff to take appropriate breaks and vacations.

<ul style="list-style-type: none"> • Supporting staff members in managing stress and maintaining well-being. • Encouraging open communication and providing opportunities for staff to voice concerns or suggestions
<p>The Lead for Health, Safety & Premises play a crucial role in ensuring the physical safety and well-being of learners and staff. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Ensuring that the premises are clean, safe and inviting for learners, staff and visitors • Implementing health and safety policies and procedures in accordance with legislation. • Conducting risk assessments and taking appropriate measures to minimize hazards. • Providing guidance and training to staff members on health and safety practices. • Collaborating with other stakeholders to address welfare concerns related to physical safety. • Identifying and addressing any work-related hazards or risks that may impact staff well-being. • Promoting a positive and safe work environment. • Providing guidance and support to staff members regarding health and well-being
<p>Pastoral Managers and Teachers play a key role in supporting the welfare of learners. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Providing guidance, support, and mentoring to learners. • Identifying and addressing any safeguarding concerns promptly and following the academy's safeguarding procedures. • Collaborating with parents and external agencies to support learners' well-being. • Incorporating social-emotional learning and well-being initiatives into the academy curriculum • Being approachable and providing support to staff members experiencing stress or well-being issues. • Encouraging open dialogue about stress and well-being. • Identifying any concerns related to staff well-being and addressing them in a timely and appropriate manner. • Report issues of stress to their line manager / Mental Health Champion • Promoting work-life balance and providing opportunities for professional development and growth.
<p>Parents or guardians have a responsibility to contribute to the welfare of their learners and to collaborate with the academy in promoting a safe and supportive environment. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Communicating openly with the academy regarding any concerns related to their child's welfare. • Participating in academy activities and programmes aimed at promoting well-being. • Collaborating with the academy to address any welfare issues that may arise.
<p>Learners have a responsibility to take an active role in promoting their own welfare and the welfare of others. Their responsibilities include:</p>
<ul style="list-style-type: none"> • Respecting the rights and well-being of their peers and staff members.

- Reporting any concerns related to their own welfare or the welfare of others to a Trusted adult.
- Participating in welfare programmes and initiatives offered by the academy.
- Engaging in positive and respectful behaviours within the academy community.

The academy will implement policies, procedures, and programmes to promote the welfare of learners and staff, including but not limited to:

- Welfare Promotion and Support
- Safeguarding and child protection policies and procedures.
- Mental health and well-being initiatives.
- Anti-bullying and harassment policies.
- Inclusive practices that promote equality and diversity.
- Personal, social, health, and economic education (PSHE) curriculum.
- The academy will provide appropriate training and resources to staff members to support the implementation of welfare initiatives.

Reporting and Resolution of Welfare Concerns

- The Trust will establish procedures for reporting and addressing welfare concerns, including a designated safeguarding lead and clear reporting channels.
- All staff members have a responsibility to report welfare concerns promptly to the designated authority.
- Welfare concerns will be addressed in a timely and confidential manner, following the Trust's procedures and relevant legislation.
- Staff members are encouraged to report any concerns related to their well-being to their Line Managers or designated authority.
- Well-being concerns will be addressed in a confidential and supportive manner, following the Trust's procedures and relevant legislation.
- The Trust will provide appropriate support and resources to address staff well-being concerns

Review and Improvement

- The academy will regularly review its welfare policies, procedures, and initiatives to ensure compliance with legislation and best practices.
- Feedback from staff, learners, and parents will be considered to improve the effectiveness of welfare programmes and procedures.

Employees are required to report stress at work to their appropriate line manager, and staff should strive to develop a balanced and responsible approach to work and their personal lives, informing management if personal stress is affecting their work.

Procedure statement: Fire Prevention / Safety

Introduction

This procedure outlines the steps to be followed in ensuring fire prevention and safety in Trinity Academy Trust.

It is designed to comply with relevant legislation up to and including 2023 and aims to establish the responsibilities of various stakeholders in creating a safe environment for all members of the academy community

Trinity Academy Trust are guided by Newcastle City Council, Health & Safety Team (Fire Prevention Officer) in all matters relating to Fire Prevention. NCC carry out a risk assessment every 3 years with a review carried out yearly.

Due to the nature of the learners on site, the presence of fire extinguishers on corridors or within classrooms increase the risk of actual harm to an individual, increases the risk of damage to property and add a considerable financial cost to the Trust against the relatively small risk of a fire developing on site.

Staff are not expected to try and extinguish fires through the use of an extinguisher, but are responsible to ensure they leave the building by the nearest fire exit and lead others out of the building to the assembly point.

Following discussions with the Tyne & Wear Fire Authority, Newcastle City Council Health & Safety Fire Officer, and NCC's wider Health & Safety Team it was agreed that the Trust can remove all fire extinguishers from areas where learners have access.

Due to the nature of the learners on site, Tyne & Wear Fire Authority was approached with a request to replace the manual fire call points with key operated call points. In 1 week learners from the Sanctuary building activated the fire alarm system on 15 occasions. This building contains learners with complex learning needs, some of the learners suffer from ADHD and the constant alarms ringing was causing them to go into crisis. The plan to change the call points was agreed by the Tyne & Wear Fire Authority & Newcastle City Council Fire Officer. The changing of the Fire call points was carried out by CDS Fire & Security Alarms

This procedure adheres to the following legislation and regulations:

- Regulatory Reform (Fire Safety) Order 2005
- The Education Regulations 2014
- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999

Definition of Fire Prevention

For the purpose of this procedure, fire prevention refers to the measures taken to minimize the risk of fire, detect and control fires, and ensure the safe evacuation of individuals in the event of a fire.

Roles & Responsibilities
The Directors of the Board and the Chief Executive Officer have overall responsibility for fire prevention and safety. Their responsibilities include:
<ul style="list-style-type: none"> • Ensuring that fire safety policies and procedures are in place and reviewed regularly. • Allocating necessary resources for fire prevention measures, including training and equipment. • Allocating necessary financial resources for fire prevention • Appointing competent individuals to oversee fire safety.
H Heads of School have overall responsibility for fire prevention within their academy H Heads of School, Deputy Heads, and Assistant Heads have direct responsibilities related to fire prevention and safety. Their responsibilities include:
<ul style="list-style-type: none"> • Ensuring that all fire routes remain clear and unobstructed • Ensuring that fire safety policies and procedures are implemented and followed within their respective areas of responsibility. • Ensuring that all staff, learners and visitors are aware of the fire prevention procedures in their academy • Ensuring that all staff, learners and visitors comply with fire prevention control measures in their academy • Ensuring that all staff, learners and visitors are aware of the emergency fire evacuation procedures • Ensuring that all staff, learners and visitors comply with the emergency fire evacuation procedures • Ensuring that advice and guidance information is provided to any individual who fails to follow all fire prevention procedures in the first instance • Ensuring that staff and learners are aware that disciplinary action may be taken against any individual who repeatedly fails to follow fire prevention procedures • Discussing with the Lead for Health, Safety & Premises fire risk assessments and implementing appropriate control measures. • Ensuring that no individual interferes with any safety equipment provided to deal with a fire or the prevention of fire • Communicating fire safety information and procedures to staff members, learners, and visitors. • Coordinating fire drills and evacuation procedures as in line with guidance / risk assessments
Lead for Health, Safety & Premises play a crucial role in overseeing fire prevention and safety. Their responsibilities include:
<ul style="list-style-type: none"> • Working with NCC, Fire Prevention Officer to conduct fire risk assessments and ensuring compliance with fire safety regulations. • Developing and implementing fire safety training programmes for staff members. Fire Awareness training is provided for all staff, Fire Wardens undergo – Specialist Fire Warden training • Coordinating regular inspections and maintenance of fire safety equipment in line with the Facility Manager • Providing guidance and support to staff members regarding fire safety practices.

- Maintaining fire specialist (Fire extinguishers) equipment through a Fire Alarm specialist company

Facility Managers have responsibilities related to maintaining fire safety within the Trust premises. Their responsibilities include:

- Regularly inspecting and maintaining fire safety equipment, such as fire alarms, fire doors, fire extinguishers, and emergency lighting.
- Ensuring that escape routes and fire exits are clear and properly maintained and appropriate signage is in place.
- Co-ordinating with external contractors for fire safety system maintenance and repairs.
- Reporting any fire safety concerns or hazards to the Lead for Health, Safety & Premises, Head of Trust (Business) or designated authority.

Pastoral Managers and Fire Wardens have responsibilities related to fire prevention and assisting with evacuations. Their responsibilities include:

- Assisting in the development and implementation of fire prevention measures within their respective areas.
- Providing fire prevention training
- Participating in fire safety training and drills.
- Ensuring that all fire routes remain clear and unobstructed
- Assisting with the evacuation of learners and staff members during fire incidents.
- Investigating any incidents of misuse of firefighting equipment and bringing this immediately to the attention of the Head of School
- Reporting any fire hazards or concerns to the designated authority.

Teachers have responsibilities in ensuring fire safety within their classrooms and areas of instruction. Their responsibilities include:

- Familiarising themselves with fire safety procedures and evacuation routes.
- Implementing fire prevention measures within their classrooms, such as keeping exits clear and identifying potential fire hazards.
- Educating learners on fire safety practices and procedures.
- Ensuring that no learner interferes with any firefighting equipment provided to reduce the risk of fire, injury from fire or damage to property
- Assisting with the orderly evacuation of learners during fire drills and incidents.

Learners have responsibilities in understanding and following fire safety procedures. Their responsibilities include:

- Familiarising themselves with fire safety procedures and evacuation routes.
- Cooperating with staff members during fire drills and evacuation procedures.
- Not to activate the fire alarm system unless it is a real emergency
- Not to start or try to start any fires while on site
- Not to interfere with any firefighting equipment or notices
- Reporting any fire hazards or concerns to the academy authorities

Fire Prevention Measures - The Trust will implement fire prevention measures, including but not limited to:

- Conducting regular fire risk assessments and implementing appropriate control measures.
- Installing and maintaining fire detection and alarm systems.
- Ensuring the availability of firefighting equipment, such as fire extinguishers (in appropriate locations) and fire blankets.
- Developing and implementing evacuation plans and procedures.
- Conducting regular fire drills and providing training on evacuation procedures.

Reporting and Resolution of Fire Safety Concerns

- Staff members and learners are encouraged to report any fire safety concerns to their Line Managers, Fire Wardens, or designated authority.
- Fire safety concerns will be addressed promptly and in accordance with the academy's procedures and relevant legislation.
- The academy will provide appropriate support and resources to address fire safety concerns.

Review and Improvement

- The academy will regularly review its fire prevention policies, procedures, and initiatives to ensure compliance with legislation and best practices.
- Feedback from staff members, learners, and parents will be considered to improve the effectiveness of fire safety measures.

Procedure statement: Electricity safety – including PAT testing

Introduction

This procedure outlines the steps to be followed in ensuring electricity safety in Trinity Academy Trust. It is designed to comply with relevant legislation up to and including 2023 and aims to establish the responsibilities of various stakeholders in creating a safe environment for all members of the Trust community.

Staff are not authorised to use any electrical equipment brought on to site without a full PAT test being carried out by a competent member of the Facility staff

This procedure adheres to the following legislation and regulations:

- Electricity at Work Regulations 1989
- Health and Safety at Work Act 1974
- The Management of Health and Safety at Work Regulations 1999
- The Regulatory Reform (Fire Safety) Order 2005
- The Education (Trust Premises) Regulations 2012
- The Building Regulations 2010

Definition of Electricity at Work:

For the purpose of this procedure, electricity at work refers to any activity or operation involving the use of electrical equipment, installations, or systems within the Trust premises.

Roles & Responsibilities:

The Directors of the Board and the Chief Executive Officer have overall responsibility for electricity safety. Their responsibilities include:

- Ensuring that electricity safety policies and procedures are in place, reviewed regularly, and comply with relevant legislation.
- Allocating necessary resources for the implementation of electricity safety measures, including training and equipment.
- Appointing competent individuals to oversee electricity safety and regularly monitoring their performance
- Putting in place strategies / procedure to prevent electrical equipment coming on site.
- Electrical scooters / bikes would fall under this category

Heads of School, Deputy Heads, and the Assistant Heads have direct responsibilities related to electricity safety. Their responsibilities include:

- Ensuring that electricity safety policies and procedures are implemented and followed within their respective areas of responsibility.
- Conducting regular assessments of electrical equipment, to identify and mitigate risks.
- Communicating electricity safety information and procedures to staff members, learners, and visitors.
- Ensuring that only competent individuals carry out electrical work or maintenance
- Putting in place strategies / procedure to prevent electrical equipment coming on site.
- Electrical scooters / bikes are not permitted to be on site

The Lead for Health, Safety & Premises plays a crucial role in overseeing electricity safety. Their responsibilities include:

- Conducting regular risk assessments of electrical systems, equipment, and installations.
- Developing and implementing training programmes on electricity safety for staff members.
- Ensuring that appropriate maintenance and testing of electrical equipment and systems are carried out.
- Providing guidance and support to staff members regarding electricity safety practices.
- Ensure that the Trust has in place a procedure for Heads of School to deal with learners who bring on to site electric scooters / bikes

Facility Managers have responsibilities related to maintaining safe electrical installations and equipment. Their responsibilities include

- Ensuring that electrical installations and equipment comply with the relevant regulations and are maintained by competent individuals.
- Coordinating regular inspections and testing of electrical systems, such as fixed wiring and portable appliances.
- Reporting and addressing any electrical faults, hazards, or concerns promptly.
- Implementing procedures to manage electrical risks during maintenance or construction work.
- Working with electrical contractors to ensure that all electrical appliances and supply is safe

Pastoral Managers and Fire Wardens have responsibilities related to electricity safety and assisting with evacuations. Their responsibilities include

- Participating in training programmes on electricity safety and evacuation procedures.
- Reporting any electrical hazards or concerns to the designated authority.
- Assisting with the safe evacuation of learners and staff members during electrical incidents or emergencies.
- Cooperating with facility and electrical contractors during electrical maintenance or repairs.
- Ensuring that learners are not allowed on site with an electrical scooter / bike, parents are informed and asked to immediately remove it

Teachers have responsibilities in ensuring electricity safety within their classrooms and areas of instruction. Their responsibilities include:

- Familiarising themselves with electricity safety procedures, such as switching off electrical equipment when not in use.
- Reporting any electrical hazards, faults, or concerns to the designated authority.
- Educating learners on electricity safety practices and procedures, including the proper use of electrical equipment.
- Ensuring that electrical equipment used in classrooms is suitable and safe for educational purposes.
- Ensuring that learners are not allowed on site with an electrical scooter / bike, parents are informed and asked to immediately remove it

Electricity Safety Measures - The Trust will implement electricity safety measures, including but not limited to:

- Regular inspections and maintenance of electrical installations and equipment
- Testing and tagging of portable appliances to ensure their safety
- Providing training on electricity safety to relevant staff members
- Ensuring that electrical work or maintenance is carried out by competent individuals
- The Trust will carry out a risk assessment in relation to electricity and review this assessment as and when necessary
- The Trust's fixed wiring is checked on a five yearly basis by a competent electrician
- All equipment is inspected prior to usage
- All inspections / testing is carried out by a suitable competent / qualified person

Portable Appliance Testing

The Trust's portable electrical equipment is tested on the basis of risk.

Classrooms:

- Class 1 equipment used within a classroom or by learners will be PAT tested every 12 months.
- Class 2 equipment used within a classroom or by learners should be tested every 36 months.

Vocational training areas: (Cookery, Design & Technology, Art, Joinery, Bricklaying, motor vehicle)

- Class 1 equipment used within this area or by learners will be PAT tested every 12 months.
- Class 2 equipment used within this area or by learners should be tested every 36 months.

Office areas:

- Class 1 equipment used within an office area will be PAT tested every 12 months.
- Class 2 equipment used within an office should be tested every 36 months.

Facilities: this tends to be used by facilities team on a daily basis and constantly moved around site, so all equipment should be tested as follows

- Class 1 equipment used by the facility team will be PAT tested every 12 months.
- Class 2 equipment used by the facility team will be PAT tested every 12 months.

The above timeframes will not apply in the following circumstances, all these circumstances will require an immediate PAT test;

- any equipment which may have been subject to a major movement around site,
- a piece of equipment which has been identified as faulty (or possibly faulty),
- a piece of used equipment coming on to site for the first time or in accordance with any manufacturer's instructions

PAT testing is carried out by competent member of the Facility team under the direction of the Facility site supervisor

The registers of PATS testing is held by the Trust Lead for Health, Safety & Premises officer

Staff are not permitted to use any electrical equipment they have brought on to site without it first having been subject to a PAT test, carried out by a competent member of facility staff under the direction of the Facilities Manager.

Hard Wiring Inspection

In accordance with relevant legislation and best practices, Trinity Academy Trust will conduct a comprehensive hard wiring inspection every five years within the Trust environment. This inspection is crucial to ensure the ongoing safety and integrity of the electrical infrastructure, systems, and equipment present on Trust premises.

The 5-year hard wiring inspection aims to identify potential electrical hazards, wear and tear, or deterioration that may have occurred over time. By conducting these periodic inspections, we aim to proactively address any issues and implement necessary improvements or repairs promptly.

During the hard wiring inspection, qualified and certified electricians will thoroughly assess all electrical installations, wiring, distribution boards, and related components. The inspection process will be guided by the relevant electrical safety regulations and industry standards up to and including 2023.

The findings of the hard wiring inspection will be documented in a detailed report, outlining any identified deficiencies, hazards, or areas that require attention. Based on the report's recommendations, appropriate actions will be taken to rectify any issues and ensure compliance with safety standards.

Reporting and Resolution of Electrical Hazards

- Staff members, learners, and parents are encouraged to report any electrical hazards, faults, or concerns to their line managers, Lead for Health, Safety & Premises, or designated authority.
- All reported electrical hazards or concerns will be investigated promptly and addressed in accordance with the Trust's procedures and relevant legislation.
- A procedure is in place for the reporting of faulty electrical sockets, plugs, light switches, lights (EVERY)
- A procedure is in place for the reporting of faulty equipment (EVERY)
- All, but the most basic repairs, are carried out using an electrical contractor
- The Trust will provide appropriate support and resources to address electrical safety concerns

Review and Improvement

This Electricity Safety Procedure for Trinity Academy Trust will be reviewed annually or more frequently if required due to significant changes in legislation or incidents related to electrical safety. The designated person responsible for electrical safety will lead the review process, incorporating input from relevant stakeholders. Following each review, an updated version of the procedure will be disseminated to all staff and stakeholders. Any urgent improvements or updates deemed necessary will be communicated promptly through internal channels to ensure the continued safety of all members of the Trust community.

Procedure statement: Control of Substances Hazardous to Health (COSHH)

Introduction: This procedure statement outlines the roles and responsibilities of key personnel, including the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Facility Manager, Facility Staff, Cleaners, General Teachers, Teachers / Instructors within Art, Craft and Design, Bricklaying, Joinery, Motor Vehicle, Food Technology, and learners

Legislation: This procedure statement aligns with the following UK legislation up to and including 2023:

Health and Safety at Work etc. Act 1974

Management of Health & Safety Regulations 1999

Control of Substances Hazardous to Health (COSHH) Regulations 2002 (as amended)

Control of Substances Hazardous to Health regulations. It is designed to protect individuals from the harmful effects of hazardous substances by implementing control measures to prevent or minimize exposure. Hazardous substances include chemicals, fumes, dust, biological agents, and other materials that can pose a risk to health.

Roles and Responsibilities:

Board of Directors

- Provide strategic direction and support for health and safety management.
- Allocate necessary resources and ensure compliance with legislation.
- Review and approve health and safety policies and procedures.
- Monitor and evaluate the effectiveness of health and safety measures

Chief Executive Officer

- Demonstrate leadership and commitment to health and safety.
- Allocate resources for the implementation of health and safety initiatives.
- Review and monitor health and safety performance and make necessary improvements

Heads of School

- Implement health and safety policies, procedures, and risk assessments within their respective areas.
- Provide leadership and support to ensure compliance with legislation and best practices.
- Allocate resources and promote a culture of health and safety.
- Ensure appropriate training and supervision for staff and learners.

Lead for Health, Safety & Premises

- Develop, implement, and maintain the health and safety management system.
- Conduct regular risk assessments and COSHH assessments.
- Provide guidance, advice, and training on health and safety matters.
- Stay updated on changes to legislation and best practices.

