

Trinity Academy Trust

Management of Health, Safety & Welfare Policy

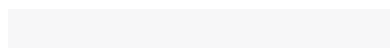
**Approved by the Committee – October 2025
On behalf of the Board**

Next Review Date – October 2026

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Health & Safety Policy for Trinity Academy Trust 2025 - 2026

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 Trustees

The Board of Trustees have ultimate responsibility for health and safety within the Trust. Their responsibilities include:

- Setting health and safety objectives, policies, and performance targets.
- Ensuring that all staff attend both internal and external training according to job roles and operational requirements, or required by legislation
- To attend all training sessions as deemed appropriate to their job role and/or required by legislation
- Ensuring Health & Safety is a high agenda item in all meetings, when discussing current practices and future developments within Trust
- Allocating adequate resources to maintain a safe and healthy environment.
- Investigation of any breach of the Trust Health & Safety Policy, procedures, or risk assessments and taking appropriate action, including disciplinary action if deemed necessary
- Appointing a designated competent person(s) to oversee health and safety matters.
- Putting in place a schedule of internal and external auditing and accountability
- Monitoring the reports and recommendations of audits and, holding individuals accountable for completion of action points
- 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 Trust Leadership and commitment to health and safety.
- Ensuring that all staff attend both internal and external training according to job roles and operational requirements, or required by legislation
- To attend all training sessions as deemed appropriate to their job role and/or required by legislation
- 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 matters are 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.
- Ensuring that all staff attend both internal and external training according to job roles and operational requirements, or required by legislation
- To attend all training sessions as deemed appropriate to their job role and/or required by legislation
- 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

- 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
- Investigating incidents and taking appropriate corrective actions.
- Providing health and safety information and support to staff members

1.4. Trust Lead for Health, Safety & Premises.

The Trust 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.
- Ensuring that all staff attend both internal and external training according to job roles and operational requirements, or required by legislation
- To attend all training sessions as deemed appropriate to their job role and/or required by legislation
- 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 the Board of Trustees, Chief Executive Officer, Heads of School, and other staff members.
- Where appropriate undertake accident / incident investigations
- Coordinating incident investigations and implementing corrective actions

1.5. Site supervisors

The site supervisor is responsible for maintaining a safe and healthy environment. Their responsibilities include:

- Ensuring that all facility staff attend both internal and external training according to job roles and operational requirements, or required by legislation
- Attending all training sessions as deemed appropriate to their job role and/or required by legislation
- 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
- Management of a team of facility staff (operatives and cleaning)
- Providing appropriate signage and information to promote safety awareness

1.7. Department Heads and Teachers

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

- Attend all training sessions as deemed appropriate to their job role and/or required by legislation
- Ensuring staff attend both internal and external training according to job roles and operational requirements, or required by legislation
- 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 others
- 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 Trust Lead for Health, Safety & Premises, Health & Safety Officer, Site supervisor prior to carrying out any work on site
- Informing the Trust Lead for Health, Safety & Premises, Health & Safety Officer, Site supervisor 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

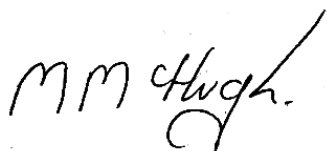
Procedures

Detailed procedures for specific high-risk 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

Signed on behalf of the Board:

A handwritten signature in black ink, appearing to read "M McHugh". The signature is written in a cursive, flowing style with a long horizontal stroke extending from the end.

Michael McHugh (Chairperson of the Board)

Date: October 2025

Procedure Statement 1: Monitoring Arrangements for Health & Safety

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 2025. 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 through several means:

The Board of Trustees 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 discussions held with individuals, or through a standard agenda item on every meeting.

The Board of Trustees and Chief Executive Officer will ensure that all requested information is provided to any statutory body i.e., 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 2025) 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)

And others

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 Trustees
- 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. - Proactively considering health & safety at all stages of any major development planning, restricting of staff, or changes to national or local changes to the curriculum
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 Trust Lead for Health, Safety & Premises. - Ensuring all staff attend approved training in line with their role or responsibility - Ensuring any breach of health & safety is investigated and appropriate action taken
Head of School / Associated Head 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. - Ensuring all staff attend approved training in line with their role or responsibility - Ensuring any breach of health & safety is investigated and appropriate action taken
Deputy and Assistant Heads
- Assisting Head of School / Associate Head 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.
Trust Lead for Health, Safety & Premises / Health & Safety Officer
- 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
Site Supervisors
- 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 staff (operatives & cleaners), providing training, guidance and advice on the safe undertaken and completion of all tasks
- Ensure that all facility staff comply with all Health & Safety regulations

Recording 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 site supervisor. 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 Trustees

- The Trust Lead for Health, Safety & Premises, shall ensure that Board of Trustees are informed of any existing and/or new health and safety information through their communications with the Chief Executive Officer / Head of School / Associate Head 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 Trust Lead to discuss all matters of Health, Safety & Premises

Employees (including supply staff and non-teaching staff)

- Staff members have access to all policy / procedure's 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 / Health & Safety Officer, 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 – TAN Upper only).

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, 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 2025

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 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 2025) 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 Trustees

- 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 that staff are aware 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 that staff are aware anyone interfering with safety equipment may be liable for criminal prosecution

Heads of School / Associate Head 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 EVERY online system.
- Enforce the ruling that staff are aware 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 EVERY system on a timely basis
- Collaborating with the Trust Lead for Health, Safety & Premises, Health & Safety Officer and the site supervisors 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.

Trust Lead for Health, & Premises / Health & Safety Officer

- 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 EVERY online system
- Collaborating with the Health, Safety Officer, Site supervisors 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.

Site supervisors and facility operatives

- Conducting regular inspections of equipment and machinery to identify defects.
- Reporting identified defects promptly to the Trust Lead for Health and Safety, Health & Safety Officer vis EVERY online system.
- Coordinating repairs or replacements, as necessary, and maintaining records of completed work.
- Assessing reported defects and prioritizing them based on severity, urgency, and impact on the learning environment.
- 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 EVERY system
- Coordinating necessary repairs, maintenance, or replacement of equipment or facilities.
- Informing the Chief Executive Officer, Head of School (Business), Head of School (Academy), Trust Lead for Health, Safety & Premises and Health & Safety Officer immediately if the defect is likely to affect the 'normal' running of the academy premises
- Keeping up to date with all relevant information in regard 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

- Being vigilant and reporting any defective equipment encountered during their cleaning duties through EVERY online reporting system
- Collaborating with the Site supervisor / facility operatives to ensure that reported defects are addressed promptly

Visitors

- Visitors are also encouraged to report defects they encounter during their time on site.

Monitoring and Review

- The Trust Lead for Health, Safety & Premises, Health & Safety Officer and Site supervisors 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

Introduction

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 2025. The procedure also assigns specific responsibilities to various stakeholders within the academy community.

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

Legislative Framework

- Health and Safety at Work Act 1974
- The Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations 2013 (RIDDOR)
- The Education Regulations 2014

Definitions

- 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

Board of Trustees and the Chief Executive Officer have overall responsibility for ensuring health and safety in the academy. Their responsibilities include:

- 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

The Head of School / Associate 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:

- 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 Trust 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 must leave site to go immediately to a walk-in centre / accident & emergency location
- Immediately report to the Trust Lead for Health, Safety & Premises / Head of School (Business) any occasion a staff member does not attend work the day following having an accident at work
- Immediately inform the Trust 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 later 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 Trust 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 Trust 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.
- Immediately inform the Trust Lead for Health, Safety & Premises / Head of School (Business) any occasion the Ambulance Service is called 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 Trust 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 Trust 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 have received appropriate training / certification and are deemed as competent
- Ensuring 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.

Site supervisors - The site supervisor 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 Trust Lead for Health, Safety & Premises / Health & Safety Officer 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 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 School (Academy), Trust 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 Trust 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 generated each month which form the basis of a summary report which is presented to the Board of Trustees
- The accident reporting and monitoring procedure will be updated as necessary to reflect changes in legislation and best practices.

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

- Ensuring that funding is made available 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

Head of School / Associate Head 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 rooms are fully equipped and in a readiness state at all times
- Ensuring that first aid rooms are only used for first aid purposes at all times
- Ensuring that first aid kits are available and accessible in designated areas throughout the academy.
- Coordinating and supporting the implementation of the first aid procedure within their areas.

The Trust Lead for Health, Safety & Premises / Health & Safety Officer 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 Head of School / Associate Head of School and include the number of EFAW, PFAW 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.
- Monitoring 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 Site supervisor is responsible for ensuring that first aid provisions is in place to deal with all emergencies that may occur with the facility staff. Their responsibilities includes:

- 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 first aid boxes are available on all sites for use of facility staff and stocks of cleaning items are checked and refilled at regular periods (termly). All First aid boxes will have an inspection sticker attached and the date of inspection will be clearly recorded.

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

- Site Lead first aider co-ordinator must ensure each academy has adequate first aid cover at all times
- Site Lead first aider co-ordinator must ensure adequate first aid supplies are available at all times
- Site Lead first aid co-ordinator must ensure first aid resources are checked on a regular basis (half-termly) and where necessary refilled to required level of readiness.
- Site Lead first aider co-ordinator must ensure the AED defibrillator on each academy site is checked regularly (half -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.
- Site Lead first aid co-ordinator will ensure all first aid boxes have an inspection sticker attached and the date of inspection will be clearly recorded also log details on the EVERY system along with AED inspection dates

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 supporting 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:

- Make the area safe
- Ensure the safety of the injured individual and those in the vicinity
- Remove non authorised individuals from the area
- 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 Trust Lead for Health, Safety & Premises / Health & Safety Officer 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 on to site to self-administer.

Paracetamol must be stored securely as with all medicines, but not within 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 learner 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 learner
- The time and date it was given
- Name and signature of the person giving the medicine to the learner

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

Always consider has the learner taken any medication prior to coming on site. Many non-prescription remedies contain paracetamol; it is recommended that if a learner 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 any medication containing paracetamol. No more than four doses of any remedy containing paracetamol should be taken in 24 hours. Always follow the advice on the package. Always ask the learner what other medication they have taken. If in doubt, always contact the parent / guardian before

issuing any non-prescribed medication.
Legislative Framework – this procedure adheres to the following legislation and regulations:
• Medicines Act 1968 • Human Medicines Regulations 2012 • The Education Regulations 2014 • The Medicines and Medical Devices Act 2021
Roles & Responsibilities
Board of Trustees and Chief Executive Officer - The Board of Trustees and the Chief Executive Officer have overall responsibility for medication administration within the academy. Their responsibilities include:
• 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 • Monitoring audit reports
Head of School / Associate Head of School and Deputy Heads have responsibilities related to medication administration within their respective areas. Their responsibilities include:
• Ensuring that the academy has a medication administering policy in place. • Appointing designated staff members responsible for administering medication • Ensuring staff charged with administering medication hold up to date qualifications • Providing guidance and support to staff members involved in medication administration • Put in place a schedule of internal site audits reviewing the administering of medication against the Trust policy
Trust Lead for Health, Safety & Premises - The Trust Lead for Health, Safety & Premises / Health & safety Officer plays a crucial role in overseeing the administration of medication within the academy. Their responsibilities include:
• 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 • Carryout annual audits on site and reporting findings back to the Board of Trustees via the CEO
Staff issuing medication - Staff members responsible for administering medication have specific responsibilities. Their responsibilities include:
• 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, dates and timings • 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 • Control access to medication cabinets

- Dispose of out-of-date medication, or medication which is no longer required in line with the administering medication procedures / policy.
- Arrange for medication to be returned to parents, carers or the pharmacy at the end of each term.

