



Bader Academy Health & Safety Policy

Including Fire Safety and Anti-Arson, Moving and Handling, School Security & Sun Safety

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An academy within:



“Learning together, to be the best we can be”



1. Aims

1.1. Our aims are to:

- 1.1.1. Provide and maintain a safe and healthy environment;
- 1.1.2. Establish and maintain safe working procedures amongst staff, pupils and all visitors to the school site;
- 1.1.3. Have robust procedures in place in case of emergencies;
- 1.1.4. Ensure that the premises and equipment are maintained safely, and are regularly inspected.

2. Legislation

2.1. This policy is based on advice from the Department for Education on [health and safety in schools](#) and the following legislation:

2.2. [The Health and Safety at Work etc. Act 1974](#), which sets out the general duties employers have towards employees and duties relating to lettings;

2.3. [The Management of Health and Safety at Work Regulations 1992](#), which require employers to make an assessment of the risks to the health and safety of their employees;

2.4. [The Management of Health and Safety at Work Regulations 1999](#), which require employers to carry out risk assessments, make arrangements to implement necessary measures, and arrange for appropriate information and training;

2.5. [The Control of Substances Hazardous to Health Regulations 2002](#), which require employers to control substances that are hazardous to health;

2.6. [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations \(RIDDOR\) 2013](#), which state that some accidents must be reported to the Health and Safety Executive and set out the timeframe for this and how long records of such accidents must be kept;

2.7. [The Health and Safety \(Display Screen Equipment\) Regulations 1992](#), which require employers to carry out digital screen equipment assessments and states users' entitlement to an eyesight test



- 2.8. [The Gas Safety \(Installation and Use\) Regulations 1998](#), which require work on gas fittings to be carried out by someone on the Gas Safe Register
- 2.9. [The Regulatory Reform \(Fire Safety\) Order 2005](#), which requires employers to take general fire precautions to ensure the safety of their staff
- 2.10. [The Work at Height Regulations 2005](#), which requires employers to protect their staff from falls from height
- 2.11. The school follows [national guidance published by Public Health England](#) when responding to infection control issues.
- 2.12. This policy relates to Bader Academy and reflects local needs and priorities. Nexus Multi-Academy Trust has an overarching health and safety policy for the Trust as a whole. Where the school delivers hospital education, the Health & Safety policy for the host NHS Trust must be followed.

3. Roles and responsibilities

3.1. The Trust Board of Directors

- 3.1.1. The Trust Board of Directors has ultimate responsibility for health and safety matters in the school, but will delegate day-to-day responsibility to the Chief Executive Officer and Headteacher.
- 3.1.2. The Trust Board of Directors has a duty to take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off the school premises.
- 3.1.3. The academy trust, as the employer, also has a duty to:
- 3.1.3.1. Assess the risks to staff and others affected by school activities in order to identify and introduce the health and safety measures necessary to manage those risks
 - 3.1.3.2. Inform employees about risks and the measures in place to manage them
 - 3.1.3.3. Ensure that adequate health and safety training is provided
- 3.1.4. Responsibilities for ensuring these measures are in place have been delegated to the Trust Chief Executive Officer.



3.2. Headteacher

3.2.1. The Headteacher is responsible for health and safety day-to-day. This involves:

- Implementing the health and safety policy;
- Ensuring there is enough staff to safely supervise pupils;
- Ensuring that the school building and premises are safe and regularly inspected ;
- Providing adequate training for school staff;
- Reporting to the governance on health and safety matters;
- Ensuring appropriate evacuation procedures are in place and regular fire drills are held;
- Ensuring that in their absence, health and safety responsibilities are delegated to another member of staff;
- Ensuring all risk assessments are completed and reviewed;
- Monitoring cleaning contracts, and ensuring cleaners are appropriately trained and have access to personal protective equipment, where necessary;
- Engaging with the Trust's appointed Competent Person.