Facility Manager
<ul style="list-style-type: none"> • Oversee the management and maintenance of facilities to ensure a safe environment. • Identify and address potential COSHH hazards. • Implement fire safety measures and emergency response procedures. • Collaborate with the Lead for Health, Safety & Premises to address health and safety concerns. • Ensure that all facility staff are fully trained in dealing with substance spillages • Ensure that a spillage kit is available on each site (EVERY) • Regularly check and restock the spillage kit on each site • Ensure that each spillage kit has an inspection sticker attached clearly showing date of last inspection • Facility staff when on site will take responsibility for the clearing of any bodily fluids, when facility staff are not available this cleaning process is carried out by a teacher or support staff member
Facility Staff
<ul style="list-style-type: none"> • To ensure that they have received spillage training (EVERY) • Facility staff when on site will take responsibility for the clearing of any bodily fluids, when facility staff are not available this cleaning process is carried out by a teacher or support staff member. • Conduct routine inspections to identify hazards and report them promptly. • Ensure the safe operation and maintenance of equipment and facilities. • Follow health and safety procedures, including COSHH guidelines for handling hazardous substances. • Participate in training programs to enhance health and safety knowledge and awareness.
Cleaners
<ul style="list-style-type: none"> • Follow proper cleaning procedures and use appropriate cleaning agents safely. • When on site will take responsibility for the clearing of any bodily fluids, when cleaning staff are not available this cleaning process is carried out by a teacher or support staff member. • Report spills, hazards, and maintenance issues promptly. • Adhere to COSHH guidelines when handling hazardous substances. • Maintain cleanliness and hygiene standards throughout the Trust premises
Teachers / Vocational Instructors
<ul style="list-style-type: none"> • Identify and report potential hazards within their classrooms and vocational training areas. • Provide a safe and inclusive learning environment for learners and learners. • Instruct learners and learners on the safe use of equipment and materials. • Incorporate health and safety practices into curriculum delivery.
Learners
<ul style="list-style-type: none"> • Follow health and safety guidelines provided by teachers, instructors, and staff. • Report any hazards or concerns promptly. • Act responsibly and follow instructions to maintain a safe environment.

- Participate in health and safety training and education programmes

Hazards and Control Methods: Specific hazards and control methods related to COSHH within different areas, such as Art, Craft and Design, Bricklaying, Joinery, Motor Vehicle, and Food Technology, should be identified through risk assessments and COSHH assessments

Control methods may include:

- The Trust continually striving to use substances which potentially cause the least harm to individuals and / or the environment
- The Trust carrying out a risk assessment on all substances hazardous to health and review this assessment as and when necessary
- All staff and learners will receive training, information and support in the use of any substance hazardous to health
- All teaching staff will be competent in the safe handling, storage, use and disposal of any substances hazardous to health and safety
- Implementation of ventilation systems to control airborne substances
- All cleaning staff will be competent in the safe handling, storage, use and disposal of any substances hazardous to health and safety
- The Trust will provide free of charge all Personal Protective Equipment / clothing required by staff to undertake their work. Instruction on the use of such equipment will be given as necessary
- No staff member will enter a storage area where substances are controlled under COSHH regulations without authorisation
- COSHH materials will always be stored safely and securely
- Staff are advised to use and store the COSHH products in accordance with instructions on the label
- All COSHH products are kept in their original containers, with clear labelling with product information
- Compliance with hygiene practices, including handwashing and waste disposal
- Any COSHH products are disposed of in accordance with specific disposal procedures on the Manufacturer Safety Data Sheet for the product
- Emergency procedures for cleaning spillages are in accordance with the Material Safety
- Manufacturer Safety Data Sheet for the all hazardous products are readily available within the storage area on each site

Review & Improvement

The Trust will regularly review its COSHH policies, procedures, and initiatives to ensure compliance with legislation and best practices.

Procedure statement: Use of Access equipment

Introduction: This procedure statement outlines the roles and responsibilities of key personnel, including the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Facility Manager, Facility Staff, Cleaners, Teachers, and Vocational Instructors within Bricklaying, Joinery, Motor Vehicle, and learners within Trusts. It references UK legislation up to and including 2023, introduces the use of access equipment in Trusts, and highlights hazards and control methods related to its usage to ensure the health and safety of all individuals in the Trust environment.

Legislation: This procedure statement aligns with the following UK legislation up to and including 2023:

Health and Safety at Work etc. Act 1974

Work at Height Regulations 2005 (as amended)

Provision and Use of Work Equipment Regulations 1998 (as amended)

Access equipment refers to any devices or tools used to provide safe and secure means of working at height or accessing elevated areas within a Trust environment. It includes ladders, step stools, mobile scaffold towers, and other specialized equipment. The use of access equipment is crucial to ensure the safety of individuals involved in various activities within the Trust, such as maintenance, repairs, or other tasks that require working at height.

Roles and Responsibilities:

Board of Directors

- Provide strategic direction and support for health and safety management.
- Allocate necessary resources for the acquisition, maintenance, and training related to access equipment.
- Ensure compliance with relevant legislation and best practices.
- Review and monitor the effectiveness of access equipment procedures.

Chief Executive Officer:

- Demonstrate leadership and commitment to health and safety.
- Allocate resources for the procurement, maintenance, and training related to access equipment.
- Monitor the implementation of access equipment procedures and address any deficiencies.

Heads of School

- Implement access equipment policies, procedures, and risk assessments within their respective areas.
- Ensure the availability of suitable access equipment for specific tasks within the Trust.
- Allocate resources and provide training to staff and learners.
- Monitor compliance with access equipment procedures and address any issues.

Lead for Health, Safety & Premises
<ul style="list-style-type: none"> • Develop and maintain access equipment procedures and guidelines for the Trust. • Conduct regular inspections and risk assessments related to access equipment. • Discussion with contractors the safe use of any access equipment that they may be bringing on to site • Provide training, guidance, and support to staff and learners. • Stay updated on changes to legislation and best practices related to access equipment
Facility Manager:
<ul style="list-style-type: none"> • Ensure the availability, maintenance, and inspection of access equipment in the Trust. • Regularly inspect ladders, step stools, and other equipment for defects or damage and record observations within the EVERY system • Coordinate with the Lead for Health, Safety & Premises to address any access equipment concerns. • Discussion with contractors the safe use of any access equipment that they may be bringing on to site • Provide training and supervision to facility staff in the proper use of access equipment.
Facility Staff:
<ul style="list-style-type: none"> • Inspect access equipment before each use and report any defects or damage. • Use access equipment in accordance with training and established procedures. • Follow safe working practices and precautions when working at height. • Participate in training programs to enhance knowledge and awareness of access equipment safety.
Cleaners:
<ul style="list-style-type: none"> • Follow access equipment procedures when using equipment for cleaning tasks at height. • Report any hazards or concerns related to access equipment promptly. • Adhere to safe working practices and precautions when working at height. • Participate in training to enhance knowledge and awareness of access equipment safety.
Teachers and Vocational Instructors:
<ul style="list-style-type: none"> • Conduct risk assessments for activities involving the use of access equipment in their classrooms or vocational training areas. • Ensure the availability and proper use of suitable access equipment for learners and visitors. • Provide instruction and supervision on the safe use of access equipment. • Incorporate access equipment safety into curriculum delivery.
Learners:
<ul style="list-style-type: none"> • Follow instructions provided by teachers, instructors, and staff regarding access equipment. • Use access equipment safely and responsibly. • Report any hazards or concerns related to access equipment promptly

Hazards and Control Methods: Specific hazards and control methods related to the use of access equipment in Trusts should be identified through individual task risk assessments

Control methods may include:

- Ensuring the selection and use of appropriate access equipment for the task.
- Conducting regular inspections and maintenance of access equipment.
- Providing training and supervision on the safe use of access equipment.
- Implementing measures to prevent falls from height, such as guardrails or safety harnesses.
- Following safe working practices and precautions when using access equipment.
- The Trust will carry out a risk assessment in relation to any activity which involves an aspect of working at height and will review this assessment as and when necessary.
- The Trust risk assessment will details steps taken to reduce the opportunity of learners getting on to high level parts of the building unsupervised by use of access equipment.
- Steps and ladders are securely stored and only authorised competent staff are permitted to use the equipment.
- Steps and access equipment are checked on a regular basis and on each occasion before use. All faulty equipment is removed, labeled and either sent for repair or disposed of as appropriate
- All inspection reports are logged on to the EVERY MIS system
- Authorised staff are expected to carry out pre-use visual checks on equipment and report any defects.
- The assembly, movement and use of Mobile access towers is strictly controlled and must be authorised by a competent PASMA qualified member.
- The assembly, movement and use of scaffolding platforms is strictly controlled and must be authorised by a competent qualified person
- All sub-contractors wishing to work at height via a mobile tower must demonstrate competency by providing a PASMA qualification and a safe working methods statement prior to commencing any activity
- All sub-contractors wishing to work at height via a scaffold platform must demonstrate competency by providing a scaffolding qualification and a safe working methods statement prior to commencing any activity.

Review & Improvement

The Trust will regularly review its use of access equipment policies, procedures, and initiatives to ensure compliance with legislation and best practices.

Procedure Statement: Writing of Risk Assessments in Trusts

Introduction: This procedure statement outlines the roles and responsibilities of key personnel, including the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Facility Manager, Facility Staff, Cleaners, Teachers, & Vocational Instructors and learners within Trusts. It references UK legislation up to and including 2023, introduces the writing of risk assessments in Trusts, and highlights hazards, control methods, and the definition of risk assessments to ensure the health and safety of all individuals within the Trust environment.

Legislation: This procedure statement aligns with the following UK legislation up to and including 2023:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999 (as amended)
- The Education (Health and Safety) Regulations 1999 (as amended)

A risk assessment is a systematic process of identifying hazards, evaluating risks, and implementing control measures to eliminate or minimize those risks. In the Trust environment, risk assessments are crucial for identifying potential hazards and ensuring the safety of learners, staff, and visitors. Risk assessments should be carried out for various activities, tasks, and areas within the Trust premises to effectively manage health and safety.

Roles and Responsibilities:

Board of Directors

- Provide strategic direction and support for health and safety management.
- Allocate necessary resources for the implementation of risk assessments in Trusts.
- Ensure compliance with relevant legislation and best practices.
- Review and monitor the effectiveness of risk assessment procedures.

Chief Executive Officer:

- Demonstrate leadership and commitment to health and safety.
- Allocate resources for the implementation of risk assessments in Trusts.
- Monitor the implementation of risk assessment procedures and address any deficiencies.

Heads of School:

- Implement risk assessment policies, procedures, and guidelines within their respective Trusts.
- Ensure that risk assessments are conducted for all relevant activities and areas.
- Ensure that all staff are aware of their responsibilities when it comes to risk assessment writing
- Ensure that all staff who are required to produce (high risk areas) risk assessments do so in accordance to any timescale set
- Ensure that all educational visits have been risk assessed and all appropriate control measures are in place and adhered too.
- Allocate resources and provide training to staff and learners.
- Monitor compliance with risk assessment procedures and address any issues.

Lead for Health, Safety & Premises :

- Develop and maintain risk assessment procedures and guidelines for Trusts.
- Provide guidance, support and training to staff in the process of conducting risk assessments.
- Produce risk assessments which are deemed to be Trust wide activities
- Work with the facilities Manager to ensure that all work activities are reviewed and where deemed as sufficient risk a written risk assessment is created and shared with all appropriate staff
- Conduct regular audits and inspections to ensure the effectiveness of risk assessment procedures.
- Stay updated on changes to legislation and best practices related to risk assessments in Trusts.

Facility Manager:

- Collaborate with the Lead for Health, Safety & Premises to identify hazards and conduct risk assessments for the Trust premises.
- Implement control measures based on the outcomes of risk assessments.
- Regularly inspect and maintain the premises to address any identified hazards.
- Provide training and supervision to facility staff in the identification and management of risks.

Facility Staff:

- Participate in the risk assessment process by identifying hazards within their respective areas of work.
- Report any hazards or concerns to the Facility Manager or Lead for Health, Safety & Premises.
- Follow control measures identified in the risk assessments and adhere to safe working practices.
- Participate in training programs to enhance knowledge and awareness of risk assessments.

Teachers and Vocational Instructors:

- Conduct risk assessments for activities conducted within their classrooms or vocational training areas.
- Staff to conduct risk assessments for all educational visits, these must be signed off by either a Head of Trust, Head of Site, Deputy or Assistant Head, or EVC
- Identify hazards associated with specific activities and develop control measures.
- Provide instruction and supervision to learners and learners on the implementation of control measures.
- Incorporate risk assessment principles into curriculum delivery and practical sessions.

Cleaners:

- Collaborate with the Facility Manager and Lead for Health, Safety & Premises to identify potential hazards during cleaning activities.
- Follow control measures identified in the risk assessments for cleaning tasks.

- Report any hazards or concerns to the Facility Manager or Lead for Health, Safety & Premises.
- Adhere to safe working practices and precautions while performing cleaning duties.

Learners:

- Follow instructions provided by teachers, instructors, and staff regarding risk assessments and control measures.
- Participate in discussions and practical sessions related to risk assessments.
- Report any hazards or concerns to the relevant authority promptly.
- Adhere to safe working practices and precautions as instructed by teachers and instructors.

Hazards, Control Methods, and Risk Assessment Process: Hazards and control methods specific to each activity, task, or area within the Trust should be identified through the risk assessment process. This may include:

- Identifying physical hazards, such as uneven flooring, slippery surfaces, or exposed electrical wires.
- Implementing control measures, such as signage, barriers, regular maintenance, or repairs.
- Assessing risks associated with activities, such as experiments, practical exercises, or workshops.
- Implementing control measures, such as providing appropriate personal protective equipment (PPE), ensuring proper supervision, or modifying the activity itself.
- Conducting fire risk assessments to identify potential fire hazards, such as faulty electrical equipment, blocked escape routes, or flammable materials.
- Implementing control measures, such as regular maintenance of fire safety equipment, fire drills, or staff training on evacuation procedures.
- General risk assessments will be signed off by a Head of Trust / Head of Site / Subject Lead
- In the event that the risk assessment is related to an educational visit, then it **must** be signed off by the Head of Trust, Head of Site, Deputy or Assistant Head, or EVC

The risk assessment process typically involves the following steps:

- Identifying hazards: Identify potential hazards associated with the activity, task, or area.
- Evaluating risks: Assess the likelihood and severity of the identified hazards.
- Implementing control measures: Identify and implement appropriate control measures to eliminate or minimize risks.
- Reviewing and monitoring: Regularly review and monitor the effectiveness of control measures, updating them as necessary.

Review & Improvement

The Trust will regularly review its use of access equipment policies, procedures, and initiatives to ensure compliance with legislation and best practices.

Procedure Statement: Manual Handling Tasks in Trusts

Introduction: This procedure statement outlines the roles and responsibilities of key personnel, including the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Facility Manager, Teachers, Vocational Instructors, Facility Staff, Cleaners, and learners within Trusts. It references UK legislation up to and including 2023, introduces manual handling tasks in Trusts, and highlights hazards, control methods, and the definition of manual handling to ensure the health and safety of all individuals within the Trust environment.

Legislation: This procedure statement aligns with the following UK legislation up to and including 2023:

- Health and Safety at Work etc. Act 1974
- Manual Handling Operations Regulations 1992 (as amended)
- Management of Health and Safety at Work Regulations 1999 (as amended)

Manual handling refers to any activity that involves the lifting, carrying, pushing, pulling, or moving of objects or people by hand or bodily force. In the Trust environment, manual handling tasks are common, such as moving furniture, carrying equipment, or assisting learners. It is essential to understand the risks associated with manual handling and implement control measures to prevent injuries and promote a safe working environment. Normal practice of the Trust is for any manual handling activity to be carried out by the Facility team or under their direction. The manual handling of large, heavy or awkward sharpened items will only be carried out by a member of the facility team following a dynamic risk assessment or in extreme circumstances a written risk assessment.

Roles and Responsibilities:

Board of Directors:

- Provide strategic direction and support for health and safety management, including manual handling tasks.
- Allocate necessary resources for training, equipment, and ergonomic solutions.
- Ensure compliance with relevant legislation and best practices.
- Review and monitor the effectiveness of manual handling procedures.

Chief Executive Officer:

- Demonstrate leadership and commitment to health and safety, including manual handling tasks.
- Allocate resources for training, equipment, and ergonomic solutions.
- Monitor the implementation of manual handling procedures and address any deficiencies

Heads of School:

- Implement manual handling policies, procedures, and guidelines within their respective Trusts.
- Ensure that manual handling tasks are assessed and controlled to minimize risks.
- Allocate resources and provide training to staff and learners.
- Monitor compliance with manual handling procedures and address any issues

- Ensuring that staff are aware No staff member, other than Facility staff are authorised to move any equipment, furniture, (this will include, but not restricted to tables, chairs, desks, ICT resources, white boards, sports equipment, etc) around the site

Lead for Health, Safety & Premises :

- Develop and maintain manual handling procedures and guidelines for Trusts.
- Provide guidance and support to staff in the process of assessing and controlling manual handling risks.
- Ensure that a Trust wide risk assessment is created for general manual handling tasks
- Ensure that specific risk assessments are created for moving of items that are large, heavy or shaped
- Conduct regular audits and inspections to ensure the effectiveness of manual handling procedures.
- Stay updated on changes to legislation and best practices related to manual handling tasks in Trusts.

Facility Manager:

- Collaborate with the Lead for Health, Safety & Premises to assess and control manual handling risks within the Trust premises.
- Provide appropriate equipment and resources to facilitate safe manual handling tasks.
- Regularly inspect and maintain equipment used for manual handling.
- Provide training and supervision to facility staff in safe manual handling techniques.

Facility Staff:

- Staff should read the manual handling risk assessment
- Facility staff should carry out a dynamic risk assessment or in the case that items are large, heavy or awkward shapes complete a written risk assessment
- Identify and report any manual handling hazards to the Facility Manager or Lead for Health, Safety & Premises.
- Use equipment, such as trolleys, lifting aids, or dollies, where appropriate to reduce the risk of injury.
- Follow safe manual handling practices and techniques, such as lifting with the legs, maintaining a good posture, and avoiding overexertion.
- Participate in training programs to enhance knowledge and awareness of manual handling safety.
- Should when requested take the lead in moving items around the site for other staff members

Teachers and Vocational Instructors:

- Assess and control manual handling risks associated with classroom setup, equipment handling, or assisting learners.
- Identify alternatives or seek assistance for heavy or awkward manual handling tasks.
- Provide instruction to learners and learners on safe manual handling practices and techniques.

- When items are to be moved around site teachers and vocation staff should seek advice and support of facility staff and refrain from moving items themselves
- No staff member, other than Facility staff are authorised to move any equipment, furniture, (this will include, but not restricted to tables, chairs, desks, ICT resources, white boards, sports equipment, etc) around the site

Cleaners:

- Identify and report any manual handling hazards related to cleaning tasks to the Facility Manager or Lead for Health, Safety & Premises.
- Use equipment, such as carts or cleaning tools with ergonomic handles, to minimize the risk of strain or injury.
- Follow safe manual handling techniques when lifting heavy cleaning equipment or supplies.
- Participate in training to enhance knowledge and awareness of manual handling safety

Learners:

- Follow instructions provided by teachers, instructors, and staff regarding manual handling tasks.
- Request assistance or use appropriate equipment when handling heavy or bulky items.
- Report any hazards or concerns related to manual handling to the relevant authority promptly.
- Adhere to safe working practices and precautions as instructed by teachers and instructors.

Hazards, Control Methods, and Manual Handling Assessment Process: Hazards associated with manual handling tasks in Trusts can include:

- Lifting heavy objects or equipment.
- Awkward postures, such as bending or twisting.
- Insufficient space or obstructions.
- Insufficient training or awareness.

Control methods to minimize the risks of manual handling tasks may include:

- Providing appropriate manual handling training to staff and learners.
- Using mechanical aids, such as trolleys, hoists, or lifting equipment, where possible.
- Implementing ergonomic solutions, such as adjustable workstations, to reduce the strain on the body.
- Conducting manual handling assessments to identify hazards and implement control measures.
- Promoting a culture of reporting and addressing manual handling hazards promptly.
- No staff member, other than Facility staff are authorised to move any equipment, furniture, (this will include, but not restricted to tables, chairs, desks, ICT resources, white boards, sports equipment, etc) around the site. PE staff **are** responsible for the movement, setting up, dismantling and putting away of all PE equipment. They should seek advice on training from their line manager

The manual handling assessment process typically involves the following steps:

- Identifying manual handling tasks: Identify tasks that involve lifting, carrying, pushing, or pulling.
- Assessing the risks: Evaluate the risks associated with each task, considering factors such as weight, frequency, and posture.
- Implementing control measures: Identify and implement appropriate control measures to eliminate or minimize risks, such as using lifting aids, providing training, or modifying workstations.