First Aiders - First Aiders may be responsible for administering emergency medication in certain situations. Their responsibilities include:

- 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 learners within the academy setting. Their responsibilities include:

- Ensuring that a learners has taken their medication prior to arriving at school
- Taking part in a Health Care Plan meeting with relevant staff
- Providing accurate and up-to-date information about their learner'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, ensuring confidentiality and dignity of the learner.
- Staff will update the medication records as administered i.e as soon as they administer the medication to the learner
- 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 Trust 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 Trust 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 Trust 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 Site

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 , 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.

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 Board of Trustees 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.

Head of School / Associate Head 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.
- Offering support and guidance to learners who may require assistance in quitting smoking.
- Incorporating anti-smoking education and awareness programmes into the academy curriculum

The Trust Lead for Health, Safety & Premises plays a crucial role in implementing and monitoring the no-smoking policy on academy sites. Their responsibilities include:

- Ensuring the no-smoking policy is up to date and compliant with relevant legislation. (review due December 2025)
- 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

Facility Site Supervisors have responsibility to:

- Ensure that No – Smoking signage is in place around the site, at or by all site entrances, within main receptions, staff rooms and in areas around the site where learners tend to gather.
- Ensure that all contractors and sub-contractors working on site are aware and comply with the No – Smoking policy, failure to comply will result in the individual / company being asked to leave site

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:

- Familiarising themselves with the academy's no-smoking policy and reinforcing it with their learner.
- Encouraging open communication with their learner about the dangers of smoking.
- Promptly informing the academy if they become aware of their learner's involvement in smoking.
- Attending site to take control of any smoking paraphernalia confiscated from a learner

Learners have a responsibility to comply with the academy's smoking policy on academy sites. Their responsibilities include:

- 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, outdoor spaces and Trust vehicles. Any learner found to be in possession of any smoking related products will have it confiscated and the item will only be returned directly to a parent or carer.
- All Trust vehicles are smoke/vape free. Employees driving their own cars for work purposes can smoke/vape in their own vehicles but must not do so if carrying a passenger (learner or member of staff) in the course of their work. Employees driving any Trust vehicle are prohibited from smoking / vaping regardless of if there are passengers or not.

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 2025, 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 Board of Trustees 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

Head of School / Associate Head 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 confidential 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 wellbeing days / holidays.
- Supporting staff members in managing stress and maintaining well-being.
- Encouraging open communication and providing opportunities for staff to voice concerns or suggestions

The Trust Lead for Health, Safety & Premises & Health & Safety Officer play a crucial role in ensuring the physical safety and well-being of learners and staff. Their responsibilities include:

- 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 / wellbeing.
- 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

Pastoral Managers and Teachers play a key role in supporting the welfare of learners. Their responsibilities include:

- 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.

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:

- Communicating openly with the academy regarding any concerns related to their learner's welfare.
- When dealing with staff to act in a calm and respectful manner
- Participating in academy activities and programmes aimed at promoting well-being.
- Collaborating with the academy to address any welfare issues that may arise.

Learners have a responsibility to take an active role in promoting their own welfare and the welfare of others. Their responsibilities include:

- 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 learner 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 Trust Lead and clear reporting channels.
- All staff members have a responsibility to report welfare concerns promptly to the designated authority or their line manager.
- Welfare concerns will be addressed in a timely and confidential 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, 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 2025 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 (NCC), 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 direct 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 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 Board of Trustees and the Chief Executive Officer have overall responsibility for fire prevention and safety. Their responsibilities include:

- Ensuring that fire safety policies and procedures are in place and reviewed regularly.
- Ensuring that a suitable alarm system is in place and functional
- Ensuring that a competent contractor is commissioned to install, maintain and repair all fire alarm systems
- Ensuring that only the approved contractor carries out any work on the fire alarm system
- 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.

Head of School / Associate Head of School have overall responsibility for fire prevention within their academy

Head of School / Associate Head of School, Deputy Heads, and Assistant Heads have direct responsibilities related to fire prevention and safety. Their responsibilities include:

- 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 Trust 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

Trust Lead for Health, Safety & Premises / Health & Safety Officer play a crucial role in overseeing fire prevention and safety. Their responsibilities include:

- 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, with additional specialist training for selected Fire Wardens
- Coordinating regular inspections and maintenance of fire safety equipment in line with the Site supervisor
- Providing guidance and support to staff members regarding fire safety practices.
- Maintaining fire specialist (Fire extinguishers) equipment through a Fire Alarm specialist company
- Ensuring that a suitable alarm system is in place and functional
- Ensuring that a competent contractor is commissioned to install, maintain and repair all fire alarm systems
- Ensuring that only the approved contractor carries out any work on the fire alarm system

Site Supervisors 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 a suitable alarm system is in place and functional
- Ensuring that a competent contractor is commissioned to install, maintain and repair all fire alarm systems
- Ensuring that only the approved contractor carries out any work on the fire alarm system
- Recording all inspections on the EVERY online system.
- 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 Trust Lead for Health, Safety & Premises or Health & Safety Officer 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 to staff and learners
- Participating in fire safety training and drills.
- Ensuring that all fire routes remain clear and unobstructed
- Assisting with the evacuation of learners, staff members and visitors 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, ensure that wall displays do not compromise fire safety 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 / visitors 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 2024 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 bring / 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 Board of Trustees and 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
- Ensuring that a competent contractor is commissioned to install, maintain and repair all electrics and electrical equipment on site
- Ensuring that only the approved specialist contractors carries out any work on the electrical systems on site
- 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

Head of School / Associate Head 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 dynamic 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 Trust Lead for Health, Safety & Premises / Health & Safety Officer play a crucial role in overseeing electricity safety. Their responsibilities include:

- Ensuring that a competent contractor is commissioned to install, maintain and repair all electrics and electrical equipment on site
- Ensuring that only the approved specialist contractor carries out any work on the electrical systems on site
- 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 Head of School / Associate Head of School to deal with learners who bring on to site electric scooters / bikes

Facility Site Supervisors 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.
- Ensuring that only the approved specialist contractor carries out any work on the electrical systems on site
- 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
- Ensuring all db boards are securely locked behind doors.
- Ensuring only approved individuals have access to main site distribution boards within plant rooms, ICT server rooms, maintenance cupboard or classroom cupboards

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 the facilities team 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 / end of the day
- Completing all appropriate electrical training courses as deemed necessary by a Head of School when dealing with high-risk electrical equipment
- Reporting any electrical hazards, faults, or concerns to the designated authority or through the EVERY Issues online system.
- 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 learner who not damage electrical equipment, (lights, sockets) or electrical systems
- Ensuring only approved individuals have access to distribution boards within classroom cupboards
- 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 an approved / 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 1/2 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 1/2 equipment used within this area or by learners should be tested every 36 months.

Office areas:

- Class 1/2 equipment used within an office should be tested every 36 months.

Facilities: equipment that is 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, on the EVERY system

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, this will be carried out by a competent member of facility staff under the direction of the Facility Site Supervisor.

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 2025.

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, Trust 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 Trust 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 Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, Facility Site Supervisor, 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 2025:

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.
- Radon - Radon is a naturally occurring, radioactive gas that's invisible, odorless, and tasteless, produced by the decay of uranium in rocks and soil. While outdoor radon levels are generally low, they can be higher inside buildings, particularly in homes and workplaces. Long-term exposure to elevated radon levels is a primary cause of lung cancer.
- The Trust has carried out extensive checking through McAlpines who originally build TAN Upper site and they state when tests were carried out there were no traces of radon present, also to support the evidence provided by McAlpine's the Trust searched on the internet if the premises were in a radon-affected area, the Trust used online maps and search services provided by organisation [UKradon](#) and UK Health Security Agency. These resources offer indicative maps and address searches that indicate the likelihood of high radon levels based on geological data and previous measurements, again these indication no issues for concern of the presence of radon gases
- Trinity Academy Trust do not undertake many high-level experiments in Science which could lead to the creation of gas by products.
- However, all experiments are carried out following the control measures of a risk assessment and following guidance such as CLEAPPs

- Bricklaying vocational training - When cutting brick and concrete, the primary dust hazard is respirable crystalline silica (RCS). This dust, made up of tiny particles of silica, is a health concern due to the risk of respiratory illnesses like silicosis. Staff are reminded of the importance of wearing dust masks and cutting this material outdoors. The sweeping of

any area should only be carried out after damping the floor area or through an appropriate Hoover. A risk assessment must be in place for this activity.

- Motor vehicle workshop - COSHH (Control of Substances Hazardous to Health) regulations in a motor vehicle workshop ensure that workers are protected from harmful substances used during repair and maintenance tasks. This involves assessing risks, implementing appropriate controls, and providing necessary training.
- Body Fluid Spillage - Blood and body fluids (e.g. faeces, vomit, saliva, urine, nasal and eye discharge) may contain viruses or bacteria capable of causing disease. It is therefore vital to protect both yourself and others from the risk of cross infection. In order to minimize the risk of transmission of infection both staff and pupils should practice good personal hygiene and be aware of the procedure for dealing with body spillages. There are Body Fluid Disposal Kits available at all reception desks.
- Staff are advised to contact the Head of Maintenance so that he can arrange for a member of the team to help to clean the area appropriately, but the initial clean-up of the situation should be carried out by the person(s) who is at the scene of the incident.

Roles and Responsibilities:

Board of Trustees

- 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 Trust 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

Head of School / Associate Head of School

- Implement health and safety policies, procedures, and risk assessments within their respective areas.
- Provide Trust 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.

Trust 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 Site Supervisor

- 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 Trust 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

- 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

- 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

- Staff must hold an appropriate COSHH qualification when working in high risk areas
- Identify and report potential hazards within their classrooms and vocational training areas.
- Staff are responsible for dealing with the cleaning of all bodily waste when facilities staff are not available on site
- 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

- 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 they may come into contact with
- 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 of 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 Manufacturer Safety Data Sheet
- 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 Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, Facility Site Supervisor, Facility Staff, Cleaners, Teachers, and Vocational Instructors within Bricklaying, Joinery, Motor Vehicle, and learners within Trusts. It references UK legislation up to and including 2025, 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 2024:

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 Trustees

- 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 Trust 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.

Head of School / Associate Head 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.

Trust Lead for Health, Safety & Premises / Health & Safety Officer
• 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 Site Supervisor:
• 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 and record observations • Coordinate with the Trust 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:
• 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:
• 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:
• 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:
• 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 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 Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust 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 2024, 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 2024:

- 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. *On occasions where appropriate the Trust will generate a 'generic' risk assessment which it will cascade to appropriate individuals. These risk assessments, when received must be made specific to the site, activity or task and amended, with the changes approved before being put into place prior to the activity or task taking place.*

Roles and Responsibilities:

Board of Trustees

- 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 Trust 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.

Head of School / Associate Head 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.

Trust Lead for Health, Safety & Premises / Health & Safety Officer:

- 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 Site Supervisors 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 Site Supervisors:

- Collaborate with the Trust Lead for Health, Safety & Premises / Health & Safety Officer 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 Site Supervisors or Trust Lead for Health, Safety & Premises / Health & Safety Officer
- 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:

- In order to be competent in writing risk assessments, staff working in high risk areas must complete a risk assessment training course
- Staff are responsible for ensuring they are qualified to carry out activity
- 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, Associated Head of School, Deputy or Assistant Head, or EVC
- Identify hazards associated with specific activities and develop control measures.

- Provide instruction and supervision to learners on the implementation of control measures.
- Incorporate risk assessment principles into curriculum delivery and practical sessions.