3.3. Health and safety lead

3.3.1. The nominated health and safety lead is the school office manager and the site manager.

3.4. Staff

3.4.1. School staff have a duty to take care of pupils in the same way that a prudent parent would do so. Staff will:

- 3.4.1.1. Take reasonable care of their own health and safety and that of others who may be affected by what they do at work;
 - 3.4.1.2. Co-operate with the school on health and safety matters;
 - 3.4.1.3. Work in accordance with training and instructions;
 - 3.4.1.4. Inform the appropriate person of any work situation representing a serious and immediate danger so that remedial action can be taken;
 - 3.4.1.5. Model safe and hygienic practice for pupils;
- 3.4.2. Understand emergency evacuation procedures and feel confident in implementing them.



3.5. Pupils and parents

3.5.1. Pupils and parents are responsible for following the school's health and safety advice, on-site and off-site, and for reporting any health and safety incidents to a member of staff.

3.6. Contractors

3.6.1. Contractors will agree health and safety practices with the Headteacher before starting work. Before work begins the contractor will provide evidence that they have completed an adequate risk assessment of all their planned work.

4. Control of substances hazardous to health (COSHH)

4.1. Schools are required to control hazardous substances, which can take many forms, including:

- Chemicals
- Products containing chemicals
- Fumes
- Dusts
- Vapours
- Mists
- Gases and asphyxiating gases
- Germs that cause diseases, such as leptospirosis or legionnaires disease

4.2. Control of substances hazardous to health (COSHH) risk assessments are completed by the school office manager or the site manager and circulated to all employees who work with hazardous substances. Staff will also be provided with protective equipment, where necessary.

4.3. Our staff use and store hazardous products in accordance with instructions on the product label. All hazardous products are kept in their original containers, with clear labelling and product information.



4.4. Hazardous products are stored in locked cupboards which can only be accessed by staff.

4.5. Any hazardous products are disposed of in accordance with specific disposal procedures.

4.6. Emergency procedures, including procedures for dealing with spillages, are displayed near where hazardous products are stored and in areas where they are routinely used.

4.7. **Gas safety**

- Installation, maintenance and repair of gas appliances and fittings will be carried out by a competent Gas Safe registered engineer.
- Gas pipework, appliances and flues are regularly maintained.
- All rooms with gas appliances are checked to ensure that they have adequate ventilation.

4.8. **Legionella**

- The site manager is responsible for ensuring that the identified operational controls are conducted and recorded in the school's water log book.
- This risk assessment will be reviewed every two years and when significant changes have occurred to the water system and/or building footprint.
- The risks from legionella are mitigated by the following: regular checks of water temperature, disinfection of shower heads.

4.9. **Asbestos**

- The school building was completed in 2020 so therefore contains no asbestos.

5. **Equipment**

5.1. All equipment and machinery is maintained in accordance with the manufacturer's instructions. In addition, maintenance schedules outline when extra checks should take place.

5.2. When new equipment is purchased, it is checked to ensure that it meets appropriate educational standards.



5.3. All equipment is stored in the appropriate storage containers and areas. All containers are labelled with the correct hazard sign and contents.

5.4. Electrical equipment

- All staff are responsible for ensuring that they use and handle electrical equipment sensibly and safely
- Any pupil or volunteer who handles electrical appliances does so under the supervision of the member of staff who so directs them
- Any potential hazards will be reported to the school site manager immediately
- Permanently installed electrical equipment is connected through a dedicated isolator switch and adequately earthed
- Only trained staff members can check plugs
- Where necessary a portable appliance test (PAT) will be carried out by a competent person
- All isolators switches are clearly marked to identify their machine
- Electrical apparatus and connections will not be touched by wet hands and will only be used in dry conditions
- Maintenance, repair, installation and disconnection work associated with permanently installed or portable electrical equipment is only carried out by a competent person

5.5. PE Equipment

- Pupils are taught how to carry out and set up PE equipment safely and efficiently. Staff check that equipment is set up safely.
- Any concerns about the condition of the gym floor or other apparatus will be reported to the site manager.
- PE equipment is tested annually for defects and a report provided to school.