Monitoring and reviewing:

Regularly monitor the effectiveness of control measures and review the manual handling assessment process to ensure its ongoing relevance and effectiveness.

Procedure statement: Planning, running outdoor educational visits

Introduction: This procedure statement outlines the process for organising educational visits in Trusts, referencing UK legislation up to and including 2023. It introduces educational visits, defines their purpose, and highlights the roles and responsibilities of key personnel, including the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Teachers, Vocational Instructors, and Learners. The aim is to ensure the safe and successful execution of educational visits while adhering to relevant regulations and promoting the well-being of all individuals involved.

Legislation: This procedure statement aligns with the following UK legislation up to and including 2023:

- Health and Safety at Work etc. Act 1974
- Education Act 1996
- The Management of Health and Safety at Work Regulations 1999 (as amended)
- The Education (Trust Trips) (England) Regulations 2021

Educational visits refer to planned trips or excursions organised by Trusts to provide learners with opportunities to enhance their learning beyond the classroom. These visits can include field trips, museum visits, outdoor activities, and more. Educational visits aim to support the curriculum, broaden learners' knowledge and experiences, and foster personal and social development. No visits or offsite activities are authorised to take place without authorisation.

The Trust use an online system (EVOLVE) managed through Newcastle City Council, Health & Safety team. This programme allows staff to complete an application, to collate all necessary documentation and request approval. The Trust follows the LA guidelines on educational visits and off site activities.

The Chief Executive Officer has overall responsibility for educational visits, but staff have been designated to carry out the following roles:

- The Lead for Health, Safety & Premises is authorised to approve educational trips
- Competent staff are approved to act as Educational Visit Coordinators (EVC) for each site.

Roles and Responsibilities:

Board of Directors:

- Provide support and resources to enable the organisation and execution of educational visits.
- Ensure compliance with relevant legislation and regulations.
- Allocate necessary funding and resources for risk assessments, staff training, and suitable transportation.

Chief Executive Officer:

- Overall responsibility for the approval of educational visits remains with the Chief Executive Officer
- Demonstrate leadership and commitment to the safe and effective organisation of educational visits.
- Allocate resources including staff members to support the planning and execution of educational visits.
- Review and approve policies and procedures related to educational visits.
- Investigate and take appropriate action in the event that policy and procedure is not followed.

Heads of School:

- Oversee and coordinate the organisation of educational visits within their respective Trusts.
- Ensure that educational visits align with the curriculum and learning objectives.
- Appoint a designated person or team responsible for the coordination and management of educational visits. (EVC)
- Investigate and take appropriate action in the event that policy and procedure is not followed
- Review EV applications and authorise the application process through the signing of an EV2
- Approve that all Group Leaders are competent to provide appropriate supervision for each visit.
- All risk assessment relating to educational visits must be signed off by Head of Trust, Head of Site, Deputy Head, Assistant Head or EVC
- Heads of Schools must be prepared to refuse to allow any planned trip to take place if the application process has not been followed and or does not meet the approved time frame for application consideration.

Lead for Health, Safety & Premises

- Develop and implement procedures and guidelines for the safe organisation of educational visits.
- Advise and support staff in conducting risk assessments and ensuring adequate control measures are in place.
- Monitor compliance with health and safety regulations and provide guidance on managing risks during visits.
- Maintain records of risk assessments, incident reports, and emergency procedures related to educational visits.
- Risk assessments relating to an educational visit, **must** be signed off by the Head of Trust, Head of Site, Deputy Head, Assistant Head, or EVC
- At least once every academic year an audit will be carried out on all EVOLVE applications and the results presented to the Chief Executive Officer to ensure compliance with procedures

Teachers and Vocational Instructors:
<ul style="list-style-type: none"> • Plan educational visits that align with the curriculum and learning objectives. • Conduct risk assessments for each visit, considering factors such as transportation, activities, and potential hazards. • Obtain necessary permissions and consent from parents or guardians for learners to participate in educational visits. • Ensure appropriate supervision and safety measures are in place throughout the visit. • Ensure that all documentation is completed and submitted in line with EVOLVE timescales
Educational Visit Coordinators (EVC)
<ul style="list-style-type: none"> • EVC's provide support and guidance for all staff on site who are completing an EVOLVE application • EVC's will assess applications and advise Heads of School on the suitability of visits, Group Leaders, Support staff and activities selected
Learners:
<ul style="list-style-type: none"> • Follow instructions provided by teachers and instructors regarding behaviour, safety, and participation during educational visits. • Be aware of potential hazards and report any concerns or incidents to teachers or designated staff members. • Comply with safety guidelines and codes of conduct during the visit.
Control Measures: To ensure the safety and success of educational visits, the following control measures have been implemented:
<ul style="list-style-type: none"> • In preparation for any visit consult the Outdoor Education Advisory Panel (OEAP) website and following all their advice • Follow OEAP advice and where possible using OEAP approved outdoor specialist organisations, where this is not possible a EV10 Provider information document must be completed • Conducting comprehensive risk assessments for each educational visit, considering transportation, activities, and locations. • Ensuring appropriate levels of supervision are in place based on the age, needs, and number of learners. • Providing learners with safety instructions and briefing them on expected behaviour during the visit. • Obtaining necessary permissions and consent from parents or guardians for learners to participate in educational visits. • Arranging suitable transportation with trained and licensed drivers, ensuring vehicles meet safety standards. • Providing learners and staff with emergency contact information and establishing communication protocols. • Carrying out regular inspections of facilities and equipment used during educational visits to identify and address any potential hazards.

- Implementing appropriate control measures for specific activities or locations, such as water safety measures, personal protective equipment (PPE), or secure site access protocols.
- Monitoring weather conditions and taking necessary precautions to ensure the safety of learners during outdoor activities.
- Conducting debriefings and evaluations after each educational visit to identify areas for improvement and update risk assessments and procedures accordingly.

Monitoring and reviewing:

Regularly monitor the effectiveness of control measures and review the Educational Visits process to ensure its ongoing relevance and effectiveness.

Procedure Statement: Lifting Equipment (Including Passenger Lifts and Vehicle Hoists) in Trusts

Introduction: This procedure statement outlines the guidelines for the safe use of lifting equipment, including passenger lifts and vehicle hoists, in Trusts. It references UK legislation up to and including 2023 and provides an introduction to lifting equipment, defining its purpose. The roles and responsibilities of key personnel, including the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Facility Manager, Facility Staff, Cleaners, Teachers, Vocational Instructors, and Learners, are outlined, along with appropriate control measures.

Legislation: This procedure statement aligns with the following UK legislation up to and including 2023:

- Health and Safety at Work etc. Act 1974
- The Management of Health and Safety at Work Regulations 1999 (as amended)
- Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)
- Provision and Use of Work Equipment Regulations 1998 (PUWER)

Lifting equipment refers to machinery or equipment used for raising or lowering loads, including passenger lifts and vehicle hoists. Passenger lifts are designed for the vertical transportation of people, while vehicle hoists are used to lift vehicles for maintenance or repair purposes. The purpose of lifting equipment is to facilitate safe and efficient movement of loads or people within Trust premises.

The Trust will carry out a risk assessment on any activity involving Lifts or lifting equipment and will review this assessment as and when necessary.

The passenger lifts are serviced and maintained by a competent engineering company in accordance with the LOLER regulations.

The lifting equipment is serviced and maintained by a competent engineering company in accordance with the LOLER regulations

Roles and Responsibilities:

Board of Directors:

- Allocate resources for the purchase, installation, and maintenance of lifting equipment.
- Ensure compliance with relevant legislation and regulations.
- Review and approve policies and procedures related to the use of lifting equipment.
- Allocate necessary resources for equipment inspections, maintenance, and training.

Chief Executive Officer:

- Demonstrate leadership and commitment to the safe use of lifting equipment in Trusts.
- Allocate resources to support the purchase, installation, and maintenance of lifting equipment.

- Allocate funding to ensure that an insurance policy is in place
- Review and monitor the implementation of policies and procedures related to lifting equipment.
- Investigation and take appropriate action if policy and procedures are not followed

Heads of School:

- Ensure that appropriate lifting equipment is available and maintained within their respective Trusts
- Appoint a designated person or team responsible for the inspection, maintenance, and safe operation of lifting equipment.
- Conduct risk assessments for the use of lifting equipment and implement control measures to mitigate risks.
- Ensure that learners do not interfere with any lifting equipment
- Provide necessary guidance and training to staff regarding the safe use of lifting equipment.

Lead for Health, Safety & Premises :

- Develop and implement procedures and guidelines for the safe use of lifting equipment.
- Carry out regular inspections of lifting equipment to ensure compliance with safety regulations.
- Coordinate training programs for staff involved in the operation of lifting equipment.
- Monitor and review the effectiveness of control measures related to lifting equipment.

Facility Manager:

- Ensure that lifting equipment is properly installed, maintained, and inspected according to manufacturer instructions and regulatory requirements.
- Schedule regular inspections, maintenance, and testing of lifting equipment to ensure its safe and reliable operation.
- Keep records of inspections, maintenance, and repairs related to lifting equipment.
- Collaborate with the Lead for Health, Safety & Premises to address any safety concerns or issues regarding lifting equipment.

Facility Staff:

- Follow safe operating procedures and guidelines for the use of lifting equipment.
- Conduct pre-use checks and inspections of lifting equipment before each use.
- Report any faults, malfunctions, or safety concerns related to lifting equipment to the Facility Manager or Lead for Health, Safety & Premises.
- Cooperate with training programs and ensure their competence in operating lifting equipment.

Teachers, Vocational Instructors, Cleaners and Learners:

- Adhere to safety instructions and guidelines provided by the Facility Manager, Lead for Health, Safety & Premises, or designated personnel regarding the use of lifting equipment.

- Report any concerns, hazards, or incidents related to lifting equipment to the appropriate staff members.
- Receive appropriate training and guidance on safe practices when using or working near lifting equipment.

Control Measures: To ensure the safe use of lifting equipment, the following control measures should be implemented:

- Conducting regular inspections, maintenance, and testing of lifting equipment by competent personnel.
- Ensuring that only authorised and trained personnel operate lifting equipment.
- Providing clear signage and instructions for the safe use of lifting equipment.
- Implementing a system for reporting and addressing equipment faults or malfunctions promptly.
- Establishing safe working procedures for the use of lifting equipment, including loading and unloading procedures.
- Ensuring that lifting equipment is used within its specified load limits and capacity.
- Providing appropriate personal protective equipment (PPE) for staff involved in the operation of lifting equipment.
- Documenting all inspections, maintenance, repairs, and training related to lifting equipment.

Monitoring and reviewing:

Regularly monitor the effectiveness of lifting equipment (passenger & hoists) control measures and reviewing process to ensure its ongoing relevance and effectiveness.

Procedure Statement: Driving of Trust mini bus / vehicle

Introduction: This procedure statement outlines the guidelines for the safe driving of Trust mini buses / vehicles in accordance with UK legislation up to and including 2023. It provides an introduction to the driving of Trust mini buses / vehicles, defines what constitutes a Trust mini bus / vehicle, and outlines the roles and responsibilities of key personnel, including the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Facility Manager, Facility Staff, Teachers, Vocational Instructors, and Learners. Appropriate control measures are also included to ensure the safe operation of Trust mini buses / vehicles. Additionally, this statement includes the expected behaviour of learners when traveling on a mini bus.

Legislation: This procedure statement aligns with the following UK legislation up to and including 2023:

- Road Traffic Act 1988
- Transport Act 1985
- Public Passenger Vehicles Act 1981
- Road Vehicles (Construction and Use) Regulations 1986
- The Passenger Vehicles (Conditions of Fitness, Equipment, and Use) Regulations 1995
- Health and Safety at Work etc. Act 1974
- The Management of Health and Safety at Work Regulations 1999 (as amended)

Trust mini buses / vehicle are used for transporting learners to and from educational activities, events, or excursions. These vehicles are typically designed to carry a specific number of passengers and are owned and operated by the Trust under a section 19 permit. The driving of Trust mini buses/ vehicle requires adherence to specific regulations and safety considerations to ensure the well-being of passengers and road users. Trinity Academy operate under the advice and guidance of MiDAS

- All staff driving Trust vehicles or driving their own vehicle on Trust business, must present their driving details as held by the DVLA. Driving documents are checked at the start of the academy year, if approval is grant mid-year or if an individual's circumstances change
- Staff should ensure that if using their own vehicle for work purposes, that the vehicle is maintained in a road-worthy condition, that appropriate car insurance for business use is in place, that the vehicle has a current MOT (if appropriate), and that they have a valid driving license.
- All staff driving either a Trust vehicle or their own vehicle on Trust business will take part in a programme of training.

Roles and Responsibilities:

Board of Directors:

- Allocate resources for the purchase, maintenance, and insurance of Trust mini bus / vehicle.

- Ensure compliance with relevant legislation and regulations related to the operation of Trust mini bus / vehicle.
- Review and approve policies and procedures pertaining to the driving of Trust mini bus / vehicle.
- Allocate necessary resources for driver training and regular vehicle inspections.

Chief Executive Officer:

- Demonstrate leadership and commitment to the safe operation of Trust mini bus / vehicle.
- Allocate resources to support the purchase, maintenance, and insurance of Trust mini bus / vehicle.
- Approve mini bus driver applications
- Review and monitor the implementation of policies and procedures related to the driving of Trust mini bus / vehicle.

Head of Trust

- Ensure the availability and maintenance of appropriate Trust mini bus / vehicles for transportation needs.
- Appoint qualified and licensed drivers for the operation of Trust mini bus / vehicles.
- Conduct regular checks to ensure drivers' compliance with driving regulations, including valid licenses and medical fitness.
- Investigate and take appropriate action for staff that fail to follow policy and procedures
- Investigate and take appropriate action for learners who fail to comply with safety instructions while travelling on a Trust mini bus / vehicle.
- Implement procedures for reporting and addressing any safety concerns or issues related to Trust mini bus / vehicle.
- Receive appropriate training on defensive driving techniques and emergency procedures (MiDAS).

Lead for Health, Safety & Premises :

- Develop and implement procedures and guidelines for the safe driving of Trust mini bus / vehicle.
- Conduct risk assessments for transportation routes and implement control measures to mitigate risks.
- Coordinate driver training programs, including defensive driving techniques and passenger safety.
- Monitor and review the effectiveness of control measures related to Trust mini bus / vehicle operations.
- Receive appropriate training on defensive driving techniques and emergency procedures (MiDAS).

Facility Manager:

- Ensure Trust mini bus / vehicle are properly maintained, serviced, and inspected according to manufacturer instructions and regulatory requirements.

- Schedule regular inspections and maintenance to ensure the roadworthiness of Trust mini bus / vehicle.
- Keep records of inspections, maintenance, repairs, and driver training related to Trust mini bus / vehicle.
- Collaborate with the Lead for Health, Safety & Premises to address any safety concerns or issues regarding Trust mini bus / vehicle operations.
- Receive appropriate training on defensive driving techniques and emergency procedures (MiDAS).

Facility Staff:

- Conduct vehicle checks before each journey to ensure the safety and roadworthiness of Trust mini bus / vehicle.
- Report any faults, malfunctions, or safety concerns related to Trust mini bus / vehicle to the Facility Manager or Lead for Health, Safety & Premises.
- Comply with driving regulations, including speed limits, seat belt usage, and road safety practices.
- Receive appropriate training on defensive driving techniques and emergency procedures (MiDAS).

Teachers, Vocational Instructors:

- Conduct vehicle checks before each journey to ensure the safety and roadworthiness of Trust mini bus / vehicle.
- Report any faults, malfunctions, or safety concerns related to Trust mini bus / vehicle to the Facility Manager or Lead for Health, Safety & Premises.
- Comply with driving regulations, including speed limits, seat belt usage, and road safety practices.
- Receive appropriate training on defensive driving techniques and emergency procedures (MiDAS).
- Adhere to safety instructions and guidelines provided by the Facility Manager, Lead for Health, Safety & Premises, or designated personnel during Trust mini bus / vehicle journeys.
- Follow seating and behaviour guidelines to ensure a safe and orderly journey.
- Teachers, vocation instructors or escorts are required to control the behaviour of any learner in a Trust mini bus / vehicle
- Report any concerns, hazards, or incidents related to Trust mini bus / vehicle to the appropriate staff members.

Learners:

- Observe and follow all instructions and guidelines provided by the mini bus driver and accompanying adults.
- Remain seated with seat belts fastened during the entire journey.
- Behave in a responsible and respectful manner, refraining from any activities that may jeopardize safety.
- Report any safety concerns or incidents to the driver or accompanying adults immediately.

Drivers:

- Hold a valid and appropriate driver's license for operating Trust mini buses.
- Conduct vehicle checks before each journey, including brakes, lights, tires, and fluid levels.
- Ensure learners are seated with seat belts fastened before starting the journey.
- Drive responsibly, obeying traffic laws, speed limits, and road safety practices.
- Follow designated routes and avoid any hazardous or restricted areas.
- In the event that the journey becomes unsafe due to learners behaviour be prepared to halt the journey in a safe place and seek guidance from site emergency contact
- Be vigilant, alert, and attentive throughout the journey, focusing on the road and the safety of passengers.
- Respond appropriately to any incidents, emergencies, or breakdowns, following established procedures and contacting appropriate authorities when necessary.

Control Measures: To ensure the safe driving of Trust mini bus / vehicle, the following control measures should be implemented:

- Ensuring all drivers hold a valid and appropriate driver's license and meet medical fitness requirements.
- Conducting regular vehicle inspections and maintenance to ensure the roadworthiness of Trust mini bus / vehicle.
- Implementing driver training programs that cover defensive driving techniques, passenger safety, and emergency procedures.
- Establishing and enforcing rules for behaviour, seat belt usage, and seating arrangements during Trust mini bus / vehicle journeys.
- Monitoring and reviewing driver performance and compliance with driving regulations.
- Keeping records of vehicle inspections, maintenance, repairs, and driver training.

Learners' Expected Behaviour:

- Observe good conduct and behave in a respectful manner during the journey.
- Follow the instructions of the driver or designated adult supervisor.
- Remain seated with seat belts fastened while the mini bus is in motion.
- Refrain from distracting the driver or engaging in any activity that may jeopardize safety.
- Report any concerns or incidents to the driver or designated adult supervisor.
- Learners who fail to behave may be restricted from travelling in the Trust mini bus / vehicles

Actions in Case of Unsafe Situations:

If passengers cause a situation to become unsafe, the following actions should be taken:

- The mini bus driver should prioritise the safety of passengers and take necessary measures to address the situation promptly.
- The driver should communicate the issue to the designated Trust personnel, such as the Head of Trust, Pastoral Manager or emergency contact person.
- The designated personnel should assess the situation, provide appropriate support, and take necessary actions to ensure the safety of passengers.

- In case of emergencies or immediate risks, the driver should follow established emergency procedures, contact emergency services if required, and provide assistance to passengers as necessary.

Monitoring and reviewing:

Regularly monitor the effectiveness of control measures and reviewing the process of ensuring to ensure its ongoing relevance and effectiveness.

Procedure Statement: Trust Work Experience

Introduction: This procedure statement provides guidelines for the implementation of Trust work experience programmes in accordance with UK legislation up to and including 2023. It introduces the concept of Trust work experience, defines its purpose, and outlines the roles and responsibilities of key personnel, including the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Teachers, Vocational Instructors, and Learners. Appropriate control measures are provided to ensure the safety and well-being of learners during work experience placements. Additionally, expected behaviour from learners and the expectations of both the learner and the work experience provider are outlined, including vetting processes and measures to keep the learner safe.

Legislation: This procedure statement aligns with the following UK legislation up to and including 2023:

- Education Act 1996
- Health and Safety at Work etc. Act 1974
- The Management of Health and Safety at Work Regulations 1999 (as amended)
- Equality Act 2010
- The Learners Act 1989
- The Protection of Learners Act 1999
- The Safeguarding Vulnerable Groups Act 2006

Trust work experience refers to a structured programme where learners are given the opportunity to gain practical experience in a professional environment relevant to their studies or career aspirations. It aims to provide learners with valuable insights into the world of work and develop essential skills for their future careers. It provides learners with the opportunity to apply their theoretical knowledge in a practical setting and gain real-world experience. The Trust requires all staff responsible for the setting up and delivery of work experience placements to hold the appropriate qualification (Level 2 in Health, Safety & Premises within the Workplace) and have been observed by an appropriate colleagues carrying out their first placement vetting.