Cleaners:

- Collaborate with the Facility Site Supervisors 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 Site Supervisors or Trust Lead for Health, Safety & Premises / Health & Safety Officer.
- 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 / Associated Head of School / Subject Trust 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, Associate Head of School, 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 Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, Facility Site Supervisors, Teachers, Vocational Instructors, Facility Staff, Cleaners, and learners within Trusts. It references UK legislation up to and including 2025, 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 2024:

- 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 sharped 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 Trustees:

- 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 Trust 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

Head of School / Associate Head 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

Trust Lead for Health, Safety & Premises / Health & Safety Officer:

- 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 Site Supervisors:

- Collaborate with the Trust Lead for Health, Safety & Premises / Health & Safety Officer 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 Site Supervisor, Trust Lead for Health, Safety & Premises or Health & Safety Officer.
- 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 move items around the site for other staff members as requested by line manager

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.

- If involved in regular movement of items or involved in the instruction of others in manual handling, staff members must hold a relevant and valid qualification in manual handling
- 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 unless necessary and approved by a member of SLT

Cleaners:

- Identify and report any manual handling hazards related to cleaning tasks to the Facility Site Supervisor, Trust Lead for Health, Safety & Premises or Health & Safety Officer.
- 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 unless necessary and approved by a member of SLT

- 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 2025. It introduces educational visits, defines their purpose, and highlights the roles and responsibilities of key personnel, including the Board of Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, 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 2024:

- 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 Trust Lead for Health, Safety & Premises is authorisation to approve educational trips on behalf of the CEO
- Competent staff (who hold the appropriate qualification) are approved to act as Educational Visit Coordinators (EVC) for each site.

Roles and Responsibilities:

Board of Trustees:

- 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 Trust 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.

Head of School / Associate Head 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 Trust 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, Associate Head of School, Deputy Head, Assistant Head or EVC
- Head of School / Associate Head of Schools must not approve a 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.

Trust 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, Associate Head of School, 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:

- 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)

- EVC's provide support and guidance for all staff on site who are completing an EVOLVE application
- EVC's will assess applications and advise Head of School / Associate Head of School on the suitability of visits, Group Trust Leaders, Support staff and activities selected

Learners:

- 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:

- In preparation for any visit consult the Outdoor Education Advisory Panel (OEAP) website and following all their advice
- Follow OEAP advice and where possible use 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, weather 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 approved 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 2025 and provides an introduction to lifting equipment, defining its purpose. The roles and responsibilities of key personnel, including the Board of Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premise, Health & Safety Officer, Facility Site Supervisor, 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 2024:

- 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 Trustees:

- 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 Trust 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

Head of School / Associate Head 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.

Trust Lead for Health, Safety & Premises / Health & Safety Officer:

- 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 Site Supervisor:

- 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 Trust Lead for Health, Safety & Premises or Health & Safety Officer, 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 Site Supervisor, Trust Lead for Health, Safety & Premises or Health & Safety Officer.
- 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 Site Supervisor, Trust Lead for Health, Safety & Premises, Health & Safety Officer, 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 safe working loads (SWL) 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 2025. 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 Trustees, Chief Executive Officer, Head of School / Associate Head of School Trust Lead for Health, Safety & Premises, Health & Safety Officer, Facility Site Supervisor, 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 2024:

- 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 and staff 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 Trustees:

- 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 Trust 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 School / Associate Head of School

- Ensure the availability and maintenance of appropriate Trust mini bus / vehicles for transportation needs.
- Ensure Trust mini bus / vehicle are properly maintained, serviced, and inspected according to manufacturer instructions and regulatory requirements.
- Ensure that all legal documentation, inspection checklists and authorisation records are fully completed and held for at least 18 months
- 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 who drive a Trust vehicle without appropriate qualification or authorisation
- 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 instructs 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).

Trust 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 (MiDAS)
- 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 Site Supervisors:

- Ensure Facilities vehicle (TAN Upper site only) is properly maintained, serviced, and inspected according to manufacturer instructions and regulatory requirements.
- Ensure schedule regular inspections and maintenance to ensure the roadworthiness of Facilities vehicle (Newington Road Services)
- Collaborate with the Trust Lead for Health, Safety & Premises to address any safety concerns or issues regarding the Facilities vehicle (TAN Upper site only) 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 Site Supervisor, Trust Lead for Health, Safety & Premises or Health & Safety Officer.
- 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 Head of School / Associate Head of School.
- 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 Head of School, Associate Head of School, Trust 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, Associated Head of School, 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 2025. It introduces the concept of work experience, defines its purpose, and outlines the roles and responsibilities of key personnel, including the Board of Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, 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 2024:

- 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

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 colleague carrying out their first placement vetting and have been deemed as competent.

Roles and Responsibilities:

Board of Trustees:

- Allocate resources and support the implementation of work experience programmes.
- 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 programmes.
- 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 Head of School / Associate Head of School and Trust Lead for Health, Safety & Premises to ensure the safety of learners during work experience placements.

Head of School / Associate Head 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 vetting work experience placements 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.

Trust Lead for Health, Safety & Premises:

- Develop and implement procedures and guidelines for safe work experience placements.
- Provide guidance (when requested) for the creation of risk assessments within 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.
- To visit work experience placements and carry out a Health & Safety inspection (must be competent to carry this task out), identify areas of concern and create an action plan.
- Monitor any action plan and sign off once all action points have been achieved
- 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 programmes.
- All placements should be reviewed to ensure 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 School, Associated Head of School or appropriate person prior to the learners taking part in this learning opportunity.
- The Trust will ensure 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 a process 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 induction training for learners before the work experience placement starts
- , 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 and designated supervisor should prioritise the safety of the learner and take necessary measures to address any situation promptly which imposes on safety of the learner or others.
- The provider or supervisor should communicate the issue to the designated Trust personnel, such as the Head of School or in the case of work experience the visiting Work Experience Officer.
- 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 before informing the Trust of the situation

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 throughout the Trust, in compliance with UK legislation up to and including 2025. 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 Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, Facility Site Supervisor, 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 2024:

- 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 Trustees:

- 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

Head of School / Associate Head 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 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 via their line managers

Trust Lead for Health, Safety & Premises:

- Develop and implement procedures and guidelines for the inspection, servicing, and maintenance of PE equipment.
- Conduct regular inspections 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 Site Supervisors 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 School or Trust 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 they have had manual handling training to safely move, assemble, dismantle and put away all PE equipment
- Ensuring they safely move, assemble, dismantle and put away all PE equipment to reduce any risk of injuries to others
- Ensuring that PE equipment is stored in such a manner to reduce the chances of any other individual being subject to harm or increased risk of harm.
- 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

- 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:

- 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.
- Pre-use visual checks carried out by competent and qualified staff on PE equipment
- All PE equipment is subject to a visual inspection by competent PE staff at the start of each half term
- All PE equipment is subject to yearly inspection by a specialist contractor
- All faulty or damaged equipment is removed from use and reported to the relevant line manager
- 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, referencing UK legislation up to and including 2025. 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 Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, Teachers, Parents and Learners are defined.

Legislation: This procedure statement adheres to the following UK legislation up to and including 2024:

- 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 and safety staff. These lessons are essential for developing water confidence, water safety skills, and promoting a healthy and active lifestyle.

Roles and Responsibilities:

Board of Trustees:

- 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.

Head of School / Associate Head 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.

Trust Lead for Health, Safety & Premises / Health & Safety Officer:

- 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.

Educational trips – see educational visits policy

Where an educational trip involves open water as opposed to swimming pools (life guards on duty) the following restrictions apply:

Water safety – Only water competent staff should support any trip where learners are exposed to water, i.e. lakes, rivers seas.

Group leaders must make an informed dynamic assessment when arriving at any site where learners have access to water. In the event the Group leader decides there is an increased risk of learners and / or staff getting into trouble in the water, then the trip should be voided and an alternative trip undertaken.

This should have already been discussed as evidenced in OE1 as Emergency details: (Please detail Plan B and emergency arrangements in the event of plan changes).

Where water depth is approximately 18 inches or more, where water is fast flowing, or where water flows into a body of water (lake, river, sea) then the group must have an accompanying staff member who is a competent swimmer.

If a learner or staff member gets into trouble in the water, additional individuals should not enter the water '*unless absolutely necessary*'. The need to do this should be discussed with staff accompanying any group of learners prior to going on a trip where they are taking part in water-based activity or planning to enter the water.

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 sports facilities, including Multi-Use Games Areas (MUGAs), playing fields, and play areas. It references UK legislation up to and including 2025 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 Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, Facilities Site Supervisors, Facilities team, Teachers, Vocational Instructors, and Learners are defined.

Legislation: This procedure statement complies with the following UK legislation up to and including 2024:

- 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 Trustees:

- 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.

Head of School / Associate Head 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.
Trust Lead for Health, Safety & Premises / Health & Safety Officer:
• Develop and implement procedures and guidelines for the safe use of sports facilities and play areas. • Conduct regular inspections 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.
Facility Site Supervisors 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 Trust 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 and record findings on the EVERY system • 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 allowing 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 2024. It emphasizes the roles and responsibilities of the Board of Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, Facility Site Supervisor, 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 2024:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Control of Contractors Regulations 2024
- 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 Trustees:

- 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.

Head of School / Associate Head 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 Trust Lead for Health, Safety & Premises and Facilities Manager to monitor contractor compliance.

Trust Lead for Health, Safety & Premises / Health & Safety Officer:

- 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
- Report any security breaches or concerns to the Trust Lead for Health, Safety & Premises / Health & Safety Officer

Facility Site Supervisors:

- 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 Site Supervisor 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 Site Supervisor.

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 Site Supervisor / 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 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 Safeguarding 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 2024. It emphasizes the roles and responsibilities of the Board of Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, Facilities Site Supervisor, 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 2025:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Control of Visitors Regulations 2024
- 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 Trustees:

- 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 Trust 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.

Head of School / Associate Head 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 Trust Lead for Health, Safety & Premises, Health & Safety Officer and Facility Site Supervisors to monitor visitor compliance.
- Challenge any visitor on site who is not known to them or is not wearing the appropriate lanyard
- Challenge any staff member where keys or other items have been attached to their lanyard

Trust Lead for Health, Safety & Premises / Health & Safety Officer:
• 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.
Facility Site Supervisor:
• Oversee the implementation of control measures for visitor management. • Ensure appropriate sign-in procedures are followed. • Coordinate with the Trust Lead for Health, Safety & Premises / Health & Safety Officer to conduct risk assessments for visitors
Facilities Team:
• Assist the Facility Site Supervisor 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 Facility Site Supervisor • Raise the alarm if they identify an
Teachers and Vocational Instructors:
• 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 visitors do not takes photographs without permission of the Chief Executive Officer • 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:
• 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:
• 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 safety on site](#).
- 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 Trust Lead for Health, Safety & Premises in coordination with the Facility Site Supervisor, 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 2025. It provides an introduction to DSE regulations, defines user status, and identifies the roles and responsibilities of the Board of Trustees, Chief Executive Officer,, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, 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 2024:

- 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 Trustees:

- 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 Trust Leadership in fostering a safe and healthy work environment.