5.6. Display screen equipment

- All staff who use computers daily as a significant part of their normal work have a display screen equipment (DSE) assessment carried out. 'Significant' is taken to be continuous/near continuous spells of an hour or more at a time
- Staff identified as DSE users are entitled to an eyesight test for DSE use upon request, and at regular intervals thereafter, by a qualified optician (and corrective glasses provided if required specifically for DSE use)



5.7. Specialist Equipment

- Parents are responsible for the maintenance and safety of their children's wheelchairs. In school, staff promote the responsible use of wheelchairs.

6. Lone working

6.1. Lone working may include:

- Late working
- Home or site visits
- Weekend working
- Site manager duties
- Site cleaning duties
- Working in a single occupancy office

6.2. Potentially dangerous activities, such as those where there is a risk of falling from height, will not be undertaken when working alone. If there are any doubts about the task to be performed, then the task will be postponed until other staff members are available.

6.3. If lone working is to be undertaken, a colleague, friend or family member will be informed about where the member of staff is and when they are likely to return.

6.4. The lone worker will ensure that they are medically fit to work alone.

7. Working at height

7.1. We will ensure that work is properly planned, supervised and carried out by competent people with the skills, knowledge and experience to do the work.

7.2. In addition:

- The site manager retains ladders for working at height;
- Pupils are prohibited from using ladders;
- Staff will wear appropriate footwear and clothing when using ladders;
- Contractors are expected to provide their own ladders for working at height;



- Before using a ladder, staff are expected to conduct a visual inspection to ensure its safety;
- Access to high levels, such as roofs, is only permitted by trained persons.

8. Manual handling

- 8.1. Bader Academy considers the moving and handling of children and young people very carefully. The school has a duty of care for keeping children and young people safe against ensuring that staff are competent, resourced and equipped to practice high standards of moving and handling.
- 8.2. Bader Academy currently does not have young people requiring mechanical lifting. For children and young people at Bader Academy the use of a mechanical lifting technique is appropriate and secure should this be required. However, the use of a mechanical lift may not be suitable for all circumstances and other manual handling techniques may be necessary. At all times any manual transfers or lifts should be risk assessed. Bader Academy promotes the independence of all children and young people and this is not exempt to moving and handling.
- 8.3. There are many health and safety legislations that moving and handling or manual lifting fall under: including, Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, Manual Handling Operations Regulations 1992, Workplace (Health, Safety and Welfare) Regulations 1992 and Lifting Operations and Lifting Equipment Regulations (LOLER) 1998.
- 8.4. Under each legislative act it is advised to avoid hazardous manual handling operations, so far as reasonably practicable. Assess those handling operations that cannot be avoided and take action to reduce the risk of injury from those operations so far as reasonably practicable.
- 8.5. Therefore each move or handling technique must be risk assessed. It is the responsibility of the class teacher to work with appropriate professionals, such as physiotherapists or Occupational Therapists, to ensure that risks are assessed for the children and young people that they care for, for specific therapies and input. Risk assessments should be reviewed regularly and at least once per year. They should also be reviewed at any point there are any changes i.e. changes in the child or young persons mobility or health, changes to staffing or equipment, or changes in Health and Safety law. Risk



assessments will result in a safe system of work and should consider the child or young person, the equipment to be used, the environment and staffing ratios. At all times risk assessments should be adhered to and be available to all staff at all times. Risk assessments are monitored by Senior Leaders and the Schools Office Manager regularly throughout the year.