Roles and Responsibilities:

Board of Directors:

- Allocate resources and support the implementation of Trust work experience programs.
- Ensure compliance with relevant legislation and regulations pertaining to work experience placements.
- Establish policies and procedures for the selection, vetting, and approval of work experience providers.
- Ensure that all safety measures are in place
- Provide support and guidance to the management team regarding work experience opportunities and safety measures.

Chief Executive Officer:

- Demonstrate leadership and commitment to the effective implementation of work experience programs.
- Allocate necessary resources to support the planning and coordination of work experience placements.
- Review and monitor the implementation of policies and procedures related to Trust work experience.
- Collaborate with Heads of School and Lead for Health, Safety & Premises to ensure the safety of learners during work experience placements.

Heads of School

- Identify suitable work experience opportunities and liaise with potential providers.
- Ensure that work experience placements align with the educational goals and aspirations of learners.
- Establish procedures for the selection, vetting, and approval of work experience providers.
- Ensure that appropriate staff with responsibility for Trust work experience receive health & safety and vetting training
- Ensure that any actions points identified as part of the vetting process are revisited in line with the relevant timescales laid down in the vetting documentation
- Communicate with work experience providers to establish clear expectations for the placement.

Lead for Health, Safety & Premises :

- Develop and implement procedures and guidelines for safe work experience placements.
- Conduct risk assessments for work experience environments and implement control measures to mitigate risks.
- Provide guidance and support to staff dealing with work experience providers in establishing appropriate health and safety measures.
- Monitor and review the effectiveness of control measures related to work experience placements.

Teachers and Vocational Instructors:

- Assist learners in identifying suitable work experience placements based on their educational and career goals.
- Provide guidance and support to learners in preparing for work experience, including developing necessary skills and knowledge.
- Collaborate with work experience providers to establish clear objectives and learning outcomes for the placement.
- Monitor and assess the progress and well-being of learners during work experience placements.

Staff Responsible for Arranging and Monitoring Work Experience:

- Coordinate work experience placements, including identifying appropriate providers and matching learners to suitable opportunities.
- Establish and maintain effective communication with work experience providers and other relevant stakeholders.
- Ensure the necessary paperwork, including consent forms and risk assessments, are completed and filed appropriately.
- Monitor and evaluate the quality and effectiveness of work experience programs.
- All placements should be reviewed to ensure that the environment the learners are going to enter is a safe, healthy, supportive and encouraging learning environment.
- All documents relating to the vetting of potential work experience placements are presented to the Head of Trust / appropriate person prior to the learners taking part in this learning opportunity.
- The Trust will ensure that all staff involved within this activity are competent to assess and monitor learners on work experience placements.

Expectations of Learners: During the work experience placement, learners are expected to:

- Follow the instructions and guidelines provided by the work experience provider, demonstrating punctuality and professionalism.
- Respect the work environment, colleagues, and confidentiality of information.
- Seek opportunities to learn and actively engage in tasks and activities.
- Report any concerns or incidents to the designated Trust personnel or work experience provider.
- Act responsibly and professionally throughout the work experience placement.

Expectations of Work Experience Providers: Work experience providers are expected to:

- Provide a safe and inclusive work environment for learners, adhering to health and safety regulations and promoting equality and diversity.
- Assign a designated supervisor to oversee the work experience placement and provide appropriate guidance and support to learners.
- Clearly communicate the objectives, tasks, and expectations of the placement to learners.
- Carry out necessary risk assessments and implement control measures to ensure the safety and well-being of learners.

Control Measures: To ensure the safety of learners during work experience placements, the following control measures should be implemented:

- Conduct thorough vetting and selection processes for work experience providers, including checks for suitability, safeguarding, and compliance with relevant regulations.
- Carry out risk assessments of the work environment and activities to identify and mitigate potential hazards.
- Provide appropriate training and induction for learners before the work experience placement, including health and safety protocols and workplace expectations.
- Maintain regular communication between the Trust and the work experience provider to monitor the progress and address any concerns.
- Establish reporting mechanisms for learners to raise any issues or incidents that occur during the work experience placement.

- Conduct regular reviews and evaluations of work experience programs to ensure their effectiveness and continuous improvement.

Vetting Processes:

Vetting processes for work experience providers should include:

- Conducting appropriate background checks, including Disclosure and Barring Service (DBS) checks, where applicable.
- Verifying the credibility and reputation of the work experience provider through references or established partnerships.
- Assessing the suitability of the work environment and activities for the intended learning outcomes and the age group of learners.
- Recording the health & safety inspection and logging appropriate action points
- Staff should use photographic evidence where possible of their inspection visit

Keeping the Learner Safe:

- The work experience provider or designated supervisor should prioritise the safety of the learner and take necessary measures to address the situation promptly.
- The provider or supervisor should communicate the issue to the designated Trust personnel, such as the Head of Trust or Lead for Health, Safety & Premises.
- The designated Trust personnel should assess the situation, provide appropriate support, and take necessary actions to ensure the safety of the learner.
- In case of emergencies or immediate risks, the provider or supervisor should follow established emergency procedures, contact emergency services if required, and provide assistance to the learner as necessary.

Monitoring and reviewing:

Regularly monitor the effectiveness of control measures and reviewing the process of Trust work experience to ensure its ongoing relevance and effectiveness.

Procedure Statement: Physical Education (PE) Equipment Servicing and Maintenance

Introduction: This procedure statement outlines the process for the servicing and maintenance of Physical Education (PE) equipment in Trusts, in compliance with UK legislation up to and including 2023. It provides an introduction to PE, defines its purpose, and highlights the importance of ensuring the safety and functionality of PE equipment. The roles and responsibilities of key personnel, including the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Facility Managers, Facilities staff, Teachers, Cleaners, and Learners, are defined. Additionally, appropriate control measures and expected behaviour from learners when using PE equipment are outlined, emphasizing the importance of maintaining a safe environment for learners.

Legislation: This procedure statement is in compliance with the following UK legislation up to and including 2023:

- Health and Safety at Work etc. Act 1974
- The Management of Health and Safety at Work Regulations 1999 (as amended)
- Provision and Use of Work Equipment Regulations 1998
- Management of Health and Safety at Work Regulations 1999
- Control of Substances Hazardous to Health Regulations 2002
- The Education (Trust Premises) Regulations 2012

PE is an integral part of the curriculum, promoting physical fitness, well-being, and the development of key skills in learners. It involves engaging in various physical activities and sports, utilising specialised equipment to facilitate learning and physical development. All PE equipment is subjected to various inspections, yearly by a competent engineer, at the point of use by the teacher and routinely by the facility team when an issue has been passed to them.

The Trust recognises that the delivery of PE is a high risk activity, leading to possible injury and / or harm.

Roles and Responsibilities:

Board of Directors:

- Allocate resources and support the provision and maintenance of PE equipment.
- Establish policies and procedures for the selection, inspection, servicing, and maintenance of PE equipment.
- Monitor and evaluate the effectiveness of PE programs and equipment maintenance.

Chief Executive Officer

- Demonstrate leadership and commitment to the provision and maintenance of PE equipment.
- Allocate necessary resources to support the servicing and maintenance of PE equipment.
- Review and monitor the implementation of policies and procedures related to PE equipment

Heads of School:

- Ensure that appropriate PE equipment is available and maintained in a safe and functional condition.
- Allocate resources for the servicing and maintenance of PE equipment.
- Establish procedures for the inspection, servicing, and maintenance of PE equipment.
- Communicate with teachers and facilities staff to identify any issues or concerns regarding PE equipment.
- All relevant staff made aware of PE risk assessments.
- All PE staff are aware that they are responsible for the movement, setting up, dismantling, and storing away of all PE equipment
- PE staff are trained in the manual handling of all PE equipment

Lead for Health, Safety & Premises :

- Develop and implement procedures and guidelines for the inspection, servicing, and maintenance of PE equipment.
- Conduct regular risk assessments of PE equipment and facilities to identify and mitigate potential hazards.
- Provide guidance and support to teachers and facilities staff in implementing safe practices for the use and maintenance of PE equipment.
- Monitor and review the effectiveness of control measures related to PE equipment safety

Facility Managers and Facilities Staff:

- Inspect PE equipment regularly to identify any damage, wear and tear, or safety issues.
- Arrange for servicing and maintenance of PE equipment as required, ensuring compliance with relevant regulations and manufacturer guidelines.
- Keep records of servicing and maintenance activities for each piece of PE equipment.
- Communicate any concerns or issues with PE equipment to the Head of Trust or Lead for Health, Safety & Premises.
- Arrangements are in place for maintenance and checking of sports fields, pitches.

Teachers:

- Inspect PE equipment before each lesson to ensure it is safe and in proper working condition.
- Ensuring that they have had manual handling training to safely move, assemble, dismantle and put away all PE equipment
- Ensuring that they safely move, assemble, dismantle and put away all PE equipment to reduce any risk of injuries to others
- Report any issues or defects with PE equipment to the Facilities staff or designated personnel.
- Follow established procedures for reporting accidents or incidents involving PE equipment
- All relevant staff made aware of PE risk assessment
- Maintain a clean and tidy environment for the storage of PE equipment and PE areas (Sports Hall, MUGA, fitness rooms).

Cleaners
<ul style="list-style-type: none"> • Maintain a clean and tidy environment for the storage of PE equipment and PE areas (Sports Hall, MUGA, fitness rooms). • Regularly clean and sanitise PE equipment to ensure hygiene and safety. • Report any damage or concerns related to PE equipment to the Facilities staff or designated personnel
Control Measures: To ensure the safety and functionality of PE equipment, the following control measures should be implemented:
<ul style="list-style-type: none"> • Regular inspection and maintenance of PE equipment by qualified personnel. • Adequate training and guidance provided to teachers and learners regarding the safe use of PE equipment. • Implementation of risk assessments to identify and mitigate potential hazards associated with PE equipment. • Proper storage and organisation of PE equipment to minimize the risk of accidents or damage. • Establishment of reporting mechanisms for PE staff to raise concerns or incidents involving PE equipment. • Periodic review and evaluation of PE equipment servicing and maintenance procedures to ensure their effectiveness. • All PE equipment is subject to a visual inspection by competent PE staff at the start of each half term • All faulty or damaged equipment is removed from use and reported to the relevant line manager • Pre-use visual checks carried out by competent and qualified staff on PE equipment • PE staff have a copy and refer to the current AfPE Safe Practice in Physical Education and Sport document prior to carrying out any activity
Monitoring and reviewing:
Regularly monitor the effectiveness of control measures and reviewing the process for the inspection and maintenance of all PE equipment.

Procedure Statement: Trust Swimming Lessons and Water Activities

Introduction: This procedure statement outlines the process for providing swimming lessons and participating in water activities in Trusts, referencing UK legislation up to and including 2023. It introduces the concept of the Trust providing swimming lessons, even though the Trust does not have its own swimming pool. The procedure emphasizes the importance of following EVOLVE processes, conducting strict risk assessments, and implementing appropriate control measures to ensure the safety of staff and learners during educational visits to areas where water is present. The roles and responsibilities of the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Teachers, and Learners are defined.

Legislation: This procedure statement adheres to the following UK legislation up to and including 2023:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- The Education (Trust Premises) Regulations 2012
- The Control of Substances Hazardous to Health Regulations 2002

Trust Swimming Lessons: The Trust provides swimming lessons to learners by taking advantage of local swimming venues with appropriately qualified swimming instructors. These lessons are essential for developing water confidence, water safety skills, and promoting a healthy and active lifestyle.

Roles and Responsibilities:

Board of Directors:

- Allocate necessary resources to support the provision of swimming lessons and water activities.
- Ensure compliance with relevant legislation and guidelines related to swimming lessons and water safety.
- Support the establishment of policies and procedures for the safe delivery of swimming lessons.

Chief Executive Officer:

- Demonstrate leadership and commitment to the provision of swimming lessons and water activities.
- Allocate appropriate resources to support swimming lessons and water safety measures.
- Review and monitor the implementation of policies and procedures related to swimming lessons.

Heads of School:

- Ensure the selection of appropriate swimming venues with qualified swimming instructors.
- Allocate resources for swimming lessons, including transportation arrangements and equipment.

- Implement and communicate procedures for risk assessments and control measures during water activities.
- Monitor and evaluate the effectiveness of water safety measures.

Lead for Health, Safety & Premises :

- Develop and implement procedures and guidelines for risk assessments and control measures during water activities.
- Conduct regular risk assessments of swimming venues and water activities to identify and mitigate potential hazards.
- Provide guidance and support to teachers and staff in implementing safe practices during water activities.
- Monitor and review the effectiveness of control measures related to water safety.

Teachers:

- Ensure learners are appropriately supervised and monitored during swimming lessons and water activities.
- Staff will obtain from parents / carers consent permission in the form of a signed declaration, prior to any activity taking place where learners enter any water and / or take part in any type of water based activity
- Conduct risk assessments in accordance with EVOLVE processes for educational visits involving water.
- Implement control measures identified in risk assessments to minimize risks associated with water activities.
- Provide water safety instructions and guidelines to learners, emphasizing expected behaviour and rules for water safety.

Learners:

Follow instructions and guidelines provided by teachers and swimming instructors during swimming lessons and water activities.

- Behave responsibly and adhere to water safety rules, including appropriate use of water aid equipment.
- Report any concerns or incidents related to water safety to a teacher or designated staff member promptly.

Control Measures: To ensure the safety of staff and learners during swimming lessons and water activities, the following control measures should be implemented:

- Selection of swimming venues with appropriate facilities and qualified swimming instructors.
- Conducting thorough risk assessments for water activities, following EVOLVE processes and guidelines.
- Providing appropriate supervision and ratio of adults to learners during swimming lessons and water activities.
- Ensuring learners wear appropriate swimming attire and safety equipment, such as floatation devices if necessary.

- Implementing emergency procedures and communication protocols in case of incidents or emergencies.
- Regularly reviewing and updating risk assessments and control measures to maintain their effectiveness.

Learners' Expected Behaviour:

- Listen attentively to instructions provided by teachers and swimming instructors.
- Follow water safety rules and guidelines, including no running, diving in designated areas only, and respecting others' space.
- Use water equipment responsibly and as instructed.
- Report any discomfort, concerns, or incidents to a teacher or designated staff member promptly.

Monitoring and reviewing:

This procedure statement shall be reviewed annually, or whenever significant changes in legislation or circumstances occur, to ensure its relevance and effectiveness. Feedback from staff, learners, and external facility managers shall be taken into account during the review process. Any necessary revisions to the procedure shall be implemented promptly, and all stakeholders shall be informed of the updates.

By strictly adhering to this procedure and continuously monitoring its implementation, the Trust aims to provide enriching and safe water-based educational experiences for its learners while upholding the highest standards of safety and compliance with UK legislation.

Procedure Statement: Use of Trust Sports Facilities and Play Areas

Introduction: This procedure statement outlines the process for the use of Trust sports facilities, including Multi-Use Games Areas (MUGAs), playing fields, and play areas. It references UK legislation up to and including 2023 and emphasizes the importance of adhering to control measures to ensure the safety of staff and learners. The roles and responsibilities of the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Facilities Manager, Facilities team, Teachers, Vocational Instructors, and Learners are defined.

Legislation: This procedure statement complies with the following UK legislation up to and including 2023:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- The Education (Trust Premises) Regulations 2012

The Trust provides sports facilities and play areas, such as MUGAs, playing fields, and dedicated play areas, to promote physical activity, team sports, and leisure activities for learners. These spaces are designed to enhance physical well-being, skill development, and social interactions.

Roles & Responsibilities:

Board of Directors:

- Allocate resources for the maintenance, development, and safety of Trust sports facilities and play areas.
- Ensure compliance with relevant legislation and guidelines related to sports facilities and play areas.
- Support the implementation of policies and procedures for the safe use of sports facilities and play areas.

Chief Executive Officer:

- Demonstrate leadership and commitment to the provision of safe and well-maintained sports facilities and play areas.
- Allocate appropriate resources for the maintenance and development of sports facilities and play areas.
- Review and monitor the implementation of policies and procedures related to sports facilities and play areas.

Heads of School:

- Ensure regular inspections and maintenance of sports facilities and play areas to identify and address any hazards or risks.
- Allocate resources for the upkeep of sports equipment, surfaces, and play areas.
- Communicate procedures and guidelines for safe use of sports facilities and play areas to teachers, staff, and learners.
- Monitor and evaluate the effectiveness of control measures for sports facilities and play areas.

Lead for Health, Safety & Premises :

- Develop and implement procedures and guidelines for the safe use of sports facilities and play areas.
- Conduct regular risk assessments of sports facilities and play areas to identify and mitigate potential hazards.
- Provide guidance and support to teachers and staff in implementing safe practices during sports activities.
- Monitor and review the effectiveness of control measures related to sports facilities and play areas.

Facilities Manager:

- Oversee the maintenance, repair, and cleanliness of sports facilities, MUGAs, playing fields, and play areas.
- Ensure proper inspection and maintenance of outdoor fixed sports equipment, ensuring they are safe and in good working condition.
- Arrange for necessary repairs or improvements to sports facilities and play areas in a timely manner.
- Collaborate with the Lead for Health, Safety & Premises to implement necessary control measures for safety.

Facilities Team:

- Conduct regular inspections and maintenance of sports facilities, MUGAs, playing fields, and play areas.
- Ensure proper cleaning and upkeep of outdoor fixed sports equipment, surfaces, and play areas.
- Report any hazards or issues related to sports facilities and play areas to the Facilities Manager.

Teachers and Vocational Instructors:

- PE teaching staff inspect the playing surfaces prior to use for trip hazards, animal fouling, sharps, glass etc. before allowed any activity to take place
- Conduct risk assessments for sports activities and play areas, identifying and implementing appropriate control measures.
- Supervise learners during sports activities, ensuring their safety and promoting fair play.
- Provide instructions and guidelines for the safe use of sports facilities and play areas to learners.
- Promptly report any incidents, injuries, or concerns to the designated staff member.

Learners:

- Follow the instructions and guidelines provided by teachers and vocational instructors during sports activities.
- Treat sports equipment, MUGAs, playing fields, and play areas with care and respect.
- Engage in fair play, promoting sportsmanship and inclusivity.
- Report any hazards or concerns related to sports facilities and play areas to a teacher or designated staff member

Control Measures: To ensure the safety of staff and learners during the use of Trust sports facilities and play areas, the following control measures will be implemented:

- Regular inspections and maintenance of sports equipment, surfaces, and play areas.
- Risk assessments to identify and mitigate potential hazards.
- Adequate supervision by teachers and vocational instructors during sports activities.
- Provision of appropriate personal protective equipment (PPE) where necessary.
- Clear signage and markings to indicate designated areas and safety rules.

Review and monitoring

This procedure statement shall be subject to annual review, or whenever significant changes in legislation or circumstances occur. Feedback from staff, learners, and facilities users shall be considered during the review process. Any necessary revisions to the procedure shall be implemented promptly, and all stakeholders shall be informed of the updates.

By strictly adhering to this procedure and regularly monitoring its implementation, the Trust aims to provide a safe and enjoyable sports environment for all staff and learners, fostering physical development, teamwork, and positive learning experiences.

Procedure Statement: Allowing Contractors on Site - Safe Working Practices and Security Measures

Introduction: This procedure statement outlines the process for allowing contractors on to the Trust premises in compliance with UK legislation up to and including 2023. It emphasizes the roles and responsibilities of the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Facilities Manager, Facilities team, Teachers, Vocational Instructors, and Learners. The statement focuses on implementing control measures, expected behaviours, consequences of poor behaviour, and trespasser guidelines. It also addresses safe working practices, risk assessments, method statements, and the security and safety of tools and equipment, meeting legislation such as PUWER (Provision and Use of Work Equipment Regulations), Working at Height, PPE (Personal Protective Equipment), and others.

Legislation: This procedure statement aligns with the following UK legislation up to and including 2023:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Control of Contractors Regulations 2023
- Provision and Use of Work Equipment Regulations (PUWER)
- Working at Height Regulations
- Personal Protective Equipment Regulations

The Trust may engage contractors to carry out various tasks, including maintenance, repairs, construction, and specialised services. It is essential to ensure that contractors adhere to safe working practices, comply with legislation, and maintain the security and safety of tools and equipment.