Head of School / Associate Head of School:	
- Communicate and enforce DSE policies and procedures within their respective departments. - Identify and classify staff members according to their user status.	
Trust Lead for Health, Safety & Premises / Health & Safety Officer:	
- 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:	
- 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.	
Admin staff:	
Workstation Setup Workstation should be ergonomically arranged : Chair: Adjustable height and backrest; feet flat on the floor or footrest. Screen: Top of screen roughly at eye level; avoid glare or reflections. Keyboard & Mouse: Close enough to avoid overreaching; wrists straight. Desk: Adequate space for documents, mouse, and other materials. Lighting: Ensure proper lighting and minimal screen glare.	
Work Routine & Breaks - Encourage micro-breaks every 20–30 minutes (e.g., stretch, look away from the screen). - Avoid long periods of continuous DSE work — alternate tasks (phone calls, filing, meetings, etc.). - Ensure no single DSE session exceeds 1 hour without a change of activity	
User Awareness & Training - Provide basic DSE training or guidance (how to adjust workstation, sit correctly, and take breaks). - Encourage staff to report discomfort early (e.g., eye strain, wrist pain).	
Equipment Maintenance - Keep all chairs, screens, and peripherals in good condition. - Replace or repair defective items (e.g., flickering monitors, broken chair adjustments).	
Risk Assessment - Conduct a DSE assessment, even if the staff are not “habitual users.” - Record findings and review if: - Workstation or equipment changes. - Staff report discomfort. - Working patterns change.	

Eye and Vision Care

- Offer **eye tests** if staff are classed as "DSE users" under the regulations. – using screens continuously for over an hour at a time with no opportunity for a break
- Encourage anyone who experiences visual discomfort to have an eye exam.

Teachers:

- 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:

- 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, where 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

If 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 Trust 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

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 2025 and highlights the roles and responsibilities of relevant personnel, including the Board of Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, Facility Site Supervisor, 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.

Legislation: This procedure statement aligns with the following UK legislation up to and including 2024:

- 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

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.

Roles and Responsibilities:

Board of Trustees and Chief Executive Officer:

- 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.

Head of School / Associate Head of School:

- 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 Trust Lead for Health, Safety & Premises, Health & Safety Officer, Facility Site Supervisor, 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.

Trust Lead for Health, Safety & Premises / Health & Safety Officer:
• Develop and implement an asbestos management plan in accordance with regulatory requirements. • To complete 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.
Facility Site Supervisor and Facilities Team:
Asbestos is only present on TAN Upper site, however as all facility staff are interchangeable employees between sites, training in Asbestos Awareness is made available to all the 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 Trust 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 Facility Site Supervisor, Trust Lead for Health, Safety & Premises or Health & Safety Officer.
- The Trust Lead for Health, Safety & Premises / Health & Safety Officer 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 Health & Safety Officer and Facility Site Supervisor.

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.

Procedure statement: Safety Glass

This procedure statement outlines the guidelines and requirements for the use of safety glass and glazing components within Trinity Academy. It references UK legislation up to and including 2025 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.

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 replacement

Legislation: The following UK legislation is applicable to the use of safety glass and glazing within the Trust:

- 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

Board of Trustees and Chief Executive Officer:

- Provide support and resources to ensure compliance with safety regulations.
- Allocate necessary budgets for the installation and maintenance of safety glass and glazing.

Head of School / Associate Head of School:

- Implement and oversee the safety glass and glazing policy within the Trust.
- 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.

Trust Lead for Health, Safety & Premises / Health & Safety Officer:

- 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.
- Prepare reports for the Board of Trustees in relation to the number of damaged units of glass at each site

Facility Site Supervisor and Facilities Team:

- 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.

- Ensure that all repairs relating to glass / glass units are carrying out satisfactory

Teachers and Vocational Instructors:

- Educate learners about the importance of safety when working with or around 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:

- Adhere to safety guidelines and instructions provided by teachers and instructors.
- Not to intentionally smash or damage glass
- Report any damaged or broken safety glass or glazing immediately

Required Types of Safety Glass and Glazing:

- 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:

- 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.
- The Trust is now using polycarbonate instead of glass, this should reduce the risk of injury, reduce the cost of replacement. Polycarbonate sheers meet all fire regulations and is approved as a glass replacement in areas of high, constant damage.

Risk Assessments and Method Statements:

- 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.

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 2025 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 Trustees 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.

Head of School / Associate Head of School:

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

Trust Lead for Health, Safety & Premises / Health & Safety Officer:

- 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 Site Supervisor 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 Site Supervisor 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 Trust 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: Checking and Maintenance of Machinery

This procedure outlines the requirements for checking and maintaining machinery used within the Trust. 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 2025 to ensure compliance with legal requirements. It also specifies the responsibilities of the Board of Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, Facility Site Supervisor, Facilities team, Teachers, Vocational Instructors, and learners. The procedure includes inspection schedules, maintenance checks, repairs, risk assessments, training, and control measures.

Introduction: Legislation and References: Compliance with the following UK legislation up to and including 2024 is necessary for machinery maintenance and equipment checking in a Trust environment:

- 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:

Board of Trustees, Chief Executive Officer, Head of School / Associate Head of School:

- Provide Trust wide 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.

Trust Lead for Health, Safety & Premises / Health & Safety Officer:

- 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.
- Ensure that a schedule of inspections / maintenance is in place and communicated to service contractors.
- Provide guidance and support to staff members regarding machinery maintenance and equipment checking.
- Ensure compliance with legislation and promote best practices.

Facility Site Supervisor and Facilities Team:
• Maintain an inventory of machinery and equipment on the Trust site. • Follow the 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. • Read and follow all control measures identified within the risk assessment • Make learners aware of and comply with 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)

General Maintenance: • Power tools (e.g., drills, angle grinders) • Hand tools (e.g., hammers, screwdrivers) • Cleaning equipment (e.g., vacuum cleaners, floor scrubbers)
General Groundwork: • Lawnmowers • Strimmers and brush cutters • Hedge trimmers • Leaf blowers • Pressure washers
Trust Farm: • Livestock handling equipment • Feeding equipment • Irrigation systems
Inspection Schedule • 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.
Maintenance Checks: • 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.
Repairs: • 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.
Risk Assessments / Methods statements: • 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: Management of Noise at Work

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 2025, 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 2024 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, with a peak value of 135 dB (C)
- The upper exposure action value: 85 dB(A) over an 8-hour workday, with a peak value of 137 dB (C)
- The extreme exposure action value: 87 dB(A) over an 8-hour workday, with a peak value of 140 dB (C)

Roles & Responsibilities:

Board of Trustees and Chief Executive:

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

Head of School / Associate Head 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 to eliminate or reduce the level of noise
- Ensure that all staff read and adhere to the control measures identified within any risk assessment
- Ensure that staff receive appropriate noise management training

Trust Lead for Health, Safety & Premises / Health & Safety Officer:

- Develop and maintain policies and procedures related to noise management
- Arrange for risk assessments to be carried out by a competent individual, qualified to monitor and interpret noise related results and share with all appropriate staff control measure
- Implement a noise risk assessment to take place every 2 years as a minimum within appropriate areas of the Trust

Facility Site Supervisor:
• Identify noise-generating equipment and areas and implement control measures • Ensure regular maintenance of equipment is carried out to help in the reduction of noise levels • Identify individuals exposed to noise levels exceeding the exposure action values • Ensure that all risk assessments are shared with appropriate staff • Ensure that all noise management signage is in place and adhered too • Ensure PPE has been identified as a final control measure and is used as per manufacturer's instructions • Provide suitable personal protective equipment (PPE), such as ear defenders or earplugs. • Ensure that PPE is correctly selected, fitted, and maintained. • Train facility staff members 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 final control measure, it is used as per manufacturer's instructions
Teachers:
• 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) as a final control measure. • Report noise-related concerns to staff members
Equipment and Situations: The following equipment and situations within a Trust environment may contribute to increased noise environment:
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
• Lawnmowers • Strimmers and brush cutters • Leaf blowers • Pressure washers
Trust Farm:
• Agricultural machinery (e.g., tractors, harvesters) • Livestock handling equipment • Feeding equipment
Training:
• 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:
• 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.
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: 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 on any Trust site, outlines the responsibilities of key personnel, references relevant UK legislation up to and including 2024, 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 2024 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 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 Trust Lead for Health, Safety & Premises.
- 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 Trustees & Chief Executive Officer:

- Provide Trust 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.

Head of School / Associate Head 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
Trust 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
- Safety footwear
- 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
- Tops and trousers
- Eye protection (safety glasses or goggles)
- Protective gloves

General Groundwork:

- Safety footwear
- Tops and trousers
- Eye protection (safety glasses or goggles)
- High-visibility clothing
- Gloves

Trust Farm:

- Safety footwear

- Tops and trousers
- Protective gloves
- Protective clothing (e.g., coveralls)

COSHH:

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

- Safety clothing as appropriate
- 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 safety 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: Site Security

Introduction: This procedure outlines the necessary security measures to ensure the safety and protection of individuals. Trust site security is of paramount importance in safeguarding the well-being of learners, staff members, visitors 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 2025, 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 2024 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 unauthorised 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 their Head of School, who will immediately inform the relevant staff within Central Services
- Door control procedures, staff are required to report the loss of **any** access badge immediately to the Head of School who will immediately inform the relevant staff within Central Services
- Personal and site security – staff must not attach any keys to their lanyards as this increases the risk of injury to their person and increases risk to site security
- External door monitoring – All external Trust 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 Trustees and Chief Executive Officer:

- Provide Trust 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.

- Ensuring that a competent contractor is commissioned to install, maintain and repair all intruder alarms and detection units on site
- Ensuring that only the approved specialist contractors carry out any work on the intruder alarm system on site

Head of School / Associate Head of School:

- Heads of School / Associate Head of School are responsible for all site security, including the opening and locking of site
- 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 Trust Lead for Health, Safety & Premises create security risk assessments
- Regularly assess potential security risks and vulnerabilities on the Trust site.
- Ensure that learners do not damage or disengage any security / safety items installed
- 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, Trust Lead for Health, Safety & Premises. Health & Safety Officer, 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.

Trust Lead for Health, Safety & Premises:
• Ensuring that a competent contractor is commissioned to install, maintain and repair all intruder alarm systems on site • Ensuring that only the approved specialist contractors carry out any work on the intruder alarm system on site • 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
Teachers and supporting staff, Teachers and supporting staff have a crucial role in site security
• Staff must ensure that they sign in and out of site on every occasion • Staff within TAN Upper site have to sign in and out of buildings while moving around site (Fire regulations) • Key control procedures, staff are required to report the loss of any key immediately to their Head of School, who will immediately inform the relevant staff within Central Services • Door control procedures, staff are required to report the loss of any access badge immediately to the Head of School who will immediately inform the relevant staff within Central Services • Personal and site security – staff must not attach any keys (or other items) to their lanyards as this increases the risk of injury to their person and increases risk to site security • All staff will be issued with ID badges and will display these whilst on the premises • Staff should challenge any individual (not known to them) if the individual does not have an appropriate lanyard and ID badge on display • Staff should remain vigilant at all times and report to their line manager, SLT member or reception if they spot an individual on site who does not display an appropriate lanyard / ID badge or who is acting suspiciously • Staff must ensure that all doors in classrooms are locked except when in use. Storeroom must be always locked except when an item is being retrieved

Facility Site Supervisors:
• 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 • Facility supervisors are jointly responsible for all site security, including the opening and locking of site
Facilities Team:
• Monitor and maintain electronic security gates, fences, doors, and other physical security measures. • Ensure they follow security measures when opening and closing buildings / sites • Ensure all tools and equipment are securely locked away when not in use • Manage and ensure the safety of all keys / • Do not disclose any security codes for opening buildings, gates, stores on site to unauthorised individuals without prior checking with Head of School (Business) or Trust Lead for Health, Safety & Premises
Cleaners:
• 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:
• 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:
• Follow security guidelines and report any security breaches or concerns to their teachers or relevant staff members
Security Measures: The following security measures apply:
• 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. (see CCTV policy)
- 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 and Sunderland City Council's
- 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

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 2025. 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 2024 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 the Trust. 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 Trustees 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

Head of School / Associate Head of School:

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

Trust Lead for Health, Safety & Premises and Health & Safety Officer
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- | |
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| <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 Site Supervisor to address any issues raised during any water management inspection • To record on the EVERY system issues that come to light following any visit by IWS and arrange for the inspection / repair / action, either internally by the Facility Team or external by a water approved contractor |
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Facilities Site Supervisor:

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| <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 by IWS • 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 |
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Facilities Team:

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| <ul style="list-style-type: none"> • Monitor and maintain plumbing systems • Identify and repair leaks • Ensure proper water storage and distribution |
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Vocational Instructors in Construction and Motor Vehicles:
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Incorporate water management practices into vocational training programs, emphasizing responsible water use and maintenance

Cleaners:

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| <ul style="list-style-type: none"> • Follow water management protocols when performing cleaning tasks • Cleaning methods and recording • Avoiding unnecessary water waste |
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Learners:

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| <ul style="list-style-type: none"> • Participate in water conservation initiatives, • Follow Trust guidelines for responsible water usage |
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Water Management Measures: The following water management measures apply:

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| <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. |
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- 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

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 within the Trust. It includes an introduction to health and safety, 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

The Trust run a range of Health & Safety courses through the EVERY system, where specific courses are not available on EVERY, staff are directed to external training providers

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 Trustees 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

Head of School Associate Head 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 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 • Ensure that all staff hold the relevant qualifications to carry out their role as a competent staff member
Trust Lead for Health, Safety & Premises / Health & Safety Officer:
• Develop and maintain health and safety policies and procedures • Conduct and share risk assessments with appropriate staff • Provide training where applicable • Maintain a database of staff qualifications where there is an element of Health & Safety or a legal requirement to hold certain qualifications (not educational qualifications) • Monitor compliance of training events and record qualifications / attendance
Teaching & Support staff:
• Staff must attend all appropriate training courses as deemed necessary by the Trust • Staff must ensure they hold all relevant qualifications to comply with current regulations and legislation • Staff must manage their own qualifications to ensure their qualifications have not expired • Staff requiring qualifications must bring it to the attention of their line manager / Head of School
Facility Manager:
• 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:

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.

Procedure statement: Driving Vehicles

Introduction: Driving vehicles while at work or on work business requires careful consideration of safety measures to protect the well-being of all individuals present. This document 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 2025 is necessary for driving vehicles on a Trust site:

- The Road Traffic Act 1988
- The Highway Code (2022)
- 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 Trustees 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 individuals at risk due to careless driving
- Support the implementation of safety measures.

Head of School / Associate Head 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.
- Ensuring all Trust and legal documentation is kept up to date for the safe use of a vehicle on the road

Trust Lead for Health, Safety & Premises / Health & Safety Officer:

- Develop and maintain policies and procedures related to driving on the Trust site,
- Conduct risk assessments,
- Maintain a database of approved drivers
- Provide advice and guidance to the Chief Executive Officer, and Heads of School in

relation to keeping vehicles safely on the road and drivers approved to drive Trust and own vehicles on Trust business

- Arrange training for staff wishing to drive on Trust business
- Provide training and guidance, monitor compliance.

Facility Site Supervisor:

- 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
Introduction
Good housekeeping practices are essential 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 2025, 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 2024) 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 Trustees
• 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.
Head of School / Associate Head 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
- Assisting Head of School / Associate Head 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.
Trust Lead for Health, Safety & Premises / Health & Safety Officer
- 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.
Facility Site Supervisors and Facilities Team
- 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. - Managing facility staff to carry out housekeeping activities both internally and externally, monitoring performance, appraisal performance, providing training and feedback - Maintaining adequate lighting and ventilation. - Managing cleaners, setting cleaning pitches, monitoring performance, appraisal performance, providing training and feedback
Cleaners
- 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
- 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
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:
Preventing slips, trips, and falls by keeping walkways, staircases, and corridors clear of obstacles and hazards. Promoting cleanliness and hygiene to minimize the spread of germs and illnesses. Enhancing productivity and efficiency by organizing workspaces and storage areas. Reducing fire hazards by properly storing flammable materials and maintaining clear escape routes. Enhancing the overall appearance of the Trust environment, creating a positive and welcoming atmosphere.
Hazards, Risks, and Control Measures
Specific hazards, risks, and control measures related to housekeeping should be identified through risk assessments conducted by the Trust Lead for Health and Safety or designated personnel. Examples may include: • 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.
Issues and Control Measures
Slips, Trips, and Falls
• 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.
Clear Desk Policy
• 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.
Reducing Dust and Airborne Particles
• 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.

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 Trust Lead for Health and Safety should initiate the review process and make any necessary 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 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.

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 Trustees
- The Board of Trustees are responsible for ensuring 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 Trustees 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 Head of School / Associate Head 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 Trust Lead for Health, Safety & Premises / Health & Safety Officer
The Trust Lead for Health & Safety / Health & Safety Officer 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 Facility Site Supervisors/ facilities staff
The Facility Site Supervisor should monitor and secure school premises to prevent unauthorised access with electric scooters and bikes
5.6 Pastoral Manager
- The Pastoral Manager will address issues related to learners' bringing on site e-scooters / e-bikes and ensure 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
- 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
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 Trust 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
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1. Introduction

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 2024.

2. Legislation & Regulations

This procedure statement adheres to the following legislation (up to and including 2024) applicable in the UK:

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|---|
| <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) |
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3. Safety and Security

Staff room security must be maintained in a manner to prevent unauthorised access by learners. Staff should be diligent in maintaining security measures to prevent unapproved entry.
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4. Equipment Identification and Inspection
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4.1 Identification: all equipment within the staff room must be clearly labelled to indicate its purpose and safe usage instructions.
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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. Where appropriate equipment will undergo PAT testing in accordance with risk management.
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4.3 Recording and Isolation: Any faulty equipment identified during inspections should be promptly recorded, 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.
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5. Cleanliness and Tidiness

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 organised, properly disposing of waste, and ensuring personal items are not left in shared areas.
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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 returning these items to their designated storage areas. The cleaning of fridges and microwaves is shared out between staff. All cups, plates, cutlery, microwaves, fridges etc must

be cleaned prior to any half term break. Staff rooms are not to be used as storing 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 or any item loaned to them by the Trust to carry out their role.

7. Roles and Responsibilities

7.1 Board of Trustees

- 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 Head of School / Associate Head 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
- Drinks should be carried in securely lidded, insulated cups or beakers. This is to prevent spills and burns, ensuring the safety of both staff, learners and visitors.

7.4 Deputy and Assistant Heads

- Assisting Head of School / Associate Head 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
- Drinks should be carried in securely lidded, insulated cups or beakers. This is to prevent spills and burns, ensuring the safety of both staff, learners and visitors.

7.5 Trust Lead for Health, Safety & Premises

- 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
- Drinks should be carried in securely lidded, insulated cups or beakers. This is to prevent spills and burns, ensuring the safety of both staff, learners and visitors.

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
- Drinks should be carried in securely lidded, insulated cups or beakers. This is to prevent spills and burns, ensuring the safety of both staff, learners and visitors.

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.
- Drinks should be carried in securely lidded, insulated cups or beakers. This is to prevent spills and burns, ensuring the safety of both staff, learners and visitors.

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 Trust 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, organised, and safe staff room, promoting the well-being and efficiency of teaching and support staff while ensuring compliance with relevant regulations.

Procedure Statement: Vermin control

Introduction: This procedure statement outlines the Trust's position in relation to the management and control of pests. The presence of pests can be offensive, present infection hazards, contaminate foodstuffs, damage materials, building components and structures and also be a nuisance. Once established, pests can be difficult and costly to deal with. The Trust and its contractors will adopt procedures to rid areas of existing infestation and thereafter, by pro-active work, maintain this position. Within the procedure, details and reference will be made to good practice and recommendations that should be followed to ensure a safe and pest free environment for service users, staff and others. The roles and responsibilities of the Board of Trustees, Chief Executive Officer, Head of School / Associate Head of School, Trust Lead for Health, Safety & Premises, Health & Safety Officer, Facility Site Supervisor, Facilities team, Teachers, Vocational Instructors, and Learners are defined.

Legislation: This procedure statement complies with the following UK legislation up to and including 2025:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Practice of the British Pest Control Association
- Control of Pesticides Regulations 1986 (amended 1998)
- Control of Substances Hazardous to Health Regulation 2002

Roles & Responsibilities:

Board of Trustees:

- Allocate resources to manage the control of vermin on site. TAN Upper site contains a farm plan which details extensive control measures to reduce the risk / volume of vermin on the land.
- Ensure compliance with relevant legislation and guidelines related to control of vermin.
- Support the implementation of policies and procedures for the safe use of human means of controlling vermin in line with specialist advice and guidance of a contractor.

Chief Executive Officer:

- Allocate resources to manage the control of vermin on site.
- Ensure compliance with relevant legislation and guidelines related to control of vermin
- Support the implementation of policies and procedures for the safe use of human means of controlling vermin in line with specialist advice and guidance of a contractor

Head of School / Associate Head of School:

- Support the Trust Lead for Health, Safety & Premises in controlling any vermin populating on site
- Advise staffing on any outbreak of excessive sighting of vermin
- Ensure that learners are challenged when throwing food around both internally and externally on site
- Advising staff at both the farm and forest school of the importance of securing food and food waste on site

Trust Lead for Health, Safety & Premises / Health & Safety Officer:

- Develop and implement procedures and guidelines for the control of vermin
- Conduct regular risk assessments of both internal and external areas to identify and mitigate potential hazards.
- To provide advice and guidance of personal hygiene when working in area that have an issue with vermin
- Meet with vermin control specialised contractors and put an action plan in place to control vermin

Facility Site Supervisors / Facility team:

Prevention and maintenance

- **Sealing entry points:** The facility team is responsible for identifying and sealing potential entry points for pests, such as cracks in walls and floors, gaps around pipes, and unsealed doors and windows. This proofing is a primary defence against infestations.
- **Waste management:** Proper management of the school's bins and refuse areas is a key duty. This includes ensuring external bins are tightly covered, securely stored, and emptied frequently to avoid attracting pests.
- **Building maintenance:** Routine building maintenance prevents vermin from finding shelter. A facility staff members' responsibilities include fixing leaky pipes and addressing damp areas, as these can provide rodents with a source of water.
- **Groundskeeping:** Maintaining the external grounds, such as cutting back shrubs and keeping areas tidy, is essential to prevent pests from establishing a presence near the building

Inspection and detection

- **Regular inspections:** Facility Site Supervisors should conduct routine walk-throughs of the entire premises, including high-risk areas like kitchens, storage rooms, boiler rooms, and roof spaces, to check for signs of vermin.
- **Identifying signs of infestation:** The Facility Site Supervisors must be vigilant in looking for signs of pests, including droppings, gnaw marks on equipment or wires, nesting materials, and strange odours.
- **Maintaining records:** The Facility Site Supervisors is responsible for keeping a detailed log of all pest-related activity, including sightings, trapping, and the results of inspections.

Response and coordination

- **Acting on reports:** A Facility Site Supervisors should follow issue policy / procedure for responding to pest sightings reported by other staff or learners. This involves assessing the situation and isolating the area if necessary.
- **Working with contractors:** While Facility Site Supervisors handle minor issues, they are responsible for liaising with external pest control contractors for major or persistent infestations. This includes monitoring the contractor's work and ensuring they are following safe practices.
- **Emergency call-outs:** In the event of an emergency, such as an alarm triggered by vermin, the caretaker may be the first point of contact and needs to assess the situation before calling in further assistance.