- 8.6. Where a health professional prescribes a treatment or programme for an individual child or young person that includes moving and handling, that health professional will supply the risk assessment. The health professional will also provide training to school staff on how to carry out the treatment or programme and ensure that staff are competent to do so. At any time advice on safe systems of work and practice can be sought from the Class Team, the school leaders or the physiotherapy team where appropriate.
- 8.7. Where a child or young person does not have a specific moving and handling plan or a health programme, then that child or young person should not be moved, handled and particularly lifted or carried. However, there are circumstances that this may not be possible and only in these circumstances moving and handling maybe permitted:
- Upon awaiting assessment of or delivery of a sling
 - When children have a specific physiotherapy programme relating to walking or weight bearing
 - At times when a young child may need comfort
 - When a young child may need assistance onto play equipment
- 8.8. However, in these circumstances, risk assessments and safe systems of work still need to be carried out, and it may be necessary to seek advice from the Headteacher, Senior Leader, Teacher, Class Team Leader, Medical Lead or Physiotherapists. Lifting of children or young people should not become routine practice. If it is necessary to move, handle or lift a child or young person in an emergency situation, then advice from the Medical Lead and Health and Safety Lead should be sought where possible and at the very least the manual lift thought out prior. This prevents any risk of harm to children, young people and staff.
- 8.9. All school staff receive moving and handling training every year, where this a requirement of their role.
- 8.10. Any new staff, apprentices, supply staff or volunteers will not move or handle any child or young person at school, nor assist in any moving and



handling technique, until they have received both theory and practical training. The specific staff may receive more bespoke linked to a specific child. The training programme is monitored by the School Office Manager and forms part of the schools Safeguarding Training Plan. All training records are kept up to date and are held centrally by the Business Administrative Team.

- 8.11.** Staff need to be physically able to carry out manual handling. Manual handling may present a risk to those who have existing or new health problems or who are new or expectant mothers. In each case, individual capabilities any limitations will be risk assessed and a safe system of work produced.
- 8.12.** At school there are a number of manual aids used, such as fixed hoists, mobile hoists, slings. All equipment must be appropriate and fit for purpose. All manual handling equipment is maintained. All hoists are tested every 6 months and changing beds are tested every 12 months by an external specialist company. Slings are maintained and checked by the parent and allocated staff. It is an expectation that parents wash slings regularly. However, every piece of equipment should be checked visually before use. If any damage is apparent then the equipment should not be used and the Medical Lead and School Office Manager should be notified immediately.
- 8.13.** Children and young people that have limited mobility and require assistance when moving should have an emergency evacuation plan and this should detail specific areas i.e. personal care. This plan should be available to all staff. It is the responsibility of the Class Teacher to ensure that these are complete. In the event of a fire, it is advisable for a member of staff to check the vicinity or surrounding area. If fire is visible then it is clear that children or young people should be moved as quickly and safely as possible. If fire is not visible, then children and young people should be moved and handled as described in their specific risk assessment as fire doors will prevent the spread of fire for a suitable amount of time.
- 8.14.** If children or young people are to go out of school then mobility and personal care needs should always be considered. Advice can be sought from the Medical Lead and where appropriate a member of the team may accompany the child or young person out of school. A pre visit to the out of school location is advisable to assess the environment and a risk assessment must be carried out.



8.15. If a child or young person can transfer from their wheelchair on to a vehicle seat then this should always happen when travelling. It is safer for children and young people to travel in a fixed minibus seat than in their own wheelchair. Risk assessments, safe systems of work and training need to be in place before carrying out any transfer.

8.16. Families are not permitted to move or handle their own or any other children or young people whilst inside school; if this does occur it will invalidate the school's insurance. If families transport their child to and from school and carry or lift their child into a chair or buggy then this equipment must be brought to their car by members of staff. This will reduce the distance that the child is being carried and also adheres to insurance policies.

8.17. If a member of staff notices or is aware of unsafe practice when a child or young person is being moved or handled then they have a duty of care to respond and report this. If a child or young person is at immediate risk then that staff member must intervene. This needs to be followed up by completion of an Issue of Concern form, available from reception. The 'incident' will be investigated by in line with Trust policy.