Roles and Responsibilities:

Board of Directors:

- Establish policies and procedures for engaging and supervising contractors.
- Allocate necessary resources to ensure safe working practices and compliance with legislation.
- Support the implementation of control measures and guidelines for contractors.

Chief Executive Officer:

- Demonstrate leadership and commitment to the safety and security of contractors, staff, and learners.
- Allocate appropriate resources for implementing and monitoring control measures.
- Review and approve procedures for engaging and supervising contractors.

Heads of School:

- Communicate and enforce procedures related to contractors' engagement and supervision.
- Assess risks associated with contractor activities and ensure appropriate control measures are in place.

- Coordinate with the Lead for Health, Safety & Premises and Facilities Manager to monitor contractor compliance.

Lead for Health, Safety & Premises :

- Develop and implement procedures for safe working practices, risk assessments, and method statements for contractors.
- Conduct regular inspections and audits to ensure compliance with legislation and safe working practices.
- Provide training and guidance to staff and contractors on expected behaviours and consequences of poor behaviour

Facilities Manager:

- Oversee the engagement and supervision of contractors.
- Ensure contractors are provided with necessary safety information and instructions
- Maintain the security and safety of tools and equipment used by contractors.

Facilities Team:

Assist the Facilities Manager in coordinating and supervising contractor activities.

- Conduct regular inspections to ensure tools and equipment are stored securely.
- Report any security breaches or concerns to the Facilities Manager.

Teachers and Vocational Instructors:

- Inform the appropriate staff of scheduled contractor activities in their respective areas.
- Supervise learners and ensure their adherence to safety measures during contractor activities.
- Report any unsafe practices or concerns to the designated staff member.

Learners:

Follow instructions provided by teachers and staff during contractor activities.

- Adhere to safety measures and avoid interfering with contractor work.
- Report any unsafe conditions or behaviours to a teacher or designated staff member.

To ensure safe contractor activities and compliance with legislation, the following control measures and safe working practices will be implemented:

- Pre-qualification and selection of contractors based on their competence and qualifications.
- Conducting thorough risk assessments and developing method statements for high-risk activities.
- A Permit to work will be necessary when a high risk activity is being carried out, working at height, work on gas or electricity, hot works or in the case that the risk of injury is classified as high
- Progress on the work will be monitored at regular intervals by the Facility Manager / Trust Lead for Health, Safety & Premises. Upon Completion the contractor will report to reception, complete a report and return the identity badge and any keys issued.
- A member of the facility staff and/or the Trust Lead for Health, Safety & Premises will

inspect the completed work and confirm to the best of their ability that the work has been completed satisfactorily and the area left in a safe condition. Where a Permit of Work was deemed necessary, this will have to be signed off before the contractor leaves site.

- Providing necessary safety information, instructions, and training to contractors.
- Ensuring contractors use appropriate personal protective equipment (PPE) as required.
- Monitoring contractor activities to ensure compliance with safe working practices and legislation.
- Regular inspections of tools and equipment used by contractors to ensure their safety and suitability.
- Maintaining clear communication channels between contractors and Trust staff to address safety concerns promptly.

To maintain the security of tools and equipment used by contractors, the following measures will be implemented:

- Providing secure storage facilities for tools and equipment when not in use.
- Implementing access control measures to restrict unauthorised access to tools and equipment storage areas.
- Conducting regular inspections to ensure tools and equipment are accounted for and in good working condition.
- Reporting any lost, damaged, or stolen tools or equipment immediately to the Facilities Manager or designated staff member.

Consequences of Poor Behaviour and Trespasser Guidelines:

- Contractors, staff, and learners are expected to conduct themselves professionally and in accordance with established guidelines and legislation.
- Poor behaviour, including disruptive, disrespectful, or non-compliant actions, may result in termination of the contractor's contract or disciplinary action for staff and learners.
- Trespasser guidelines should be followed in the event of unauthorised individuals on the premises, including notifying the designated staff member, avoiding direct confrontation, following security protocols, and reporting the incident to the appropriate authorities.

Procedure Statement: Visitors on Site

This procedure statement outlines the process for allowing visitors onto the Trust premises in compliance with UK legislation up to and including 2023. It emphasizes the roles and responsibilities of the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Facilities Manager, Facilities team, Teachers, Vocational Instructors, and Learners. The statement focuses on implementing control measures, expected behaviours, consequences of poor behaviour, and trespasser guidelines. It also includes information on risk assessing visitors on site to ensure their safety and the safety of others.

Legislation: This procedure statement aligns with the following UK legislation up to and including 2023:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Control of Visitors Regulations 2023
- Data Protection Act 2018 (where applicable)

The Trust will receive various visitors, including parents, guardians, contractors, suppliers, inspectors, and other stakeholders on to site. It is important to ensure that visitors follow established control measures, exhibit appropriate behaviours, and comply with Trust policies and legislation.

Roles and Responsibilities:

Board of Directors:

- Establish policies and procedures for allowing visitors on site, including control measures and expected behaviours.
- Allocate necessary resources to implement and monitor visitor management processes.
- Support the Lead for Health, Safety & Premises and Facilities Manager in ensuring visitor safety.

Chief Executive Officer:

- Demonstrate leadership and commitment to visitor safety and security.
- Allocate appropriate resources for implementing and monitoring visitor control measures.
- Review and approve visitor management procedures.

Heads of School:

- Communicate and enforce procedures related to visitor management.
- Assess risks associated with visitors and ensure appropriate control measures are in place.
- Coordinate with the Lead for Health, Safety & Premises and Facilities Manager to monitor visitor compliance.
- Challenge any visitor on site who is not known to them or is not wearing the appropriate lanyard

Lead for Health, Safety & Premises :
<ul style="list-style-type: none"> • Develop and implement visitor management procedures, including risk assessment guidelines. • Conduct regular inspections to ensure compliance with legislation and control measures. • Provide guidance and training to staff on visitor safety and risk assessment processes.
Facilities Manager:
<ul style="list-style-type: none"> • Oversee the implementation of control measures for visitor management. • Ensure appropriate sign-in procedures are followed. • Coordinate with the Lead for Health, Safety & Premises to conduct risk assessments for visitors
Facilities Team:
<ul style="list-style-type: none"> • Assist the Facilities Manager in implementing and monitoring visitor control measures. • Maintain visitor sign-in systems and ensure visitor areas are clearly marked. • Report any security breaches or concerns to the Facilities Manager
Teachers and Vocational Instructors:
<ul style="list-style-type: none"> • Inform the appropriate staff of scheduled visitor activities in their respective areas. • Challenging any visitor on site who is not known to them or is not wear an appropriate lanyard • Ensuring that no visitor is allowed to move around site without authorisation • Ensuring that any visitor that they are responsible for is aware of the emergency evacuation procedures and all assembly points • Ensuring that no visitor takes any photographs without the permission of the Head of Trust • Supervise learners and ensure their adherence to safety measures during visitor interactions. • Report any unauthorised or suspicious visitor activities to a designated staff member
Learners:
<ul style="list-style-type: none"> • Follow instructions provided by teachers and staff during visitor interactions. • Treat visitors with respect and follow established behaviour guidelines. • Report any safety concerns or suspicious behaviour by visitors to a teacher or designated staff member.
Control Measures and Expected Behaviours: To ensure the safety and security of visitors and maintain a positive environment, the following control measures and expected behaviours will be implemented:
<ul style="list-style-type: none"> • All visitors must sign in upon arrival, providing relevant information and purpose of visit. • Visitors will receive identification badges that must be visibly worn at all times. • Visitors must adhere to established rules and regulations, including health and safety procedures. • Visitors must be accompanied by a staff member or authorised person during their visit.

- Inappropriate behaviour, such as harassment, aggression, or unauthorised access, will not be tolerated and may result in immediate removal from the premises.
- Visitors must respect confidentiality and data protection guidelines as applicable.

Risk Assessing Visitors on Site: To ensure visitor safety, a risk assessment process will be followed:

- The Lead for Health, Safety & Premises, in coordination with the Facilities Manager, will assess risks associated with different visitor types and activities.
- Risk assessments will consider factors such as visitor numbers, areas accessed, potential hazards, and control measures required.
- Control measures will be implemented to mitigate identified risks and ensure visitor safety.
- Risk assessments will be reviewed regularly and updated as needed to address any changes or new risks

Monitoring and reviewing:

This procedure will be reviewed at least yearly or when circumstances change. By strictly adhering to this procedure and maintaining vigilance regarding visitor management, the Trust aims to provide a safe and secure environment for all members of the community, fostering a positive and conducive learning atmosphere.

Procedure Statement: Display Screen Equipment (DSE) Regulations in a Trust Environment

Introduction: This procedure statement outlines the implementation of the Display Screen Equipment (DSE) Regulations within a Trust environment, in accordance with UK legislation up to and including 2023. It provides an introduction to DSE regulations, defines user status, and identifies the roles and responsibilities of the Board of Directors, CHIEF EXECUTIVE OFFICER, Heads of School, Lead for Health, Safety & Premises, Teachers, and Vocational Instructors in ensuring compliance and promoting a safe and healthy working environment for staff members.

Legislation: This procedure statement aligns with the following UK legislation up to and including 2023:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Health and Safety (Display Screen Equipment) Regulations 1992, as amended by the Health and Safety (Miscellaneous Amendments) Regulations 2002

The Display Screen Equipment (DSE) Regulations aim to protect the health and well-being of employees who regularly use display screen equipment, such as computers, laptops, tablets, and smartphones. In a Trust environment, these regulations apply to teachers, administrative staff, and any other personnel who use DSE as part of their work.

Definition: User Status Within the context of DSE regulations, user status refers to the classification of individuals based on their frequency and duration of DSE use. The user status categories include:

- Regular Users: Individuals who use DSE for continuous periods of an hour or more at a time or have substantial daily exposure to DSE as a significant part of their normal work.
- Users: Individuals who use DSE, but not for continuous periods of an hour or more at a time and whose daily exposure to DSE is not substantial.
- Occasional Users: Individuals who use DSE infrequently or for short durations as part of their work.

Roles and Responsibilities:

Board of Directors:

- Ensure that the organisation complies with DSE regulations and provides necessary resources for implementation.
- Review and approve policies and procedures related to DSE use in the Trust.
- Promote a culture of health and safety throughout the organisation.

Chief Executive Officer:

- Demonstrate commitment to the well-being of staff by prioritising compliance with DSE regulations.
- Allocate necessary resources for the implementation of DSE policies and procedures.
- Provide leadership in fostering a safe and healthy work environment.

Heads of School:
<ul style="list-style-type: none"> • Communicate and enforce DSE policies and procedures within their respective departments. • Identify and classify staff members according to their user status.
Lead for Health, Safety & Premises :
<ul style="list-style-type: none"> • Develop and implement policies and procedures for the safe use of DSE. • Conduct regular assessments of DSE workstations to ensure compliance with ergonomic guidelines. (Regular users only; tested at 12 months intervals) or less if asked for. • Provide training and guidance to staff on correct DSE usage and ergonomic practices.
Teachers and Vocational Instructors:
<ul style="list-style-type: none"> • Use DSE in accordance with the organisation's DSE policies and procedures. • Report any issues or concerns related to DSE usage to the appropriate authority. • Participate in training and awareness programs on DSE use and ergonomic practices.
Teachers:
<ul style="list-style-type: none"> • Incorporate regular breaks and changes in activity during lessons that involve DSE usage.
Implementation of DSE Regulations: To comply with the DSE regulations and promote a safe working environment, the following measures will be implemented:
<ul style="list-style-type: none"> • Conduct assessments of DSE workstations to ensure compliance with ergonomic guidelines. • Provide adjustable chairs, desks, and monitor stands to accommodate individual needs. • Encourage regular breaks and changes in posture during DSE use. • Provide training and information to staff on correct DSE usage and ergonomic practices. • Maintain records of DSE assessments, training, and any adjustments made to workstations. • Encourage open communication between staff members regarding any discomfort or issues related to DSE usage. • DSE "regular users" are advised that there are entitlements to eye sight tests • Key boards and mouse will be disinfected regularly especially when a DSE station is a "hot desk"
Regular eye and eyesight tests
Employers' obligations are set down in the Health and Safety (Display Screen Equipment) Regulations, introduced in 1992 and amended by the Health and Safety (Miscellaneous Amendments) Regulations in 2002. Quite simply, any employee who uses a display screen at their workstation, is a DSE user for the purposes of the regulations.

Costs of Testing

The Trust will meet all agreed costs of eye and eyesight tests, if the testing has been arranged through the Trust. Where an employee obtains a test independently and without the knowledge of the Trust, even if the test is specifically related to display screen use, the Trust shall not be responsible for the costs incurred.

Supply of Glasses

Where it is found that glasses are necessary, specifically for the use of display screen equipment, the Trust will reimburse the cost of a standard lens, i.e. not bifocal, tinted etc. The Trust will also contribute towards the purchase of a standard frame. Employee should pay and reclaim via expenses a receipt is required.

Monitoring and reviewing:

This procedure statement shall be subject to regular monitoring and review to ensure its effectiveness and relevance.

The Lead for Health, Safety & Premises shall maintain records of DSE workstation assessments and training provided to users.

Feedback from staff members shall be considered during the review process.

Any necessary updates or improvements to the procedure shall be implemented promptly, and all relevant personnel shall be informed of the changes.

Procedure Statement: Asbestos Management on Site
<p>Introduction: This procedure statement outlines the management of asbestos on site within the premises of Trinity Academy. It references UK legislation up to and including 2023 and highlights the roles and responsibilities of relevant personnel, including the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises , Facilities Manager, Facilities team, Teachers, Vocational Instructors, and Learners. It emphasises the importance of adhering to control measures, practicing safe working practices, conducting risk assessments, developing method statements, and implementing an asbestos management plan. Asbestos management at Trinity Academy is managed by Newcastle City Council. This procedure also includes considerations for contractors working on Trust sites, with specific reference to TAN Upper site, which has identified asbestos on site.</p>
<p>Legislation: This procedure statement aligns with the following UK legislation up to and including 2023:</p> <ul style="list-style-type: none"> • Control of Asbestos Regulations 2012 • Health and Safety at Work etc. Act 1974 • Management of Health and Safety at Work Regulations 1999 • Control of Substances Hazardous to Health Regulations 2002
<p>Asbestos is a hazardous material that poses serious health risks, including respiratory diseases and cancer. It was commonly used in building materials before its ban in the UK in 1999. It is essential to identify, manage, and control any asbestos-containing materials (ACMs) present on site to ensure the safety and well-being of all individuals within Trinity Academy.</p>
<p>Roles and Responsibilities:</p>
<p>Board of Directors and Chief Executive Officer:</p> <ul style="list-style-type: none"> • Provide support and resources to ensure compliance with asbestos regulations. • Approve and endorse the implementation of the asbestos management plan. • Promote a culture of safety and prioritise the well-being of staff, learners, and contractors.
<p>Heads of School:</p>
<ul style="list-style-type: none"> • Communicate and reinforce the importance of asbestos management to all staff members, vocational instructors, learners, and contractors. • To attend Asbestos training course as required as the nominated responsible person on site • Collaborate with the Lead for Health, Safety & Premises, Facilities Manager, and Facilities team to ensure effective management of ACMs. • Stay informed about any updates or changes to asbestos management procedures and communicate them to relevant personnel.
<p>Lead for Health, Safety & Premises :</p>

- Develop and implement an asbestos management plan in accordance with regulatory requirements.
- To attend Asbestos training awareness course
- Conduct regular inspections and risk assessments to identify and monitor ACMs.
- Coordinate with Newcastle City Council and other relevant authorities to ensure compliance and best practices in asbestos management.
- Provide necessary training and information to staff members, vocational instructors, learners, and contractors involved in asbestos-related activities.

Facilities Manager and Facilities Team:

- Maintain an up-to-date register of ACMs within the premises, with specific attention to TAN Upper site.
- To attend Asbestos training awareness course
- Ensure appropriate labelling and signage are in place to indicate the presence of ACMs.
- Coordinate with Newcastle City Council to manage and address asbestos-related issues effectively.
- Implement control measures as recommended by Newcastle City Council for TAN Upper site.

Teachers and Vocational Instructors:

- Teaching staff are not authorised to carry out any repairs or alternations to the building structure
- Adhere to the control measures and safe working practices communicated by the Trust and contractors.

Contractors:

- Read and sign the management plan prior to starting any work in buildings where asbestos had been identified at TAN Upper site
- Comply with the asbestos management plan and any additional requirements communicated by Trinity Academy and Newcastle City Council.
- Conduct appropriate risk assessments and develop method statements for any work that may involve or disturb ACMs.
- Adhere to safe working practices, use appropriate personal protective equipment (PPE), and implement control measures to prevent asbestos exposure.
- Report any suspected or confirmed instances of asbestos disturbance or damage to the Facilities Manager or Lead for Health, Safety & Premises immediately.

Control Measures and Expected Behaviours:

- Conduct regular inspections and risk assessments to identify and monitor ACMs.
- Implement appropriate control measures to minimize the risks associated with asbestos, such as encapsulation, isolation, and removal where necessary.
- Follow safe working practices, including the use of personal protective equipment (PPE) as required.
- Ensure that contractors adhere to the asbestos management plan and provide necessary supervision and guidance.

- Promote awareness and understanding of asbestos-related hazards and safe practices among staff members, vocational instructors, learners, and contractors.
- Maintain clear communication channels and reporting procedures for any concerns or incidents related to asbestos.
- Only specific competent and registered contractors are allowed to work with asbestos.

Management of Asbestos Planning:

- Newcastle City Council, acting on behalf of Trinity Academy, is responsible for the management and planning of asbestos-related activities.
- Contractors must read and sign the management plan prior to starting any work in buildings where asbestos had been identified at TAN Upper site
- Any suspected damage, disturbance, or concerns regarding ACMs should be promptly reported to the Facilities Manager or Lead for Health, Safety & Premises.
- The Facilities Manager will collaborate with Newcastle City Council to initiate appropriate actions, including inspections, remediation, or communication with relevant stakeholders

Monitoring and reviewing:

This procedure statement shall be subject to regular monitoring by the Trust Lead for Health, Safety & Premises and Facilities Manager.

Any incidents or concerns related to asbestos management shall be investigated promptly, and appropriate actions shall be taken.

Feedback from staff, learners, and contractors shall be considered during the monitoring process. Any necessary updates or improvements to the procedure shall be implemented promptly, and all relevant personnel shall be informed of the changes.

By diligently implementing the asbestos management procedures and ensuring strict compliance with safety regulations, Trinity Academy aims to safeguard the health and well-being of its staff, learners, and visitors, providing a safe learning environment for all.

<p>Procedure statement: Safety Glass</p> <p>This procedure statement outlines the guidelines and requirements for the use of safety glass and glazing within a Trust environment. It references UK legislation up to and including 2023 to ensure compliance and prioritises the safety of individuals on site. The proper use of safety glass and glazing is crucial in maintaining a secure and hazard-free environment for everyone within the Trust premises.</p> <p>Glass and glazing is always under constant review. The Trust is continually replacing glass with other suitable materials to reduce the risk of injury, opportunities for damage and reduce the financial cost of replacing</p>
<p>Legislation: The following UK legislation is applicable to the use of safety glass and glazing within the Trust:</p> <ul style="list-style-type: none"> • The Health and Safety at Work Act 1974 • The Workplace (Health, Safety and Welfare) Regulations 1992 • The Control of Substances Hazardous to Health Regulations 2002 • The Building Regulations 2010, Approved Document K: Protection from Falling, Collision and Impact • The Education (Trust Premises) Regulations 1999
<p>Board of Directors and Chief Executive Officer:</p> <ul style="list-style-type: none"> • Provide support and resources to ensure compliance with safety regulations. • Allocate necessary budgets for the installation and maintenance of safety glass and glazing.
<p>Heads of School:</p> <ul style="list-style-type: none"> • Implement and oversee the safety glass and glazing policy within their respective Trusts. • Ensure that risk assessments and method statements are in place for all areas involving safety glass and glazing. • Provide appropriate training and guidance to staff and learners regarding safe practices and behaviours.
<p>Lead for Health, Safety & Premises :</p> <ul style="list-style-type: none"> • Develop and maintain policies and procedures relating to safety glass and glazing. • Conduct regular inspections and audits to ensure compliance with safety standards. • Review and update risk assessments and method statements as necessary.
<p>Facilities Manager and Facilities Team:</p> <ul style="list-style-type: none"> • Ensure that safety glass and glazing installations meet the required standards and regulations. • Regularly inspect and maintain safety glass and glazing to ensure their integrity. • Arrange for prompt repairs or replacements in case of any damage or deterioration.