Health and safety compliance

- **Reporting to management:** The Facility Site Supervisors must communicate all pest activity, especially in high-risk areas like the school canteen, to the Head of School or Trust Lead for Health, Safety & Premises

- **Following safety procedures:** Facility staff must be trained in safe handling procedures for any traps or chemicals they may be authorised to use. Most significantly, they must ensure these are kept away from learners and all safety protocols are followed.
- **Compliance with policy:** The Facility Site Supervisors is on the front line of implementing the school's official pest control policy and must ensure their actions are in full compliance with it.

Teachers and Vocational Instructors:

Prevention

- **Encouraging cleanliness:** Teachers play a key role in enforcing good housekeeping and sanitation practices among students. This includes ensuring students clean up food and drink spills immediately and dispose of all rubbish properly.
- **Securing food:** Teachers must ensure that any food items kept in the classroom, such as snacks or ingredients for a lesson, are stored in sealed, air-tight containers to avoid attracting pests.
- **Do not leave food out in the staff room:** Any food, including snacks or leftovers, must be put away in sealed containers or disposed of correctly. Leaving food out in the open, especially overnight, is a primary attractant for pests like mice, rats, and insects.
- **Managing waste:** They are responsible for making sure waste bins in the classroom are used correctly and that rubbish is disposed of promptly at the end of the day.
- **Maintaining order:** By encouraging students to keep the classroom tidy, teachers help reduce potential nesting and hiding places for pests.

Detection

- **Routine vigilance:** Teachers should regularly check their classroom and any associated storage areas for signs of pest activity, such as droppings, gnaw marks, or nests.
- **Investigating reports:** If a student or colleague reports a pest sighting, the teacher should investigate the claim and confirm the presence of vermin.

Reporting and communication

- **Reporting sightings:** All suspected pest activity should be reported immediately to the appropriate person, such as the head of school, premises manager, or caretaker. This ensures the issue can be addressed promptly and prevents it from spreading.
- **Educating students:** Teachers are responsible for educating students about why good hygiene is important for preventing pests and the health risks associated with vermin.
- **Following school protocol:** Teachers must adhere to the school's official pest control policy, including procedures for reporting and managing any issues.

Learners:

Prevention through hygiene and cleanliness

- **Dispose of waste properly:** Learners must use designated waste bins for all rubbish, including food wrappers, paper, and other debris. This prevents the build-up of waste that can attract vermin.

- **Do not leave food out:** Any food, including snacks or leftovers, must be put away in sealed containers or disposed of correctly. Leaving food out in the open, especially overnight, is a primary attractant for pests like mice, rats, and insects.
- **Clean up spills immediately:** All food and drink spills must be cleaned up promptly and thoroughly. Students should alert a teacher or staff member if a spill is too large for them to handle.
- **Wash hands:** Practicing good personal hygiene, such as washing hands with soap and water after using the toilet and before eating, helps prevent the spread of germs that pests can carry.
- **Keep personal spaces tidy:** Learners should keep their desks, lockers, and bags clean and free of food crumbs and wrappers. A tidy environment leaves fewer hiding places for pests

Detection and reporting

- **Report all sightings:** It is the learner's responsibility to report any signs of vermin, no matter how small, to their teacher or another member of staff immediately. This includes seeing live pests, droppings, nests, or gnaw marks.
- **Do not interact with pests:** Learners should never attempt to approach, trap, or kill pests themselves. Handling vermin can expose them to disease and potential harm from the pest. It should always be left to trained adults to manage.

Education and awareness

- **Engage with lessons on hygiene:** Learners should participate in educational initiatives or lessons about hygiene and sanitation. Understanding why these practices are important helps to reinforce good habits.
- **Understand the rules:** Students must understand and abide by school rules regarding food and waste, as these are put in place to protect the entire school community.

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:

1. Prevention and sanitation

- Prevention is the most critical and safest pest control measure. This involves eliminating the factors that attract vermin: food, water, and shelter.
- **Establish strict food and drink rules:** Restrict food consumption to designated areas like the cafeteria or staff rooms. This prevents crumbs and spills from attracting pests into classrooms and other learning spaces.
- **Use pest-proof storage:** All food items, including snacks, ingredients for cooking lessons, or staff meals, must be stored in sealed, pest-proof containers. In kitchens and storage rooms, food should be kept off the floor and away from walls.
- **Manage waste effectively:**
 - Ensure all indoor and outdoor bins have tight-fitting lids and are emptied frequently.
 - Waste containers should be stored away from building entrances.
 - Rubbish should not be left in classrooms or offices overnight.

- **Eliminate water sources:** Repair any leaky pipes, taps, and drains, as these are a common water source for vermin.
- **Maintain cleanliness:**
- Regularly clean all areas, including under and behind large appliances in the kitchen, to remove food debris, grease, and crumbs.
- Deep clean floors, drains, and bins frequently.

2. Exclusion (pest-proofing)

- This measure focuses on physically preventing vermin from entering school buildings.
- **Seal entry points:** Inspect the building's perimeter for cracks, crevices, and gaps around windows, doors, and pipes. Seal these openings with durable, gnaw-resistant material like metal flashing or wire mesh.
- **Screen openings:** Install screens on all windows and doors that are regularly opened for ventilation, especially in kitchens.
- **Install physical barriers:** Fit heavy-gauge metal kick plates on the base of doors to prevent rodents from gnawing their way in.

3. Inspection and monitoring

- Regular monitoring is essential for early detection and identifying pest activity hotspots.
- **Visual inspections:** Conduct routine walk-throughs of the entire premises, checking for signs of pests such as droppings, gnaw marks, nests, or grease marks along walls.
- **Use non-toxic traps:** Use monitoring devices like tamper-resistant bait stations or sticky traps (in discreet locations away from children) to track pest activity. Maintain a record of all pest sightings, including the date, location, and type of pest.

4. Control and intervention

- If pest activity exceeds a defined action threshold, the following measures can be used:
- **Trapping:** Use physical and humane trapping methods, such as live traps or snap traps placed inside tamper-resistant boxes. Traps should be placed in inaccessible areas and checked regularly.
- **Professional pest control services:**
- Engage licensed and experienced pest control professionals to handle infestations.
- Professionals use specialized equipment and techniques and have access to safer, targeted treatment options.
- Any use of pesticides should be done with minimal risk, such as outside of school hours and in locations inaccessible to children.
- **Non-chemical treatments:** For flying insects in kitchens, silent and chemical-free electronic glue board fly killers can be installed away from food preparation areas.

5. Education and communication

- For IPM to be effective, every member of the school community needs to be involved.
- **Staff training:** Educate all staff, especially kitchen, cleaning, and maintenance teams, on pest prevention, identification, and reporting procedures.
- **Learner education:** Teach students the importance of proper hygiene, tidiness, and waste disposal to prevent attracting pests.

- **Clear reporting protocols:** Establish and communicate a clear procedure for reporting any pest sightings or evidence of activity to the designated staff member

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 pest free environment for service users, staff and others.

Procedure Statement: Personal Emergency Evacuation Planning
The purpose of this Health & Safety Statement is to outline the procedures and responsibilities associated with Personal Emergency Evacuation Planning (PEEP) within our Trust Academy. The safety and well-being of all learners, staff, and visitors, including individuals with disabilities, are of paramount importance. This statement details the current UK legislation up to and including 2025 and assigns specific responsibilities to key stakeholders within the Trust.
Legislation: This procedure statement complies with the following UK legislation up to and including 2024:
• Health and Safety at Work etc. Act 1974 • Management of Health and Safety at Work Regulations 1999 • Regulatory Reform (Fire Safety) Order 2005 • Equality Act 2010 • Building Regulations 2010 (Approved Document M)
Roles & Responsibilities:
Board of Trustees:
• Ensure compliance with all relevant health and safety legislation. • Approve policies and allocate resources for effective PEEP implementation.
Chief Executive Officer:
• Oversee the implementation and maintenance of PEEP across the Trust. • Ensure that adequate resources are available for training and emergency planning.
Head of School / Associate Head of School / Deputy Heads:
• Implement PEEP within their respective schools. • Ensure that staff are trained and aware of their responsibilities. • Review and update PEEP as necessary • Ensure that evacuation drills are conducted regularly and effectively. • Support staff and learners in understanding and following PEEP procedures
Trust Lead for Health, Safety & Premises / Health & Safety Officer:
• Develop, implement and review PEEP procedures. • Conduct regular risk assessments and audits to ensure compliance • Provide training and support to staff on emergency evacuation procedures
Facilities Manager:
• Ensure that the physical infrastructure supports effective PEEP implementation. • Maintain clear and accessible evacuation routes. • Coordinate with the Trust Lead for Health & Safety to address any facility-related concerns.
Facilities Team:
• Assist in maintaining safe and accessible evacuation routes. • Report any hazards or issues that could impede evacuation efforts. • Support the implementation of PEEP as directed by Facility Managers

Teachers and Vocational Instructors:
• Be aware of the PEEP requirements for their learners • Assist in the development and implementation of PEEP for learners with disabilities • Ensure that learners understand evacuation procedures
Individuals with disabilities:
• Inform the school of any specific needs related to emergency evacuation. • Participate in the development of their PEEP • Follow the agreed-upon evacuation procedures.
Learners / visitors
• Follow health & safety instructions provided by staff members • Notify staff of any hazards or concerns observed during the visit • Notify staff of any accident / incident they have been involved in / observed, even when the accident / incident did not result in injury or harm
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 environment for all staff and learners.

Procedure Statement: Forest School

The purpose of this Health & Safety Statement is to outline the procedures and responsibilities associated with all elements of Forest School engagement. The safety and well-being of all learners, staff, and visitors, are of paramount importance. This statement details the current UK legislation up to and including 2025 and assigns specific responsibilities to key stakeholders within the Trust.

Introduction

Health and safety in educational settings is a fundamental responsibility, particularly in dynamic learning environments like forest schools. These settings involve outdoor activities, natural materials, and variable environmental conditions, all of which require specific safety awareness and control measures. This procedure sets out the requirements for health and safety training for all staff—both permanent and supply—working within forest school environments to ensure compliance with legal obligations and the safeguarding of learners and staff.

Legislation: This procedure statement complies with the following UK legislation up to and including 2024:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- The Control of Substances Hazardous to Health (COSHH) Regulations 2002
- The Control of Substances Hazardous to Health (COSHH) Regulations 2002
- Manual Handling Operations Regulations 1992 (amended)
- Provision and Use of Work Equipment Regulations 1998 (PUWER)
- Working at Height Regulations 2005
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- Safeguarding Vulnerable Groups Act 2006
- Electricity at Work Regulations 1989
- The Road Traffic Act 1988
- MiDAS (Minibus Driver Awareness Scheme)

Roles & Responsibilities:

Board of Trustees:

- Ensure compliance with all relevant health and safety legislation.
- Approve policies and allocate resources for effective PEEP implementation.