9. Off-site visits

9.1. When taking pupils off the school premises, we will ensure that:

- Risk assessments will be completed where off-site visits and activities require them;
- All off-site visits are appropriately staffed;
- Staff will take a school mobile phone, a portable first aid kit, information about the specific medical needs of pupils along with the parents' contact details;
- There will always be at least one first aider on school trips and visits;
- The school's Educational Visits Policy is followed.



10. Lettings

- 10.1. This policy applies to lettings. Those who hire any aspect of the school site or any facilities will be made aware of the content of the school's health and safety policy, and will have responsibility for complying with it.

11. Violence at work

- 11.1. We believe that staff should not be in any danger at work, and will not tolerate violent or threatening behaviour towards our staff.
- 11.2. All staff will report any incidents of aggression or violence (or near misses) directed to themselves to their line manager/Headteacher immediately. This applies to violence from pupils, visitors or other staff.

12. Smoking

- 12.1. Smoking is not permitted anywhere on the school premises.

13. Expectant and new mothers

- 13.1. Risk assessments will be carried out whenever any employee or pupil notifies the school that they are pregnant.
- 13.2. Appropriate measures will be put in place to control risks identified. Some specific risks are summarised below:
- Chickenpox can affect the pregnancy if a woman has not already had the infection. Expectant mothers should report exposure to antenatal carer and GP at any stage of exposure. Shingles is caused by the same virus as chickenpox, so anyone who has not had chickenpox is potentially vulnerable to the infection if they have close contact with a case of shingles
 - If a pregnant woman comes into contact with measles or German measles (rubella), she should inform her antenatal carer and GP immediately to ensure investigation



- Slapped cheek disease (parvovirus B19) can occasionally affect an unborn child. If exposed early in pregnancy (before 20 weeks), the pregnant woman should inform her antenatal care and GP as this must be investigated promptly

14. Occupational Stress

- 14.1. We are committed to promoting high levels of health and wellbeing and recognise the importance of identifying and reducing workplace stressors through risk assessment.
- 14.2. Systems are in place within the school for responding to individual concerns and monitoring staff workloads as part of our commitment to the DfE Education Staff Wellbeing Charter.
- 14.3. The Trust's Stress Policy contains further information on this subject.

15. Accident Reporting

- 15.1. An accident form will be completed as soon as possible after the accident occurs by the member of staff or first aider who deals with it. As much detail as possible will be supplied when reporting an accident.
- 15.2. Information about injuries will also be kept in the pupil's educational record.
- 15.3. Records held in the first aid and accident book will be retained by the school for a minimum of 3 years, in accordance with regulation 25 of the Social Security (Claims and Payments) Regulations 1979, and then securely disposed of.
- 15.4. **Reporting to the Health and Safety Executive**
- 15.5. The school office manager will keep a record of any accident which results in a reportable injury, disease, or dangerous occurrence as defined in the RIDDOR 2013 legislation (regulations 4, 5, 6 and 7). The school must also seek advice from the Trust Competent Person, ProActive.



15.6. The school office manager will report all such accidents/incidents to the Trust Chief Executive Officer, who will inform the Health and Safety Executive as soon as is reasonably practicable and in any event within 10 days of the incident.