Teachers and Vocational Instructors:
<ul style="list-style-type: none"> Educate learners about the importance of safety when working with or around safety glass and glazing. Supervise learners during activities involving safety glass and glazing. Managing the behaviour of learners to reduce accidental or intentional damage to glass or glass units Follow safe working practices and encourage learners to do the same.
Learners:
<ul style="list-style-type: none"> Adhere to safety guidelines and instructions provided by teachers and instructors. Report any damaged or broken safety glass or glazing immediately
Required Types of Safety Glass and Glazing:
<ul style="list-style-type: none"> Safety glass should be used in areas where there is a risk of impact or breakage. Laminated safety glass or safety film should be used in windows and doors to minimize the risk of injury from shattered glass. Toughened safety glass should be used in areas where additional strength and resistance to impact are required.
Glazing Heights:
<ul style="list-style-type: none"> Glazing at low levels accessible to learners should be made of safety glass or have appropriate safety measures in place. Windows and doors at higher levels should be fitted with safety glass or have suitable safety devices to prevent falls.
Risk Assessments and Method Statements:
<ul style="list-style-type: none"> Conduct regular risk assessments to identify potential hazards associated with safety glass and glazing. Develop and implement method statements that outline safe working practices when handling, installing, or maintaining safety glass and glazing. Ensure that all relevant staff and learners are trained on these safe working practices.
Expected Behaviours:
<ul style="list-style-type: none"> All staff and learners must follow safe working practices and guidelines when working with or around safety glass and glazing. Properly report any damaged or broken safety glass or glazing for prompt repairs or replacements. Avoid engaging in any actions that may compromise the integrity or safety of safety glass and glazing. Managing the behaviour of learners to reduce accidental or intentional damage to glass or glass units

Period of Review: This procedure will be reviewed and updated at least once a year, or sooner if there are significant changes in legislation, technology, equipment, or working practices. Regular reviews ensure that the procedure remains current and safety glass is used throughout the site.

Procedure Statement: Site Cleaning and Waste Disposal

Introduction: This procedure statement outlines the guidelines and requirements for site cleaning and waste disposal within a Trust environment. It references UK legislation up to and including 2023 to ensure compliance and prioritises the health, safety, and cleanliness of the Trust premises. Effective cleaning practices and proper waste disposal procedures are essential for maintaining a hygienic and hazard-free environment for staff, learners, and visitors.

The Trust employ facility support staff on all sites to carry out all housekeeping and cleaning activities

The Trust disposes of hazardous waste in an appropriate and responsible manner.

Legislation: The following UK legislation is applicable to site cleaning and waste disposal within the Trust:

- The Health and Safety at Work Act 1974
- The Control of Substances Hazardous to Health (COSHH) Regulations 2002
- The Manual Handling Operations Regulations 1992
- The Work at Height Regulations 2005
- The Provision and Use of Work Equipment Regulations 1998
- The Management of Health and Safety at Work Regulations 1999
- The Workplace (Health, Safety and Welfare) Regulations 1992

Roles & Responsibilities

Board of Directors and Chief Executive Officer:

- Provide support and resources to ensure compliance with cleaning and waste disposal regulations.
- Allocate necessary budgets for cleaning supplies, equipment, and waste management.

Heads of School:

- Ensuring that all staff are aware of and adhere to good housekeeping practices

Lead for Health, Safety & Premises :

- Develop and maintain policies and procedures relating to site cleaning and waste disposal.
- Conduct regular inspections and audits to ensure compliance with cleaning and waste management standards.
- Review and update risk assessments and method statements as necessary.

Facilities Manager and Facilities Team:

- Coordinate and supervise site cleaning activities, including routine cleaning, deep cleaning, and waste disposal.
- Ensure that appropriate cleaning products, tools, and equipment are provided and used correctly.

- Maintain records of cleaning schedules, inspections, and waste management.
- Facility manager ensures that cleaning risk assessments are in place and reviewed annually
- All facility support staff will undergo training in all aspects of their role.
- If training is not possible in-house, then staff will be expected to attend external training.
- It is the responsibility of the Facility Manager along with individual staff to identify training requirements and to bring those requirements to the attention of the Trust Lead for Health, Safety & Premises.
- Facility staff are responsible for the monitoring of waste and the segregation of waste that can be recycled.
- Facility staff must bring to the attention of their line manager or other senior manager / Trust Lead for Health, Safety & Premises if they come across any product or substance which they believe to be hazardous.

Teachers and Vocational Instructors:

- Promote cleanliness and hygiene among learners.
- Report any cleaning-related hazards or concerns to the Facilities Manager or Lead for Health, Safety & Premises.
- In the event that no facility staff are available on site, and there is a spillage of bodily or chemical fluid the teacher must use the spillage kit and remove the offending waste
- Provide guidance to learners on proper waste disposal practices and encourage their participation in keeping the Trust clean.

Learners:

- Maintain personal hygiene and cleanliness within the Trust premises.
- Dispose of waste in designated bins or containers and follow recycling guidelines.
- Report any spillages or hazardous conditions to the nearest staff member.
- Control Measures and Safe Working Practices:

COSHH and Substances:

- Use appropriate cleaning products and chemicals following manufacturer instructions and COSHH guidelines.
- Store hazardous substances securely and in accordance with regulations.
- Provide staff and learners with necessary personal protective equipment (PPE) when handling hazardous substances.

Manual Handling:

- Provide training on safe manual handling techniques to staff involved in cleaning activities.
- Use suitable equipment (e.g., trolleys, lifting aids) for transporting heavy or bulky items.

Working at Height:

- Assess and control the risks associated with working at height during cleaning activities.
- Provide appropriate equipment, such as ladders or access platforms, and ensure their proper use and maintenance.

Use of Machinery:

- Ensure that only trained and authorized personnel operate cleaning machinery and equipment.
- Regularly inspect and maintain cleaning machinery to ensure safe and efficient operation.

Slip, Trips, and Falls:

- Implement regular cleaning schedules to address spillages and hazards promptly.
- Maintain clear and unobstructed walkways, corridors, and staircases.
- Install appropriate signage and mats in areas prone to wetness or slipping.

Risk assessments / methods statements

- Conduct risk assessments for all cleaning and waste disposal activities, identifying hazards and implementing control measures.
- Develop method statements detailing the step-by-step procedures for safe cleaning practices and waste disposal.
- Regularly review and update risk assessments and method statements as required.

Period of Review: This procedure will be reviewed and updated at least once a year, or sooner if there are significant changes in legislation, technology, equipment, or working practices. Regular reviews ensure that the procedure remains current and effective in Site Cleaning and Waste Disposal within the Trust environment.

Procedure Statement: Lone Working in a Trust Environment

Introduction: This procedure statement outlines the guidelines and requirements for lone working in a Trust environment. Lone working refers to situations where employees work alone, such as facility staff opening or closing the Trust, taking care of animals on-site during weekends, or staff visiting learners at home or public venues. It is essential to ensure the safety and well-being of individuals working alone by implementing appropriate control measures and adhering to UK legislation up to and including 2023. This procedure statement addresses the relevant legislation, responsibilities of key personnel, and outlines safe working practices, risk assessments, and method statements to promote a secure working environment

- The Trust have invested in a safeguarding monitoring programme called 'Guardian 24 App'
- All staff using this programme will receive training prior to meeting the learner and will be issued with a mobile phone with the app fully installed.
- All staff working alone and visiting learners outside the classroom are expected to follow the Trust guideline, practices and procedure on lone working without exception.

Legislation: The following UK legislation applies to lone working in a Trust environment:

- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Control of Substances Hazardous to Health (COSHH) Regulations 2002
- Manual Handling Operations Regulations 1992
- Confined Spaces Regulations 1997
- Work at Height Regulations 2005
- Provision and Use of Work Equipment Regulations 1998
- Workplace (Health, Safety, and Welfare) Regulations 1992

Roles and Responsibilities:

Board of Directors and Chief Executive Officer:

- Provide support and resources to ensure compliance with lone working regulations.
- Allocate necessary budgets for implementing control measures and training.

Heads of School:

- Implement and oversee the lone working policy within their respective academies.
- Identify and assess lone working tasks and locations.
- Conduct risk assessments and develop method statements for lone working activities.
- Ensure lone workers are appropriately trained, informed, and supervised.
- Ensure that prior to any member of staff working alone with a learner, a full and detailed risk assessment is completed by the staff member and signed off by the Head of Trust / Line Manager

Lead for Health, Safety & Premises :
<ul style="list-style-type: none"> • Develop and maintain policies and procedures related to lone working. • Provide guidance on risk assessments, safe working practices, and control measures. • Conduct regular audits and inspections to ensure compliance with lone working regulations. • Review and update risk assessments and method statements as required.
Facilities Manager and Facilities Team:
<ul style="list-style-type: none"> • Identify potential risks and hazards related to lone working in facilities. • Implement control measures to minimize risks, including security measures, access control, and emergency procedures. • Provide appropriate training on safe working practices, risk assessments, and method statements.
Teachers and Vocational Instructors:
<ul style="list-style-type: none"> • Recognize the importance of lone worker safety and report any concerns to the relevant personnel. • Collaborate with the Lead for Health, Safety & Premises to identify and mitigate potential risks during learner visits. • Follow safe working practices and comply with risk assessments and method statements.
Learners:
<ul style="list-style-type: none"> • Cooperate with lone workers during visits, adhering to instructions and guidelines provided. • Report any safety concerns or incidents to the appropriate Trust personnel.
Control Measures and Safe Working Practices:
Security:
<ul style="list-style-type: none"> • Implement access control systems, including sign-in/sign-out procedures and CCTV surveillance. • Provide lone workers with panic alarms or communication devices. • Develop and communicate emergency response protocols.
COSHH, Substances, and Manual Handling:
<ul style="list-style-type: none"> • Identify hazardous substances and provide appropriate training, information, and personal protective equipment (PPE) to lone workers. • Store and handle substances in compliance with COSHH regulations. • Assess and manage manual handling risks associated with lone working tasks

<p>Working at Height and Heavy Machinery:</p> <ul style="list-style-type: none"> • Unless in an extreme emergency, and then only with permission should an individual worker be working at height or with heavy machinery while on their own • Assess and control risks associated with working at height or using heavy machinery during lone working activities. • Provide appropriate equipment, training, and supervision. • Follow safe working practices and use safety measures such as harnesses, guardrails, and machinery safety features.
<p>Unfavourable Weather Conditions:</p> <ul style="list-style-type: none"> • Conduct weather assessments and provide appropriate clothing, footwear, and protective equipment to lone workers. • Consider the impact of adverse weather on lone working tasks and adapt accordingly • Undertake additional training when carrying out tasks alone when dealing with snow / ice
<p>Confined Spaces:</p> <ul style="list-style-type: none"> • Unless in an extreme emergency, and then only with permission should an individual worker be working in confined spaces while on their own • Identify confined spaces within the Trust premises and assess the risks associated with lone working in such areas. • Implement control measures, including permits to work, ventilation, and monitoring systems.
<p>Slip, Trips, and Falls:</p> <ul style="list-style-type: none"> • Maintain clear walkways, promptly address spillages, and provide appropriate signage. • Conduct regular inspections and implement measures to prevent slips, trips, and falls.
<p>Risk Assessments and Method Statements:</p> <p>Conduct risk assessments for all lone working activities, considering specific tasks, locations, and potential hazards.</p> <p>Develop method statements outlining step-by-step procedures for safe lone working practices.</p> <p>Review and update risk assessments and method statements as necessary.</p>
<p>Period of Review: This procedure will be reviewed and updated at least once a year, or sooner if there are significant changes in legislation, technology, equipment, or working practices. Regular reviews ensure that the procedure remains current and effective in managing noise at work within the Trust environment.</p>

<u>Procedure statement: Checking and Maintenance of Machinery in a Trust Environment</u>
<p>This procedure outlines the requirements for checking and maintaining machinery used within a Trust environment. It emphasises the importance of regular servicing and maintenance to ensure the safe and efficient operation of equipment on the Trust site. The procedure references UK legislation up to and including 2023 to ensure compliance with legal requirements. It also specifies the responsibilities of the Board of Directors, Chief Executive Officer, Heads of School, Lead for Health, Safety & Premises, Facilities Manager, Facilities team, Teachers, Vocational Instructors, and learners. The procedure includes inspection schedules, maintenance checks, repairs, risk assessments, training, and control measures.</p>
<p>Introduction: Legislation and References: Compliance with the following UK legislation up to and including 2023 is necessary for machinery maintenance and equipment checking in a Trust environment:</p> <ul style="list-style-type: none"> • Health and Safety at Work Act 1974 • Management of Health and Safety at Work Regulations 1999 • Provision and Use of Work Equipment Regulations 1998 (PUWER) • Control of Substances Hazardous to Health Regulations 2002 (COSHH) • Electricity at Work Regulations 1989 • Control of Noise at Work Regulations 2005 • Control of Vibration at Work Regulations 2005 • Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) • Personal Protective Equipment at Work Regulations 1992 • Manual Handling Operations Regulations 1992
Roles & Responsibilities:
<p>Board of Directors, Chief Executive Officer, Heads of School:</p> <ul style="list-style-type: none"> • Provide leadership and allocate resources for machinery maintenance and equipment checking. • Establish and communicate policies and procedures related to machinery safety and maintenance. • Ensure compliance with relevant legislation and promote a culture of safety.
<p>Health and Safety Manager:</p> <ul style="list-style-type: none"> • Develop and implement health and safety policies and procedures related to machinery maintenance and equipment checking. • Conduct risk assessments for machinery and equipment and identify control measures. • Provide guidance and support to staff members regarding machinery maintenance and equipment checking. • Ensure compliance with legislation and promote best practices.
<p>Facilities Manager and Facilities Team:</p> <ul style="list-style-type: none"> • Maintain an inventory of machinery and equipment on the Trust site.

- Develop and implement an inspection schedule for machinery maintenance and equipment checking.
- Conduct regular inspections and maintenance checks to ensure machinery is in safe working condition.
- Coordinate repairs and servicing of machinery as required.
- Keep accurate records of inspections, maintenance, and repairs.
- Read and follow all control measures identified within the risk assessment for each machine

Teachers and Vocational Instructors:

- Report any machinery defects or maintenance issues promptly to the facilities manager or relevant personnel.
- Follow safe working practices when using machinery and equipment.
- To make learners aware of and comply with control measures identified within the risk assessment
- Read and follow all control measures identified within the risk assessment
- Provide learners with appropriate instructions and supervision during vocational training activities involving machinery.

Learners:

- Follow instructions, guidelines and control measures highlighted within the risk assessment provided by teachers and vocational instructors when working with machinery and equipment.
- Report any machinery defects or maintenance issues to staff members.

Machinery and Equipment Categories: The following machinery and equipment can be found within the Trust environment:

- Plant Room
- Boilers
- HVAC systems
- Water pumps
- Electrical panels and control systems

Vocational Training Area:

- Woodworking machines (e.g., saws, planers)
- Metalworking machines (e.g., lathes, milling machines)
- Automotive equipment (e.g., lifts, diagnostic tools)
- Electrical equipment (e.g., test benches, circuit testers)
- IT and multimedia equipment (e.g., computers, printers)

<p>General Maintenance:</p> <ul style="list-style-type: none"> • Power tools (e.g., drills, angle grinders) • Hand tools (e.g., hammers, screwdrivers) • Cleaning equipment (e.g., vacuum cleaners, floor scrubbers)
<p>General Groundwork:</p> <ul style="list-style-type: none"> • Lawnmowers • Strimmers and brush cutters • Hedge trimmers • Leaf blowers • Pressure washers
<p>Trust Farm:</p> <ul style="list-style-type: none"> • Tractors and agricultural machinery • Livestock handling equipment • Feeding equipment • Irrigation systems
<p>Inspection Schedule</p> <ul style="list-style-type: none"> • Develop a comprehensive inspection schedule for each category of machinery and equipment. • Specify the frequency of inspections based on manufacturer recommendations, legal requirements, and risk assessments.
<p>Maintenance Checks:</p> <ul style="list-style-type: none"> • Conduct regular maintenance checks on machinery and equipment as per the manufacturer's instructions and legal requirements. • Ensure that all safety features are operational and properly maintained. • Address any defects or issues promptly, either through internal resources or by engaging qualified service providers.
<p>Repairs:</p> <ul style="list-style-type: none"> • Establish a process for reporting and addressing machinery defects and malfunctions. • Arrange for repairs to be carried out by competent personnel. • Document all repairs and retain records for future reference.
<p>Risk Assessments / Methods statements:</p> <ul style="list-style-type: none"> • Conduct risk assessments for each category of machinery and equipment to identify potential hazards. • Implement control measures to mitigate identified risks. • Review risk assessments periodically and update them as necessary. • Promote safe working practices, including proper use of machinery and equipment, adherence to manufacturer instructions, and the use of appropriate PPE. • Encourage reporting of hazards or near-miss incidents to the facilities manager or health and safety manager.

- Conduct comprehensive risk assessments for each category of machinery and equipment.
- Develop method statements outlining step-by-step procedures for safe maintenance checks and repairs.
- Communicate and provide access to risk assessments and method statements to relevant personnel.

Training:

- Provide appropriate training to staff members and learners who operate or work near machinery and equipment.
- Ensure that training covers safe working practices, equipment-specific procedures, and emergency protocols.

Control Measures:

- Implement control measures identified through risk assessments, such as guarding, signage, lockout/tagout procedures, and personal protective equipment (PPE).
- Regularly inspect and maintain control measures to ensure their effectiveness.

Period of Review: This procedure will be reviewed and updated at least once a year, or sooner if there are significant changes in legislation, technology, equipment, or working practices. Regular reviews ensure that the procedure remains current and effective in managing noise at work within the Trust environment.

Procedure statement: Noise at Work in a Trust Environment

Introduction: This procedure addresses the management of noise at work within a Trust environment, ensuring the health and safety of staff members and learners. Excessive noise can lead to hearing damage and other health issues. It is essential to identify, assess, and control noise levels to provide a safe and comfortable working environment. This procedure outlines the responsibilities of key personnel, references relevant UK legislation up to and including 2023, and provides guidelines for control measures, risk assessments, training, and the review period.

Legislation and References: Compliance with the following UK legislation up to and including 2023 is necessary for managing noise at work in a Trust environment:

- Health and Safety at Work Act 1974
- Control of Noise at Work Regulations 2005

The Control of Noise at Work Regulations 2005 sets out the following noise exposure limits:

- The lower exposure action value: 80 dB(A) over an 8-hour workday.
- The upper exposure action value: 85 dB(A) over an 8-hour workday.
- The peak sound pressure level of 135 dB(C).

Roles & Responsibilities:

Board of Directors and Chief Executive:

- Provide leadership and allocate resources for the checking of noise management and equipment checking.
- Establish and communicate policies and procedures related to noise management and maintenance.
- Ensure compliance with relevant legislation and promote a culture of safety.

Heads of School:

- Implement noise control measures, allocate resources, and ensure compliance with legislation
- Ensure that in areas designated as high risk, appropriate control measures are in place
- Ensure that all staff read and adhere to the control measures identified within any risk assessment
- Ensure that staff receive appropriate noise management training

Lead for Health, Safety & Premises :

- Develop and maintain policies and procedures related to noise management
- Conduct risk assessments and share with all appropriate staff control measure
- Monitor noise levels, and provide guidance to staff members.

Facilities Manager:

- Identify noise-generating equipment and areas and implement control measures
- Ensure regular maintenance of equipment is carried out and recorded
- Ensure that all risk assessments are developed and shared with appropriate staff
- Ensure that all noise management signage is in place and adhered too
- Ensure that where PPE has been identified as a control measure that it is used as per

manufacturer's instructions

- Identify individuals exposed to noise levels exceeding the exposure action values.
- Provide suitable personal protective equipment (PPE), such as ear defenders or earplugs.
- Ensure that PPE is correctly selected, fitted, and maintained.
- Train staff members and learners on the proper use, storage, and limitations of PPE.