Chief Executive Officer:

- Oversee the implementation and of all forest related activities
- Ensure that adequate resources are available for training and emergency planning.
- Ensure staff permanent & supporting on site receive all appropriate training
- Take appropriate action in relation to any breach of policy and or legislation

Trust Principal Advisor for Mental Health & Trauma:

- The Trust Principal Advisor for Mental Health and Trauma (TPAMHT) oversees the programme and ensures it meets therapeutic and safeguarding standards.
- To review all practices for ensuring the safety of staff and learners due to extreme weather conditions
- Ensures adequate staff are available on site following a ratio of 1:4
- Ensures funding is made available for staff training
- Ensures staff are aware of and follow all current legislation and takes appropriate action if breaches of legislation occur

- Reviews all Health & Safety matters
- Investigates all accident reports
- Ensures mental health considerations are embedded within health and safety training.
- Liaise with the Trust Forest School Lead to monitor the emotional wellbeing of learners and staff during outdoor learning
- Monitor and evaluates a 6 monthly Health & Safety audit carried out by the Trust Forest School Lead

Trust Lead for Health, Safety & Premises:

- Develop, implement and review all safety standards.
- To carry out a yearly (unannounced) Health & Safety audit along with the Trust Principal Advisor for Mental Health & Trauma
- To consult and advise on safety matters in relation to operating in extreme weather conditions, activities of learning while at height, cooking and campfires,
- Review risk assessments and audits to ensure compliance
- Provide training and support to staff on emergency procedures

Trust Forest School Lead:

- To put in place health & safety strategies to promote a safe working / learning environment
- To inform the Head of School / Trust Lead for Health & Safety when weather conditions effect the safety of learners and staff
- To carry out daily checks to ensure the forest environment is a safe place of work
- While the Trust Principal Advisor for Mental Health & Trauma retains overall responsibility, the Trust Forest School Lead, ensures all staff are appropriately trained, equipment is safe, and procedures are followed.
- Responsible for the day-to-day overseeing of delivery, operations, and health and safety requirements.
- To follow all trust policy in relation to equipment and / the reporting of damaged / missing equipment
- To arrange for all electrical equipment to be PAT tested at least every 6 months due to environmental conditions
- The Trust Forest School Lead is a designated safeguarding lead and has responsibility for safeguarding at Forest School.

Forest school staff & supporting staff:

- Forest School staff conduct daily pre-attendance checks to ensure all dynamic risks are managed.
- All tools and equipment are logged in and out daily and checked for safe use. Damaged items are reported immediately to the Trust Forest School Lead and the TPAMHT
- Staff must consistently reinforce boundaries and safety expectations throughout each session.
- Staff are qualified in food hygiene to enable cooking activities in line with risk assessments and safety guidelines.
- A post-attendance check ensures all materials are accounted for and the site is free from hazards at the end of the day.
- All staff are trained in the Trauma Informed techniques
- All staff are trained in physical intervention techniques (TeamTEACH)

Supporting staff

- Forest School staff conduct daily pre-attendance checks to ensure all static and dynamic risks are managed in support of the full time forest staff.
- All tools and equipment are logged in and out daily and checked for safe use. Damaged items are reported immediately to the Forest School Lead and the TPAMHT
- Staff must consistently reinforce boundaries and safety expectations throughout each session.
- Staff are qualified in food hygiene to enable cooking activities in line with risk assessments and safety guidelines.
- A post-attendance check ensures all materials are accounted for and the site is free from hazards at the end of the day.

Learners

Follow Safety Rules and Instructions

- Listen carefully to adults and follow established safety procedures.
- Stay within set boundaries and respect signals like whistles or recall calls

Use Tools Safely

- Handle tools (e.g., knives, saws) only when permitted and under supervision.
- Use tools for their intended purpose, following training or demonstrations

Wear Appropriate Clothing

- Dress for the weather (e.g., waterproofs, layers, boots) to stay safe and comfortable.
- Wear protective gear when needed (e.g., gloves for tool use)

Be Aware of Hazards

- Identify and avoid natural dangers (e.g., thorny plants, uneven ground, stinging insects).
- Alert an adult to any unsafe conditions or injuries

Practice Good Hygiene

- Wash hands after using the toilet or handling mud, plants, or animals.
- Follow hygiene routines, especially before eating

Maintain Personal Space

- Use sticks and tools in a way that keeps a safe distance from others (e.g., "tool zone" or "safety bubble").
- Avoid running in areas with tripping hazards

Respond to Emergencies Appropriately

- Know what to do in case of an injury or emergency (e.g., stay calm, call for help).
- Follow the lead of adults during evacuations or first aid situations.

Expectations of Learners in Relation to Health & Safety

Be Responsible and Aware

- Understand the importance of safety in a wild or outdoor environment.
- Take ownership of their actions and decisions while exploring.

Respect Boundaries

- Adhere to physical boundaries set by leaders (e.g., marked areas, fences, safe zones).
- Don't wander off or explore unsupervised areas.

Act Sensibly and Calmly

- Avoid reckless behaviour that could cause harm (e.g., throwing sticks, rough play).
- Move carefully through woodland or rough terrain.

Look Out for Others

- Help peers stay safe and alert an adult if someone is hurt or acting unsafely.
- Work cooperatively in group tasks, especially those involving tools or fire.

Learn from Experience

- Reflect on health and safety incidents or near-misses to improve future behaviour.
- Build knowledge about risk-taking in a safe, supported way.

In Forest School, the approach to health and safety encourages **risk awareness rather than risk avoidance**. Learners are supported to take **appropriate, managed risks**, helping them develop **confidence, responsibility, and resilience** in a safe and supportive environment

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 environment for all staff and learners.

Procedure Statement: Site safety due to high winds

The purpose of this Health & Safety Statement is to outline the procedures and responsibilities associated with the safe travel to school, the safety of all individual on site and safe return at the end of the day, or any period of the day if the site is closed as a result of high winds. The safety and well-being of all learners, staff, and visitors, including individuals with disabilities, are of paramount importance. This statement details the current UK legislation up to and including 2025 and assigns specific responsibilities to key stakeholders within the Trust.

Introduction

Academy policy regarding wind typically focus on safety, particularly during high winds. Sites / buildings may close if wind speeds are consistently above a certain threshold (e.g., 40mph) or if gusts reach a higher level (e.g., 46mph), or if conditions on the site or surrounding area are deemed unsafe, according information received (Newcastle Education Dept). The decision to close often rests with the CEO or designated Officer, Head of School (Business), who considers factors like the safety of learners and staff, the ability of staff to reach school, and the potential for worsening conditions, according to information available at the time. All ongoing risk is assessed through a dynamic risk assessment.

Legislation: This procedure statement complies with the following UK legislation up to and including 2024:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Occupiers' Liability Act – updated 1984
- Education Act 2002
- Civil Contingencies Act 2004
- Regulatory Reform (Fire Safety) Order 2005
- Control of Substances Hazardous to Health (COSHH) Regulations 2002
- Working at Height Regulations 2005

Roles & Responsibilities:

Board of Trustees:

- Ensure compliance with all relevant health and safety legislation.
- Ensure an approved Wind Procedure is in place across the Trust.
- Allocate appropriate resources for preventative and emergency planning.
- Monitor implementation and compliance.
- Liaise with Newcastle City Council and other enforcing bodies on emergency responses and continuity planning

Chief Executive Officer:

- Oversee the implementation and of all procedures relating to operating while experiencing extreme windy conditions
- Ensure lines of communication are available with the Board of Trustees to allow for informed decisions to be made and disseminated
- Ensure lines of communication are available with Heads of School or other responsible individuals to allow for informed decisions to be made and disseminated
- Ensure the safety of all individuals on site, learners, staff or visitors
- Report incidents or required closures to the Trust and the Local Authority.
- Ensure that adequate resources are available for training and emergency planning.
- Ensure staff permanently / supporting on site receive all appropriate training

- Take appropriate action in relation to any breach of policy and or legislation

Heads of School / Head of School (Business)

- Head of School (Business) will communicate with the CEO to make an informed decision if the sites are safe to remain open. In the event that the CEO is not present, the Head of School (Business) will become the senior decision maker and communicate with the Chair of the Board
- To monitor weather conditions and assess the safety of all learners, staff and visitors on site
- To communicate with the CEO if forecasts warn of pending high winds, which may affect operational plans or the safety of all learners, staff and visitors
- To review all activities planned and decide if the windy conditions effect the safety of learners, staff or visitors
- To review the Trust CIC plans in the event that winds may affect activities
- To review all outdoor education plans in conjunction with SLT and Group Leaders to make an informed decision about reducing, amending or cancelling events
- To review and discuss with CEO and Trust for Health, Safety & Premises the use of Trust vehicles
- To report to the CEO / Trust Lead for Health, Safety & Premises any damaged caused to infrastructure , trees or resources immediately, and take appropriate action in the first instance to prevent any further damage or risk of injury
- In extreme windy conditions the Head of School may take the decision that due to strength of wind it may be unsafe for learners to be outside of the building
- In extremely windy conditions the Head of School may decide to remove learners and staff from some outside building due to the makeup of the roofing structure (Bricklaying, Farm barn, Forest school)

Trust Principal Advisor for Mental Health & Trauma:

- The Trust Principal Advisor for Mental Health and Trauma (TPAMHT) oversees the forest school programme and will discuss with the CEO and Head of School (Business) the safety of all learners and staff during extreme wind conditions
- To advise the CEO / Head of School (Business) when any emergency evacuation needs to take place from Forest site as a result of / pending high winds
- To make all necessary strategic arrangements for the evacuation of Forest site
- To make necessary arrangements for additional mini buses to go to Forest site for the evacuation of learners and staff
- The TPAMHT will review safety with the Lead for Forest School when windy conditions are forecast in advance
- To review all practices for ensuring the safety of staff and learners due to extreme weather conditions
- Ensures adequate staff are available on site following a ratio of 1:4 to allow any emergency procedure to be put in place immediately / effectively following evacuation procedures
- Ensures staff are aware of and follow all current legislation and takes appropriate action if breaches of legislation occur
- Reviews all Health & Safety matters
- To put in place & review a 6 monthly Health & Safety audit carried out by the Trust Forest School Lead

Trust Lead for Health, Safety & Premises:

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| <ul style="list-style-type: none"> • Develop, implement and review all safety standards. • To consult and advise on safety matters in relation to operating in extreme weather conditions • Maintain the Trust-wide Wind and Severe Weather Policy. • Advise schools on risk assessments and appropriate control measures. • Review risk assessments and audits to ensure compliance • Coordinate with Newcastle City Council Health & Safety Team • Oversee staff training on severe weather preparedness and response. • Maintain a CIC plan and make appropriate individuals aware of control measures in place |
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Forest School Lead

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| <ul style="list-style-type: none"> • Coordinate emergency inspections post-wind event to check for damage and hazards, log and photograph evidence to be generated • To review weather forecasts and consider impact on forest school activities • To discuss weather forecasts with TPAMHT and make necessary changes to the forest school programme as result of forecast of windy conditions • Ensure that all resources are either removed from the forest area or securely tied down prior to extreme windy conditions • To create a written plan of informing learners, staff. Parents and other visitors not to attend forest school due to extreme windy conditions • To create an emergency evacuation plan for the safe removal of all learners, staff and visitors from the forest site • To arrange with the TPAMHT the actual emergency evacuation of all learners, staff and visitors from the forest site |
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Teaching & support staff

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| <ul style="list-style-type: none"> • To follow all instructions issued to them by line manager, SLT member or any appropriate responsible staff member • Relay information on site closure to learners, parents, carers, transport support or other individuals who require information on site closure or partial site closure • Help in the securing of loose objects or outdoor equipment prior wind warnings. • Report fallen branches, broken windows, or other hazards immediately. • Assist with site clearing and internal safety checks post-event. • Follow PPE and site safety protocols during adverse weather clean-up. |
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Facility Site Supervisor / Site Supervisor:

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| <ul style="list-style-type: none"> • Conduct pre-wind event inspections of roofs, external fixtures, and trees and record findings. (Beaufort Scale 1-4) • Develop maintenance schedules for all outdoor structures (fencing, signage, play equipment). • Coordinate emergency inspections post-wind event to check for damage and hazards, report to be completed within 24 hours of wind subsiding. (Beaufort Scale 5-12) • Liaise with contractors and arborists for immediate remedial works. • Ensure urgent repairs are completed immediately • Arrange for temporary hazard barriers to be put in place to secure dangerous areas until repairs are carried out |
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Facility staff:

- Conduct pre-wind event inspections of roofs, external fixtures, and trees and record findings. (Beaufort Scale 1-4)
- Carryout maintenance schedules for all outdoor structures (fencing, signage, play equipment) and report findings.
- Coordinate emergency inspections post-wind event to check for damage and hazards and report findings. (Beaufort Scale 5-12)
- Conduct daily pre-attendance checks to ensure all static and dynamic risks are managed.
- Ensure that all safety control measures are followed when carrying out repairs

Working at height

- All staff working at height must receive appropriate training and demonstrate competence
- All staff working at height must follow the guidance in relate to working at height and wind speeds

Equipment, Structures & Risk Areas to Inspect

- Roofs and Guttering
- External Signage and Lighting Fixtures
- Temporary Structures (e.g. canopies, sheds, bins)
- Fencing and Gates
- Playground Equipment
- Trees – branches, health, proximity to buildings
- Windows and Doors
- Air conditioning units, extraction vents, chimneys

Inspection Schedule & Maintenance

- Tree Inspections Annually (or post-storm) Qualified Arborist / Facilities Manager
- Roof & Guttering Check Termly & after severe wind Facility Site Supervisor
- External Fixtures Inspection Monthly Facility Site Supervisor
- Loose Objects (Bins, Signs) Before anticipated storm Facility Site Supervisor
- Wind Policy Review Annually Trust Lead for Health & Safety

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 environment for all staff and learners.