Facilities Team:

- Adhere to noise control measures during equipment operation
- Adhere to noise control measures during maintenance activities
- Ensure that where PPE has been identified as a control measure that it is used as per manufacturer's instructions

Teachers & Learners:

- Incorporate noise control measures into teaching activities,
- Teachers to supervise learners' exposure to noise, and promote safe working practices.
- Comply with noise control measures,
- Use provided personal protective equipment (PPE),
- Report noise-related concerns to staff members

Equipment and Situations: The following equipment and situations within a Trust environment may contribute to noise at work:

Plant Room:

- HVAC systems
- Generators
- Compressors
- Pumps

Vocational Training Area:

- Woodworking machines
- Metalworking machines
- Electrical equipment
- ICT and multimedia equipment

Construction and Motor Vehicle Workshops:

- Power tools
- Welding equipment
- Grinding machines
- Vehicle diagnostic tools and equipment

General Maintenance:

- Power tools
- Cleaning equipment

General Groundwork:
<ul style="list-style-type: none"> • Lawnmowers • Strimmers and brush cutters • Leaf blowers • Pressure washers
Trust Farm:
<ul style="list-style-type: none"> • Agricultural machinery (e.g., tractors, harvesters) • Livestock handling equipment • Feeding equipment
Training:
<ul style="list-style-type: none"> • Provide noise-related training to staff members, including teachers, vocational instructors, and facilities team. • Train individuals on the risks associated with noise exposure, control measures, safe working practices, and emergency procedures. • Raise awareness of reporting mechanisms for noise-related concerns.
Control Measures:
<ul style="list-style-type: none"> • Implement engineering controls, such as noise enclosures, barriers, or silencers, to reduce noise levels at the source. • Introduce administrative controls, including job rotation, limiting exposure time, and providing quiet areas. • Ensure compliance with maintenance schedules and promptly repair faulty equipment to prevent excessive noise. • Promote safe working practices, such as minimizing noise exposure by keeping distance from noisy equipment whenever possible. • Conduct regular training and raise awareness to foster a culture of noise control and safety.
<p>Period of Review: This procedure will be reviewed and updated at least once a year, or sooner if there are significant changes in legislation, technology, equipment, or working practices. Regular reviews ensure that the procedure remains current and effective in managing noise at work within the Trust environment.</p>

Procedure: Personal Protective Equipment (PPE) in a Trust Environment

Introduction: This procedure addresses the use of Personal Protective Equipment (PPE) in a Trust environment to ensure the health and safety of staff members, learners, and visitors. PPE serves as a vital control measure to protect individuals from potential hazards and risks. This procedure provides an introduction to PPE in a Trust site, outlines the responsibilities of key personnel, references relevant UK legislation up to and including 2023, and provides guidelines for control measures, risk assessments, training, inspection schedules, and the review period.

Legislation: Compliance with the following UK legislation up to and including 2023 is necessary for the use of PPE in a Trust environment:

- Health & Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Provision and Use of Work Equipment Regulations 1998 (PUWER)
- Control of Substances Hazardous to Health Regulations 2002 (COSHH)
- Electricity at Work Regulations 1989
- Control of Noise at Work Regulations 2005
- Control of Vibration at Work Regulations 2005
- Lifting Operations and Lifting Equipment Regulations 1998 (LOLER)
- Personal Protective Equipment at Work Regulations 1992

PPE in a Trust Site: PPE plays a crucial role in safeguarding the well-being of individuals within a Trust environment. It provides protection against various hazards, including those associated with working in specific areas or using certain equipment. This procedure aims to ensure that appropriate PPE is provided, used correctly, and maintained in good condition to mitigate risks and comply with legislation. The responsibilities of key personnel are outlined below.

- The Trust will provide FOC any PPE/PPC required by either staff or learners to carry out any activity expected of them where it has been identified through a risk assessment
- Any sub-contractor working on any Trust site will be expected to supply and use all PPE/PPC identify on the Safe Working Method Statement or as identified within the risk assessment.
- Any visitor coming on to Trust sites will be expected to supply and use all PPE/PPC as required or requested by the Lead for Health, Safety / Facilities Manager
- In the event that a visitor does not have the appropriate PPE/PPC then the Trust will loan to them the relevant equipment / clothing for the duration of their visit.

Roles & Responsibilities:

Board of Directors & Chief Executive Officer:

- Provide leadership and allocate resources for the purchases of appropriate PPE equipment.
- Establish and communicate policies and procedures related to the use, storage and training of staff in relation to PPE equipment.
- Ensure compliance with relevant legislation and promote a culture of safety.

Heads of School:

- Ensure that all policy and procedures are implemented in relation to PPE
- Ensure compliance with legislation.
- Ensure that funding resources is made available for PPE
- Ensure that all control measures identified within any risk assessment relating to the use of PPE is shared with appropriate staff
- Ensure that all teachers and support staff adhere to the correct use of PPE when working in high risks areas or carrying out high risk activities
- Ensure that training is provided for all appropriate staff

Lead for Health, Safety & Premises :

- Develop and maintain PPE policies and procedures,
- Conduct and share risk assessments with appropriate staff
- Provide guidance on PPE selection with appropriate staff
- Monitor compliance.

Construction and Motor Vehicle Workshops:

Safety helmets

Safety footwear

Eye protection (safety glasses or goggles)

Hearing protection (ear defenders or earplugs)

High-visibility clothing

Respiratory protective equipment (RPE) for dust or fumes

Protective gloves

Facilities Manager:

- Identify PPE requirements for specific areas and activities,
- Procure appropriate PPE,
- Ensure maintenance and inspection of PPE
- Ensure that facility staff comply with PPE requirements in general day to day activities
- Ensure that facility staff comply with PPE requirements when carrying out high risk activities
- Ensure that adequate storage facilities is provided for PPE

Teachers and Vocational Instructors:

- Assess PPE needs for practical activities
- Provide instruction on PPE usage
- Monitor learners' compliance.
- Take appropriate action in the event of non-compliance

Science room:

- Safety goggles
- Lab coats or aprons
- Gloves (chemical-resistant or disposable)

Design and Technology:

- Eye protection (safety glasses or goggles)
- Dust masks or RPE for woodworking or soldering tasks
- Protective gloves

Art Room:

- Aprons or coveralls
- Eye protection (safety glasses or goggles)
- Gloves (chemical-resistant or disposable)

Cleaners:

Wear PPE suitable for their tasks, such as:

Safety gloves

Protective clothing

Respiratory protection where necessary and where identified as a control measure within any risk assessment

The following PPE equipment and situations within a Trust environment may require consideration:

Plant room

Safety goggles

Hearing protection (ear defenders or earplugs)

Respiratory protective equipment (RPE) for specific substances

Protective gloves

First Aid Room:

Disposable gloves

Aprons

Face masks

General Maintenance:

Safety footwear

Eye protection (safety glasses or goggles)

Protective gloves

General Groundwork:

Safety footwear

Eye protection (safety glasses or goggles)

High-visibility clothing

Gloves

Trust Farm:

Safety footwear

Protective gloves

Protective clothing (e.g., coveralls)

COSHH:

Control of Substances Hazardous to Health (COSHH) Regulations must be followed when handling hazardous substances,

Safety masks

Safety glasses

Safety gloves

Working with Machinery:

PPE such as safety glasses

Safety Gloves

Hearing protection may be necessary depending on the specific tasks.

Working at heights

the use of appropriate PPE such as safety harnesses

Safety helmets

Non-slip footwear.

Inspection Schedule and PPE Requirements:

Establish an inspection schedule to regularly assess the condition of PPE and ensure it remains fit for purpose.

Conduct risk assessments to identify PPE requirements for different tasks and areas within the Trust environment.

Provide PPE training to staff members and learners, emphasizing proper usage, maintenance, and storage.

Ensure that PPE is readily available, properly maintained, and replaced when necessary.

Safe Working Practices, Risk Assessments, and Method Statements:

Promote safe working practices by incorporating PPE usage into standard operating procedures.

Conduct regular risk assessments to identify hazards, evaluate risks, and determine appropriate PPE measures.

Develop method statements that include PPE requirements for specific tasks to ensure consistent adherence to safety protocols

Period of Review:

Regularly review and update this procedure in line with changes in legislation, best practices, and organisational requirements.

The review period should be determined based on the Trust's specific needs and should not exceed three years or as required by legislation

Procedure statement: Trust Site Security in a Trust Environment

Introduction: This procedure outlines the necessary security measures to ensure the safety and protection of individuals and assets within a Trust environment. Trust site security is of paramount importance in safeguarding the well-being of learners, staff members, and property. This procedure provides an introduction to Trust site security, references the roles and responsibilities of key personnel, includes relevant UK legislation up to and including 2023, and provides guidelines for control measures, risk assessments, training, inspection schedules, and the review period.

Legislation and References: Compliance with the following UK legislation up to and including 2023 is necessary for Trust site security:

- Education Regulations 2014
- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Data Protection Act 2018
- General Data Protection Regulation (GDPR)
- Protection of Freedoms Act 2012
- Privacy and Electronic Communications (EC Directive) Regulations 2003

Trust site security plays a crucial role in maintaining a safe and secure environment for learners, staff, and visitors. It encompasses various measures to prevent unauthorized access, protect against threats, and ensure the confidentiality of sensitive information. This procedure aims to establish robust security protocols and guidelines to mitigate risks and comply with legislation.

- Staff should be aware of, and conform to, operational procedures that affect security
- Key control procedures, staff are required to report the loss of **any** key immediately to the Head of Trust
- Door control procedures, staff are required to report the loss of **any** access badge immediately to the Head of Trust
- External door monitoring – All external leading doors should be either locked (only possible when not a fire exit door) or have a maglock in place
- All staff will be issued with ID badges and will display these whilst on the premises

Roles and Responsibilities:

Board of Directors and Chief Executive Officer:

- Provide leadership and allocate resources to ensure that the security of the site is maintained at all times to provide protection for learners, staff and visitors and property
- To provide funding for the upkeep of all security systems and the training of appropriate staff
- Establish and communicate policies and procedures related to site security
- Ensure compliance with relevant legislation and promote a culture of safety.

Heads of School:

- Establish comprehensive security policies and procedures for the Trust site. These policies should cover areas such as access control, visitor management, emergency response, and incident reporting.
- In conjunction with the Lead for Health, Safety & Premises create security risk assessments
- Regularly assess potential security risks and vulnerabilities on the Trust site.
- Identify areas that require additional security measures or improvements and take appropriate actions to address them.
- Implement measures to control access to the Trust site. This may involve installing and maintaining security systems like CCTV cameras, intruder alarms, electronic access control systems, and ensuring they are properly functioning.
- Collaborate with relevant stakeholders to develop and maintain effective emergency response plans (CIC).
- Conduct drills and exercises to test the preparedness of staff and learners in emergency situations such as lockdowns, evacuations, or other security incidents.
- Promote security awareness among staff, learners, and parents. Organise training sessions, workshops, or presentations on topics such as personal safety, cyber-security, and reporting suspicious activities.
- Regularly evaluate the effectiveness of security measures and make necessary adjustments based on changing circumstances or identified weaknesses.
- Stay updated on current security trends and technologies to ensure the site's security remains robust.
- Responding to security incidents: In the event of a security breach or incident, take prompt action to mitigate the situation, ensure the safety of individuals involved, and preserve any relevant evidence. Follow established reporting protocols and work with appropriate authorities as needed.
- Collaborating with stakeholders: Work closely with the Trust's governing body, Chief Executive Officer, Lead for Health, Safety & Premises, Facility Manager, staff, parents, and external organisations to maintain a safe and secure environment.
- Foster an inclusive and cooperative approach to security that involves all relevant stakeholders.

Lead for Health, Safety & Premises :

- Develop and maintain security policies and procedures
- Conduct and share risk assessments with all appropriate staff
- Work with external security organisations to ensure the security system is maintained and where necessary update in line with current practices and legislation
- Work with external security organisation to monitor compliance of the security system
- Deliver training to appropriate staff

Facilities Manager:
<ul style="list-style-type: none"> • Oversee the implementation and maintenance of security measures, including electronic security gates, high-level fencing, and controlled access doors. • Ensuring that all facility staff and cleaners receive training in site security • Ensuring that all facility staff and cleaners read and adhere to all control measures identified in the site security risk assessment • Ensuring that all facility staff and cleaners follow safe practices when dealing with site keys
Facilities Team:
<ul style="list-style-type: none"> • Monitor and maintain electronic security gates, fences, doors, and other physical security measures. • Ensure that they follow security measures when opening and closing buildings / sites • Ensure that all tools and equipment is securely locked away when not in use
Cleaners:
<ul style="list-style-type: none"> • Follow all Trust security protocols and procedures • Ensuring doors are securely closed • Ensuring that all cleaning equipment and chemicals are securely locked away • Ensuring no unauthorised individuals are permitted to enter site • Reporting any suspicious activity.
Vocational Instructors in Construction and Motor Vehicles:
<ul style="list-style-type: none"> • Be aware of and adhere to security measures specific to their learning areas • Ensure that all tools and equipment is securely locked away when not in use
Learners:
<ul style="list-style-type: none"> • Follow security guidelines and report any security breaches or concerns to their teachers or relevant staff members
Security Measures: The following security measures apply:
<ul style="list-style-type: none"> • Electronic security gates: Install and maintain electronic gates with controlled access to restrict entry to authorized personnel only. • High-level fencing: Erect secure fencing around the perimeter of the Trust site to prevent unauthorized access. • Controlled access doors to buildings: a system of controlled access for entry into buildings, such as the use of key cards or coded entry. • Intruder alarm systems: intruder alarm systems are regularly tested, monitored, and maintained. • CCTV cameras: CCTV cameras in strategic locations for surveillance and monitoring purposes.

- Individual staff responsibility to challenge unknown visitors on site: Educate and empower staff members to challenge and question unknown individuals on the Trust site, following established protocols.
- Out-of-hours site monitoring by Newcastle City Council
- Key management systems: secure key management systems to control access to buildings and sensitive areas.
- No cash held on site: policy of not holding cash on the Trust premises to minimize the risk of theft.

Review Period:

- Regularly review and update this procedure in accordance with changes in legislation, best practices, and organisational requirements.
- The review period should be determined based on the Trust's specific needs and should not exceed three years or as required by legislation.

Procedure statement: Water Management in a Trust Environment

Introduction: Water management is vital in maintaining a safe and sustainable environment within a Trust site. This procedure outlines the necessary measures and responsibilities related to water management in a Trust environment. It provides an introduction to water management, references the roles and responsibilities of key personnel, and includes relevant UK legislation up to and including 2023. The procedure also highlights control measures, inspection schedules, risk assessments, training, and the period of review

Legislation and References: Compliance with the following UK legislation up to and including 2023 is necessary for water management in a Trust environment:

- Water Supply (Water Fittings) Regulations 1999
- Health and Safety at Work Act 1974
- Control of Substances Hazardous to Health (COSHH) Regulations 2002
- Water Industry Act 1991
- Environmental Protection Act 1990
- Water Management Regulations 2010

Water Management: Effective water management is crucial for promoting water conservation, preventing waterborne diseases, and ensuring the efficient use of water resources within a Trust site. This procedure aims to establish guidelines and protocols for managing water-related activities, such as consumption, storage, and maintenance. Water management is currently managed through Newcastle City Council and contracted to IWS Water Services.

The Trust adheres to NCC Legionnaires and Water Hygiene Policy. The management of all water systems is contracted through a specialist firm (IWS). IWS visit each site on a monthly basis to carryout water testing, 6 monthly to carryout water inspection, 12 monthly to carryout water review and 3 yearly to carryout risk assessment. The records of these visits are maintained within an IWS online portal and the EVERY management system

Roles and Responsibilities:

Board of Directors and Chief Executive Officer:

- Provide leadership and allocate resources to ensure effective water management on site
- Ensure effective water management on site is maintained at all times to provide protection for learners, staff and visitors and property
- To provide funding for the upkeep of water inspections, testing and monitoring on site
- Establish and communicate policies and procedures related to water management
- Ensure compliance with relevant legislation and promote a culture of safety

Heads of School:

- Implement water management measures
- Ensure compliance with legislation
- Ensure that access to TMV's, shower heads etc are accessible at all times

<ul style="list-style-type: none"> • Lead for Health, Safety & Premises :.
<ul style="list-style-type: none"> • To work alongside NCC & IWS to develop and maintain water management policies and procedures • To work alongside NCC & IWS to monitor compliance of the water management system • To work with the Facility Manager to address any issues raised during any water management inspection
Facilities Manager:
<ul style="list-style-type: none"> • Oversee the implementation and maintenance of water-related infrastructure • To identify and resolve any water related issues within the system • To monitor the inspections of water management visits to site • To monitor and resolve issues dealing with plumbing systems, storage tanks, and drainage • To monitor any work carried out by specialist contractors working on the water system • To monitor any work carried out by the facility team working on the water system
Facilities Team:
<ul style="list-style-type: none"> • Monitor and maintain plumbing systems • Identify and repair leaks • Ensure proper water storage and distribution
Vocational Instructors in Construction and Motor Vehicles:.
Incorporate water management practices into vocational training programs, emphasizing responsible water use and maintenance
Cleaners:
<ul style="list-style-type: none"> • Follow water management protocols when performing cleaning tasks • Cleaning methods and recording • avoiding unnecessary water waste
Learners:
<ul style="list-style-type: none"> • Participate in water conservation initiatives, • Follow Trust guidelines for responsible water usage
Water Management Measures: The following water management measures apply:
<ul style="list-style-type: none"> • Water-efficient fixtures: water-efficient taps, showers, and toilets to reduce water consumption. • Leak detection and repair: Regular inspection of plumbing systems for leaks, promptly repair any identified leaks, and monitor water usage patterns for anomalies. • Water storage and treatment: Ensure proper maintenance of water storage tanks, including regular cleaning and disinfection to prevent water contamination.

- Drainage management: Maintain proper drainage systems to prevent flooding and water pooling on Trust premises.
- Water quality testing: Conduct regular water quality testing to ensure the safety of drinking water and comply with regulatory standards.

Review Period:

Regularly review and update this procedure in accordance with changes in legislation, best practices, and organisational requirements.

The review period should be determined based on the Trust's specific needs and should not exceed three years or as required by legislation.

Procedure statement: Health & Safety Training for Staff within a Trust Environment

Introduction: Health and safety within Trusts is of paramount importance to ensure the well-being and protection of staff, learners, and visitors. This procedure outlines the necessary training requirements and responsibilities for health and safety training for both permanent and supply staff in a Trust environment. It includes an introduction to health and safety within Trusts, references the roles and responsibilities of key personnel, and provides an overview of the required training topics.

The procedure also highlights the need for regular review and updates to ensure compliance with legislation and best practices

All Health, Safety & Premises training is logged on an IT system database

Legislation:

- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Control of Substances Hazardous to Health (COSHH) Regulations 2002
- Manual Handling Operations Regulations 1992
- Working at Height Regulations 2005
- Provision and Use of Work Equipment Regulations 1998
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- Education Act 2002
- Safeguarding legislation (e.g., Keeping Learners Safe in Education)
- The Electricity at Work Regulations 1989
- Personal Protective Equipment at Work Regulations 1992
- Road Traffic Act 1988 (for driving vehicles on Trust business)

Maintaining a safe and healthy environment is essential for the effective functioning of a Trust. This procedure aims to ensure that all staff members, including both permanent and supply staff, receive appropriate health and safety training to fulfil their roles effectively.

Roles and Responsibilities:

Board of Directors and Chief Executive Officer:

- Provide leadership and allocate resources to manage Health & Safety across the Trust
- To provide funding to establish and maintain a culture of health and safety,
- Establish and communicate policies and procedures related to water management
- Ensure compliance with relevant legislation and promote a culture of safety
- Allocate resources for training
- To set robust and challenging health and safety objectives

Heads of School:

- Implement health and safety policies
- Ensure that all staff complete their induction training
- Identify appropriate training course for staff
- Ensure that adequate staff is provided to deal with any issues / crisis just may arise as a result of transporting learners in Trust vehicles

- Ensure that the safety of all staff (including drivers) and learners is their foremost concern while transporting any learner in a Trust vehicle
- Ensure compliance with legislation
- Allocate resources for training.

Lead for Health, Safety & Premises :

- Develop and maintain health and safety policies and procedures
- Conduct and share risk assessments with appropriate staff
- Provide training where applicable
- Monitor compliance of training events and record qualifications / attendance

Facility Manager:

- RPI (Restraint and Physical Intervention) of Learners: Provide training on appropriate techniques for managing challenging behaviour and ensuring the safety of both staff and learners
- Accident Reporting: Educate staff members on the procedures for reporting accidents, near misses, and incidents, including the completion of relevant forms.
- Safeguarding Learners: Provide training on identifying and reporting safeguarding concerns, following Trust safeguarding policies, and promoting the well-being of learners.
- Driving Vehicles on Trust Business: Provide training to staff members who are required to drive vehicles on Trust business, including road safety, vehicle maintenance, and relevant legislation.
- Driving a Minibus (MiDAS): If applicable, provide training on driving a minibus for staff members who are responsible for transporting learners, following the MiDAS (Minibus Driver Awareness Scheme) guidelines.

- Induction Training: Provide comprehensive induction training covering general health and safety procedures, emergency evacuation, and Trust-specific policies.
- General Health and Safety Training: Ensure all staff members receive training on general health and safety principles, hazard identification, and safe working practices.
- COSHH Training: Provide training on the safe handling, storage, and disposal of hazardous substances used within the Trust, such as cleaning chemicals.
- Manual Handling Training: Educate staff members on proper manual handling techniques to prevent injuries when lifting or moving objects.
- Working at Height Training: Provide training on working safely at heights, including the use of appropriate equipment and fall prevention measures.
- Working with Machinery Training: Train staff members on the safe operation, maintenance, and precautions associated with machinery used within the Trust.
- EVOLVE - Educational Visits Training: Familiarize staff members with the EVOLVE system, which manages off-site educational visits and includes risk assessments and safety protocols.
- Risk Assessment Writing: Provide training on conducting risk assessments, identifying hazards, and implementing control measures

Review Period: Regular review and update of this procedure are essential to align with changes in legislation, best practices, and organisational requirements. It is recommended to review the procedure at least once every two years or as required by changes in legislation or Trust policies.

- To attend in-house and specialist Health & Safety training events
- Identify regulation training for facility team
- Arrange for specialist training to take place
- Provide internal training events
- Oversee the facility team training records

Facilities staff:

- To attend in-house and specialist Health & Safety training events

Cleaners:

- To attend in-house and specialist Health & Safety training events

Required Training Topics: The following training topics should be provided to staff members within a Trust environment, including both permanent and supply staff:

Procedure statement: Driving Vehicles on a Trust Site

Introduction: Driving vehicles on a Trust site requires careful consideration of safety measures to protect the well-being of all individuals present. This procedure outlines the guidelines and responsibilities for driving vehicles on a Trust site. It includes an introduction to driving on a Trust site, references the roles and responsibilities of key personnel, and provides an overview of relevant legislation and control measures. The procedure also highlights the importance of regular review and updates to ensure compliance with legislation and maintain a safe environment.

Legislation and References: Compliance with the following legislation up to and including 2023 is necessary for driving vehicles on a Trust site:

- The Road Traffic Act 1988
- The Highway Code
- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- The Learners Act 2004
- The Education Act 1996
- The Traffic Management Act 2004
- Local authority bylaws and policies relating to Trust sites and road safety

Roles & Responsibilities:

Board of Directors and Chief Executive Officer

- Ensure that appropriate policies and procedures are in place for driving vehicles on the Trust site
- Allocate necessary resources
- Authorise approved drivers
- Take appropriate action against any individual who fails to follow all guidance or puts other individuals at risk due to careless driving
- Support the implementation of safety measures.

Heads of School:

- Oversee the enforcement of driving regulations
- Ensure staff compliance
- Ensure that adequate staff is provided to deal with any issues / crisis just may arise as a result of transporting learners in Trust vehicles
- Ensure that the safety of all staff (including drivers) and learners is their foremost concern while transporting any learner in a Trust vehicle
- Promote a culture of safety within the Trust community.

Lead for Health, Safety & Premises :

- Develop and maintain policies and procedures related to driving on the Trust site,
- Conduct risk assessments,
- Maintain a database of approved drivers
- Arrange training for staff wishing to drive on Trust business
- Provide training and guidance, monitor compliance.

Facilities Manager:

- Manage the entry and exit gates
- Ensure that all facility staff have completed all appropriate training and are logged as approved drivers
- Implement and enforce the one-way system (if applicable)
- coordinate vehicle access to the site
- Carry out inspections of roads and parking areas within the Trust boundary's

All Staff Members:

- Ensure that they are registered as an approved Trust driver
- Adhere to driving regulations
- Be vigilant of pedestrian safety
- Report any concerns or incidents related to driving on the Trust site
- Only park in approved parking locations
- Only drive in accordance with the entitlement recorded on their driving licence

Driving Regulations and Control Measures: The following regulations and control measures apply to driving vehicles on a Trust site:

- **Speed Limit:** The speed limit on all Trust sites is set at 10mph. All drivers must adhere to this speed limit to ensure the safety of pedestrians and other vehicles.
- **Entry and Exit Gates:** Vehicles should only enter and exit the Trust site through designated entry and exit gates, respecting any signage or instructions provided.
- **Pedestrian Gate:** A separate pedestrian gate should be provided to ensure the safety of individuals walking on the site. Drivers must be mindful of pedestrians and give them right of way.
- **One-Way System:** If a one-way system is in place, drivers must follow the designated route to maintain a smooth flow of traffic and minimize the risk of accidents.
- **Signage and Road Markings:** Clear signage and road markings should be in place to guide drivers and indicate any specific rules or restrictions, such as speed limits or parking areas.
- **Parking Areas:** Designated parking areas should be provided for staff, visitors, and service vehicles. Drivers must park in designated areas and avoid blocking access routes or emergency exits.

Traffic Flow Management: Facilities Manager and relevant staff should regularly review and assess the traffic flow on the Trust site, making adjustments as necessary to improve safety and efficiency.

Monitoring and reviewing: Regular review and update of this procedure are essential to ensure alignment with changes in legislation, best practices, and organisational requirements. It is recommended to review the procedure at least once every two years or as required by changes in legislation, Trust policies, or site conditions.

Procedure Statement: Good Housekeeping within a Trust Environment

Introduction

Good housekeeping practices are essential within a Trust environment to ensure a safe and healthy space for learners, staff, and visitors. Proper housekeeping not only contributes to a clean and organised setting but also plays a vital role in maintaining a robust Health & Safety policy. This procedure statement outlines the importance of good housekeeping, addresses relevant legislation in the UK up to and including 2023, and discusses specific areas such as slips, trips, and falls, clear desk policy, and reducing dust and airborne particles. It also outlines the roles and responsibilities of key personnel and emphasises the need for regular reviews of this procedure.

The good housekeeping practices described in this procedure statement align with the following legislation (up to and including 2023) applicable in the UK:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Workplace (Health, Safety, and Welfare) Regulations 1992
- Control of Substances Hazardous to Health Regulations 2002
- Regulatory Reform (Fire Safety) Order 2005
- Equality Act 2010 (with regard to accessibility and inclusion)

Roles & Responsibilities

Board of Directors

- Ensuring that sufficient resources are allocated to maintain high standards of housekeeping.
- Reviewing and approving policies related to housekeeping practices and Health & Safety.
- Monitoring the effectiveness of housekeeping measures through regular reports and audits.

Chief Executive Officer

- Providing leadership and support to establish a culture of good housekeeping throughout the Trust.
- Allocating resources necessary for implementing and maintaining housekeeping practices.
- Regularly communicating the importance of good housekeeping to staff, learners, and visitors.

Heads of School

- Implementing and enforcing housekeeping policies and procedures within their respective areas.
- Ensuring that staff and learners are aware of their responsibilities in maintaining good housekeeping standards.
- Conducting regular inspections to identify areas requiring attention and taking corrective action.

Deputy and Assistant Heads
<ul style="list-style-type: none"> Assisting Heads of School in implementing and monitoring housekeeping practices. Supporting staff and learners in maintaining cleanliness and organisation within their areas. Promptly addressing housekeeping concerns reported within their respective areas.
Lead for Health and Safety
<ul style="list-style-type: none"> Developing and implementing housekeeping procedures and guidelines. Providing training and guidance to staff on good housekeeping practices and hazards to watch for. Conducting regular inspections and audits to identify potential risks and areas for improvement. Maintaining adequate lighting and ventilation.
Facilities Manager and Facilities Team
<ul style="list-style-type: none"> Ensuring that adequate resources are allocated for cleaning supplies, equipment, and services. Conducting routine cleaning and maintenance activities to uphold housekeeping standards. Responding promptly to report housekeeping issues and coordinating necessary repairs. Maintaining adequate lighting and ventilation.
Cleaners
<ul style="list-style-type: none"> Carrying out cleaning duties according to established schedules and procedures. Identifying and reporting housekeeping issues, such as spills, damaged equipment, or hazards. Following safe cleaning practices and using appropriate personal protective equipment (PPE). Ensuring that any spillages are promptly cleared, using warning signage as necessary. Being aware of any flooring that becomes contaminated and slippery, e.g. Entrance door/hallway and rain water or snow, or from cleaners washing/mopping the floor.
Learners and Visitors
<ul style="list-style-type: none"> Adhering to housekeeping policies and procedures while using Trust facilities. Reporting any housekeeping concerns or hazards to the nearest staff member. Taking responsibility for keeping their personal workspaces clean and organized.
Reason for Good Housekeeping Practices
<p>Good housekeeping practices are necessary to create a safe and productive learning environment within a Trust. The main reasons for implementing and maintaining good housekeeping include:</p> <p>Preventing slips, trips, and falls by keeping walkways, staircases, and corridors clear of obstacles and hazards.</p> <p>Promoting cleanliness and hygiene to minimize the spread of germs and illnesses.</p> <p>Enhancing productivity and efficiency by organizing workspaces and storage areas.</p>

<p>Reducing fire hazards by properly storing flammable materials and maintaining clear escape routes.</p> <p>Enhancing the overall appearance of the Trust environment, creating a positive and welcoming atmosphere.</p>
<p>Hazards, Risks, and Control Measures</p> <p>Specific hazards, risks, and control measures related to housekeeping should be identified through risk assessments conducted by the Lead for Health and Safety or designated personnel. Examples may include:</p> <ul style="list-style-type: none"> • Slips, trips, and falls: Hazard identification, regular inspections, signage, proper cleaning procedures, and training. • Fire hazards: Proper storage of flammable materials, regular inspections of escape routes, and fire prevention measures. • Allergens and airborne particles: Regular cleaning, use of appropriate cleaning methods, and proper ventilation.
<p>Issues and Control Measures</p> <p>Slips, Trips, and Falls</p> <ul style="list-style-type: none"> • Regularly inspecting floors, stairs, and walkways to identify and promptly address hazards such as spills, loose carpets, or uneven surfaces. • Providing and maintaining appropriate signage, handrails, and non-slip flooring where necessary. • Educating staff, learners, and visitors about the importance of reporting and quickly cleaning up spills or other potential slip and trip hazards.
<p>Clear Desk Policy</p> <ul style="list-style-type: none"> • Implementing a clear desk policy to reduce clutter and ensure that workspaces are kept organized. • Encouraging staff and learners to store personal belongings securely and maintain tidy work areas. • Regularly reminding individuals to secure loose cables or cords to prevent tripping hazards.
<p>Reducing Dust and Airborne Particles</p> <ul style="list-style-type: none"> • Establishing regular cleaning schedules to minimize dust accumulation on surfaces, floors, and ventilation systems. • Ensuring that appropriate cleaning methods and equipment are used to reduce the release of airborne particles during cleaning activities. • Providing adequate ventilation and air filtration systems to maintain good air quality.
<p>Reviewing the Procedure</p> <p>This procedure statement should be reviewed at least annually or as required to ensure its ongoing effectiveness and compliance with changes in legislation or best practices. Reviews may also be prompted by incidents, near misses, or feedback from staff, learners, or visitors. The Lead for Health and Safety should initiate the review process and make any necessary</p>

updates or improvements to this procedure statement.

Procedure Statement: E-Scooters / E-Bikes**1. Introduction**

The purpose of this Health & Safety Statement is to address the use of e-scooters / e-bikes within schools sites. The safety and well-being of learners, staff, and visitors are of paramount importance. Therefore, this statement outlines the reasons for banning e-scooters / e-bikes on Trust sites, and it also defines the roles and responsibilities of various individuals within the Trust structure in ensuring compliance with this safety measure. The Trust does not accept any responsibility for any e-scooter / e-bike that a learner or staff attempts to bring on site.

2. Health & Safety Regulations

This ban is in accordance with the Health and Safety at Work etc. Act 1974, which places a legal duty on employers, employees, and all individuals on Trust sites to ensure the health, safety, and welfare of all persons. E-scooters and e-bikes pose significant safety hazards within the school environment, including:

a. Inexperienced Riders

Most learners are inexperienced riders and may not fully comprehend road safety rules and regulations, leading to accidents.

b. Incompatibility with Pedestrian Areas

E-scooters/ e-bikes are incompatible with pedestrian areas, which could lead to collisions with other learners and staff.

c. Risk of Vandalism and Theft

E-scooters / e-bikes may be attractive targets for vandalism and theft, further compromising safety.

d. Lack of Insurance

Many e-scooter / e-bike users may not have adequate insurance coverage in case of accidents.

e. Noise and Disturbance

The operation of e-scooters / e-bikes may create noise and disturbances, affecting the learning environment.

f. Risk of Fire

The batteries of e-scooters / e-bikes could potential lead to create an explosive or fire situation.

g. Protection of Vulnerable Groups

It is essential to protect the safety of all learners and staff members. Vulnerable groups such as younger learners and individuals with mobility impairments could be particularly at risk when e-scooters / e-bikes are present on Trust sites.

4. Legislation & Regulations:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Workplace (Health, Safety, and Welfare) Regulations 1992
- Regulatory Reform (Fire Safety) Order 2005

5. Roles & Responsibilities:
5.1 Board of Directors
<ul style="list-style-type: none"> The Board of Directors are responsible for ensuring that a procedure is in place to inform parents that e-scooters / e-bikes are not authorised to be on any Trust site and in the event that a learner tries to enter site the parent / guardian will have to attend site immediately and remove the item The Board of Directors are responsible for ensuring that a procedure is in place informing all staff and visitors that e-scooters / e-bikes are not authorised to be on any site.
5.2 Chief Executive Officer
The CEO is responsible for ensuring that the ban on e-scooters / e-bikes is implemented across all Trust sites
5.3 Heads of School, Deputy and Assistant Heads
Are responsible for communicating the ban to learners, staff, and parents, and for ensuring its enforcement within their respective sites
5.4 Lead for Health, Safety & Premises
The Lead for Health & Safety should conduct regular safety assessments and audits to ensure compliance with the ban. They will work closely with schools to provide guidance and support.
5.5 Facilities Manager / facilities staff
<ul style="list-style-type: none"> The Facilities Manager should monitor and secure school premises to prevent unauthorised access with electric scooters and bikes The Facility Manager will ensure that each Trust site has an appropriate area to store any e-scooters / e-bikes that any learners attempts to bring on this. These areas must be prepared and secure to protect against fire, theft or damage
5.6 Pastoral Manager
<ul style="list-style-type: none"> The Pastoral Manager will address issues related to students' bringing on site e-scooters / e-bikes and ensure that the ban is included in pastoral care programmes and consequences made clear to learners through regular discussions during daily briefing sessions. Pastoral Managers / Team must make it clear to parents / guardians that e-scooter / e-bike are not permitted on Trust sites
5.7 Teachers
<ul style="list-style-type: none"> Teachers are responsible for educating learners about the risks associated with e-scooters and e-bikes and promoting safety awareness Teachers are responsible for informing learners on uk legal regulation associated with e-scooters / e-bikes
5.8 Learners
<ul style="list-style-type: none"> Learners will be required to comply with the banning of e-scooters / e-bikes and not bring them on to site

5.9 Parents / carers / Guardians

- Parents will attend site and immediately remove any e-scooters / e-bikes from site

6. Reviewing the Procedure

This procedure statement should be reviewed at least annually or as required to ensure its ongoing effectiveness and compliance with changes in legislation or best practices. Reviews may also be prompted by incidents, near misses, or feedback from staff, learners, or visitors. The Lead for Health and Safety should initiate the review process and make any necessary updates or improvements to this procedure statement.

Procedure Statement: Use of Trust staff rooms
--

1. Introduction

<p>The safety, security, and organisation of staff rooms within a school environment are crucial for fostering a conducive work environment for teaching and support staff. The purpose of this procedure statement is to outline the measures required to ensure that staff rooms remain safe, secure, and well-maintained. This includes the identification and inspection of equipment as per regulations, the recording of faulty equipment, cleanliness, and staff responsibility for personal property. The procedure complies with relevant UK legislation up to and including 2023.</p>

2. Legislation & Regulations

<p>This procedure statement adheres to the following legislation (up to and including 2023) applicable in the UK:</p>

- | |
|---|
| <ul style="list-style-type: none"> • Health and Safety at Work etc. Act 1974 • Management of Health and Safety at Work Regulations 1999 • Workplace (Health, Safety, and Welfare) Regulations 1992 • Provision and Use of Work Equipment Regulations 1998 (PUWER) • Regulatory Reform (Fire Safety) Order 2005 • Equality Act 2010 (with regard to accessibility and inclusion) |
|---|

3. Safety and Security

<p>Restricting Learner Access The staff room must be maintained in a secure manner to prevent unauthorised access by learners. Staff should be diligent in maintaining security measures to prevent unapproved entry.</p>
--

4. Equipment Identification and Inspection
--

<p>4.1 Identification: all equipment within the staff room must be clearly labelled to indicate its purpose and safe usage instructions. This includes appliances and office machinery.</p>

<p>4.2 Inspection: Regular inspections of equipment should be conducted to ensure it remains in safe working condition. These inspections must follow regulatory guidelines and document checks for electrical safety, structural integrity, and functionality.</p>

<p>4.3 Recording and Isolation: Any faulty equipment identified during inspections should be promptly recorded. A system such as the EVERY system should be used for this purpose. In cases where a faulty item poses a safety risk, it should be isolated from use until repairs can be carried out.</p>

5. Cleanliness and Tidiness

<p>5.1 General Housekeeping: All teaching and support staff are collectively responsible for maintaining the cleanliness and tidiness of the staff room. This includes keeping shared spaces clear and organized, properly disposing of waste, and ensuring personal items are not left in shared areas.</p>
--

<p>5.2 Washing and Cleaning: Teaching and support staff should take turns in washing and cleaning shared items like cups, plates, and utensils. This includes washing, drying, and</p>
--

returning these items to their designated storage areas.

6. Responsibility for Personal Property

All staff are responsible for securing their personal property left in the staff room. The Trust does not accept any responsibility for items left unattended or unsecured. It is essential for individuals to ensure the safety of their personal belongings

7. Roles and Responsibilities

7.1 Board of Directors

- Ensuring that staff rooms meet the safety and security needs of staff.
- Allocating resources for staff room maintenance and security.
- Overseeing compliance with relevant regulations and policies.

7.2 Chief Executive Officer

- Providing leadership and support to foster a culture of responsibility for staff room management.
- Ensuring that security measures are in place to prevent unauthorized access.
- Promoting cleanliness and good housekeeping practices

7.3 Heads of School

- Enforcing security protocols to restrict learner access to staff areas.
- Providing guidance to staff on the proper use and maintenance of equipment.
- Supporting the enforcement of cleanliness and tidiness within the staff room

7.4 Deputy and Assistant Heads

- Assisting Heads of School in implementing and enforcing security measures.
- Encouraging staff to report faulty equipment and maintaining the EVERY system
- Reinforcing the importance of cleanliness and shared responsibilities

7.5 Lead for Health and Safety

- Developing and implementing procedures for equipment inspection and safety.
- Conducting regular safety inspections and addressing issues promptly
- Providing guidance and support to staff regarding health and safety matters

7.6 Facilities Manager and Facilities Team

- Ensuring that the staff room is secure, well-maintained, and complies with safety regulations.
- Conducting regular inspections of equipment and promptly addressing any issues.
- Coordinating repairs or maintenance as necessary and keeping records of such activities

7.7 Teaching & Support Staff

- Participating in maintaining cleanliness and tidiness within the staff room.
- Taking turns in washing and cleaning shared items.
- Securing their personal property and personal items.

Reviewing the Procedure

This procedure statement should be reviewed at least annually or as required to ensure its ongoing effectiveness and compliance with changes in legislation or best practices. Reviews may also be prompted by incidents, near misses, or feedback from staff, students, or visitors. The Lead for Health and Safety should initiate the review process and make any necessary updates or improvements to this procedure statement.

By adhering to this procedure, the school can maintain a secure, organized, and safe staff room, promoting the well-being and efficiency of teaching and support staff while ensuring compliance with relevant regulations.