The Beaufort Scale

Scale	Force (mph)	Description Specification for Use on Land
1	1-3	Light Air Direction of wind shown by smoke drift, but not wind by vanes
2	4-7	Light Breeze Wind felt on face; leaves rustle, ordinary vanes moved by wind
3	8-12	Gentle Breeze Leaves and small twigs in constant motion; wind extends a light flag
4	13-18	Moderate Breeze Raises dust and loose paper; small branches are moved
5	19-24	Fresh Breeze Small trees in leaf begin to sway; crested wavelets form on inland waters vertically
6	25-31	Strong Breeze Large branches in motion; whistling heard in telegraph wires; umbrellas used with difficulty
7	32-38	Near Gale Whole trees in motion; inconvenience felt when walking against the wind
8	39-46	Gale Breaks twigs off trees; generally, impedes progress
9	47-54	Severe Gale Slight structural damage occurs (chimney pots and slates removed)
10	55-63	Storm Seldom experienced inland; trees uprooted; considerable structural damage occurs
11	66-72	Violent Storm Very rarely experienced; accompanied by widespread damage
12	73-83	Hurricane Very rarely experienced; accompanied by widespread damage

Procedure Statement: Terrorism Safety & Security Compliance (Martyn's Law)

This procedure establishes how the Trust will implement, maintain, and continually review safety systems to address the threat of terrorism. It ensures full compliance with Martyn's Law and associated guidance, acknowledging that Trust premises may at times exceed the qualifying numbers of individuals onsite (200), but is never likely to exceed the qualifying number of 800 individuals to meet criteria of Enhanced Duty Premises / Qualifying Event

Introduction

The Trust is committed to safeguarding every learner, staff member, parent, carer, visitor and contractor on our premises. We recognise that terrorism presents a real and evolving risk. This procedure sets out our Trust-wide system to prevent, prepare for, respond to and recover from acts of terrorism, in line with Martyn's Law (Terrorism (Protection of Premises) Act 2025) and all relevant UK legislation and statutory guidance. We will adopt a proportionate, risk-based and people-focused approach, scaling up measures when our premises or events reach higher capacities.

Legislation: This procedure statement complies with the following UK legislation up to and including 2024:

- Terrorism (Protection of Premises) Act 2025 ("Martyn's Law").
- Terrorism Act 2000; Terrorism Act 2006; Counter-Terrorism Act 2008; Terrorism Prevention and Investigation Measures Act 2011; Counter-Terrorism and Border Security Act 2019.
- Counter-Terrorism and Security Act (CTSA) 2015 – including the Prevent Duty and relevant statutory guidance for education.
- Civil Contingencies Act 2004 – liaison with Category 1/2 responders via Local Resilience Forum (LRF).
- Health and Safety at Work etc. Act 1974; Management of Health and Safety at Work Regulations 1999 – suitable and sufficient risk assessments and controls.
- Data protection and privacy: UK GDPR and Data Protection Act 2018; Protection of Freedoms Act 2012 – Surveillance Camera Code of Practice (for CCTV and monitoring).
- Education safeguarding: Keeping Children Safe in Education (current edition) and related DfE guidance.

Key Definitions

Responsible Person: The individual or body in control of a qualifying premises/event, accountable for compliance. Trust-wide: CEO. Site-level: Head of School (delegated).

Qualifying Premises: Premises where 200 or more people (including staff) are reasonably expected to be present at the same time from time to time.

Standard Duty Premises: Qualifying premises with <800 expected people.

Enhanced Duty Premises / Qualifying Event: Premises/events where 800 or more people are reasonably expected at the same time. (Unlikely to apply to Trinity Academy Trust)

Public Protection Procedures: Documented actions to reduce harm if an act of terrorism occurs or is suspected in the premises or immediate vicinity (e.g., evacuation, invacuation/shelter, lockdown, communications and initial life-saving actions).

Public Protection Measures (Enhanced only): Proportionate physical/technical/organisational measures aimed at reducing vulnerability and the risk of harm (e.g., CCTV coverage, trained security provision, access control enhancements, hostile vehicle mitigation, alerting systems).

Roles & Responsibilities:
Board of Trustees:
• Hold ultimate accountability for compliance across the Trust. • Approve the Trust Security & Terrorism Risk Strategy and this Procedure (annual review). • Ensure sufficient resources for controls, training, exercising and improvements. • Receive termly compliance assurance from the CEO and Trust Lead for Health, Safety & Premises.
Chief Executive Officer:
• Ensure lines of communication are available with the Board of Trustees to allow for informed decisions to be made and disseminated • Ensure lines of communication are available with Heads of School or other responsible individuals to allow for informed decisions to be made and disseminated • Designated Senior Responsible Person for Martyn's Law across the Trust. • Ensure Trust-wide policies, local procedures and training are in place and effective. • Chair the Trust Security & Resilience Committee (TSRC) (members include Heads of School, Trust Lead for Health, Safety & Premises, DSL/Safeguarding Lead, ICT/Data Protection, Communications). • Ensure liaison with CT Policing/Protect network, Local Authority, LRF and regulator. • Provide termly assurance reports to Trustees.
Heads of School / Associate Head of School
• Site Responsible Person for Martyn's Law compliance and local implementation. • Maintain and annually sign off the Site Terrorism Risk Assessment (TRA) and Public Protection Procedures (evacuation, invacuation/shelter, lockdown, MTA response). • Ensure capacity monitoring and Tier Trigger Plan (see Section 7) is used for events and daily operations. • Lead incident command on site (or delegate to Deputy/Assistant Head). • Ensure staff/learner training, drills and records are maintained.
Trust Principal Advisor for Mental Health & Trauma:
• Provide strategic oversight of mental health and trauma-informed approaches following incidents. • Develop Trust-wide guidance for supporting learners and staff post-incident. • Ensure integration of psychosocial resilience training within staff CPD. • with DSLs and Safeguarding Leads to deliver trauma support, counselling and external referrals. • Develop Trust-wide guidance for supporting learners and staff post-incident. • Ensure integration of psychosocial resilience training within staff CPD. • Coordinate with DSLs and Safeguarding Leads to deliver trauma support, counselling and external referrals.

Trust Lead for Health, Safety & Premises:
• Trust technical lead on security and safety risk. • Develop and maintain the Trust TRA methodology, templates and checklists. • Commission specialist surveys (e.g., hostile vehicle mitigation, perimeter integrity, CCTV design). • Oversee procurement and maintenance of security systems and ensure data protection by design. • Audit sites termly and report to TSRC/Trustees.
Teaching & support staff
• Complete mandatory awareness training (Prevent/ACT/SCaN) and annual refreshers. • Deliver age-appropriate safety messaging and practice drills with learners. • Keep classroom door protocols, roll-call lists, and quick-reference action cards to hand. • Report suspicious activity/items immediately via agreed channels.
Facility Manager / Site Supervisor:
• Control access (ID checks, visitor management, contractor vetting) and maintain barriers/locks. • Conduct pre-opening and event pre-event security sweeps; manage deliveries and waste (reduce concealment). • Test and maintain PA, radios, alarms, CCTV, electronic locks, and emergency lighting. • Provide cordons, marshal evacuation routes and support emergency services
Designated Safeguarding Leads (DSL) & Safeguarding Team:
• Align terrorism procedures with safeguarding duties, KCSIE and Prevent. • Ensure referral routes and post-incident support (pastoral, mental health, external agencies).
Learners
• Participate in drills and follow staff instructions. • Use "See it, Say it" principles to report concerns. • Avoid sharing unverified information on social media during incidents.
Parents/Carers & Visitors (including Contractors)
• Comply with sign-in, ID and movement controls, heed safety signage and staff directions. • Follow pre-event guidance issued by the school; avoid bringing prohibited items. • During incidents, await official communication and avoid attending site unless requested.

Capacity Monitoring & Tier Trigger Plan
- Each site will maintain a Capacity Profile (normal school day, assemblies, lunch, arrival/departure peaks, events, sports fixtures, community lettings). - When numbers are reasonably expected to reach 200+ simultaneously, the site becomes/operates as Standard Duty. - When numbers are reasonably expected to reach 800+ simultaneously (e.g., festivals, multi-school events, graduations, public fairs), Enhanced Duty applies for the event period. - Pre-Event Tier Check (minimum 10 working days prior): Head/Deputy confirms expected numbers; LHSP validates tier and additional controls (Section 9) and signs off the Event Security Plan. - On-the-Day Confirmation: Site opens under the declared tier; Facilities conduct an opening sweep; Incident Commander confirms command team roles, comms check, and control room location.
Site Terrorism Risk Assessment (TRA)
Each site must maintain a TRA covering: - Threat context (locality, transport links, crowded places, neighbouring risks). - Vulnerabilities (perimeter, access points, reception, arrivals/departures, queuing, postal handling, deliveries, crowded areas, assembly points). - Occupancy profiles and special events schedule. - Impact assessment and reasonably practicable mitigations. - Dependencies and critical systems (comms, power, ICT). - Safeguarding and equality considerations. - Data protection and information management for security systems. - Review triggers: change to layout/use, amplified threat level, after any drill/incident, or at least annually
Public Protection Procedures (All Sites) - The following procedures must be documented, briefed, posted (where appropriate) and rehearsed.
ALERT & INITIAL ACTIONS
- Activate the site ALERT (plain-English or code phrase) via PA/radios. - Call 999 and follow JESIP principles when coordinating with responders. - Initiate the relevant response (Evacuate / Invacuate / Lockdown) and begin dynamic risk assessment.
EVACUATION
- Primary and secondary routes; marshals; assembly points with safe standoff distances. - Roll-call procedures; arrangements for pupils with SEND or mobility needs. - Traffic and gate plans to enable emergency access; off-site refuge location if required
INVACUATION / SHELTER
- Movement from exposed areas to pre-identified internal safe spaces; door discipline; blinds/cover. - Quiet/phone-silent protocols; controlled updates from Incident Command.

LOCKDOWN (Including Marauding Terrorist Attack – MTA)

- Immediate locking/bolting of doors, barricading where safe, lights off/silent mode.
- Staff to consider Run–Hide–Tell / Stop–Drop–Tell guidance and immediate life-saving actions.
- Do not open

Review and monitoring

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