15.7. Reportable injuries, diseases or dangerous occurrences include:

- Death
- Specified injuries. These are:
 - Fractures, other than to fingers, thumbs and toes
 - Amputations
 - Any injury likely to lead to permanent loss of sight or reduction in sight
 - Any crush injury to the head or torso causing damage to the brain or internal organs
 - Serious burns (including scalding)
 - Any scalping requiring hospital treatment
 - Any loss of consciousness caused by head injury or asphyxia
 - Any other injury arising from working in an enclosed space which leads to hypothermia or heat-induced illness, or requires resuscitation or admittance to hospital for more than 24 hours
- Injuries where an employee is away from work or unable to perform their normal work duties for more than 7 consecutive days
- Where an accident leads to someone being taken to hospital
- Where something happens that does not result in an injury, but could have done
- Near-miss events that do not result in an injury, but could have done. Examples of near-miss events relevant to schools include, but are not limited to:
 - The collapse or failure of load-bearing parts of lifts and lifting equipment
 - The accidental release of a biological agent likely to cause severe human illness
 - The accidental release or escape of any substance that may cause a serious injury or damage to health
 - An electrical short circuit or overload causing a fire or explosion
- Information on how to make a RIDDOR report is available here: [How to make a RIDDOR report, HSE \(http://www.hse.gov.uk/riddor/report.htm\)](http://www.hse.gov.uk/riddor/report.htm)



16. Training

- 16.1. Our staff are provided with health and safety training as part of their induction process in addition to whole school health and safety training presented by the schools approved contractor ProActive.
- 16.2. Staff who work in high risk environments, such as in science labs or with woodwork equipment, or work with pupils with special educational needs (SEN), are given additional health and safety training.

17. Site Safety

- 17.1. Bader Academy will, in accordance with Section 175 of the Education Act 2002 and Government Guidance 'Safeguarding Children and Safer Recruitment in Education' 2006, safeguard and promote the welfare of all children and young people at this school.
- 17.2. We recognise that the children and young people within our school are some of the most vulnerable within the country. We all have a duty of care for the wellbeing and welfare of our children and young people.
- 17.3. Bader Academy recognise and accept our responsibility to provide a safe and secure environment for children, young people, members of staff and visitors to the school. The school's security procedures will operate within the framework described in this policy.
- 17.4. Those listed below have been given specific responsibilities for school security:

Security Issue	Name	Specific Duties
Day to day implementation and management of policy	Headteacher / School Office Manager	Inform staff Monitor performance Review arrangements
Securing school entrance / exits as detailed in this policy	Site Manager / Senior Leadership Team	Unlock / lock gates at the directed times
Checking the condition and maintaining the safe operation of physical and electrical devices (locks, gates, key pads, fences).	Site Manager	Part of normal duties to check physical integrity of security devices.



Control of visitors	School Administration staff	Follow Visitors to School Policy, signing in procedure, check identity and issue badges.
Control of contractors	School Site Manager	
Security of money	School Office Manager School Administration staff	
Security Risk Assessment	Headteacher / School Office Manager	Review annually

17.5. The school has agreed the following arrangements to ensure the safety and security of staff, children, young people and other persons using the school premises.

17.6. Information and Communication

17.6.1. All staff must be aware of the school's security procedures, especially staff that have been given a specific role to play. All staff induction will include the school's security policy and will be recorded on the employees training profiles. These arrangements will be communicated to all third parties that use the premises and grounds. All will be expected to comply with the schools security arrangements as a condition of sharing use of the building.

17.7. Controlled access and egress during the school day

17.7.1. Controlled access is a combination of measures to ensure that unauthorised visitors do not present an unacceptable risk to pupils or staff. The extent of physical controls, such as fences, has been decided by a robust risk assessment of the likelihood of visitors presenting a risk and the reasonableness of the control measures needed to reduce this risk. Bader Academy has, through risk assessment, balanced the need to remain a welcoming environment to the community and safeguarding pupils.

17.8. Buildings

17.8.1. The school will take all reasonable efforts to restrict access to the building to prevent unauthorised access to children and young people and ensure the personal safety of staff.



17.8.2. The access control procedures for the building are:

- All entrances to buildings are operated by a fob system.
- This door is controlled by the School Administration Team.

17.9. Grounds

17.9.1. The whole school is secured by means of physical restrictions such as fencing.

17.10. Supervision of pupils

17.10.1. The school's overall safeguarding policy requires that at times the security of pupils is achieved by competent supervision by authorised school staff.

17.10.2. Start and end of the school day – The transfer of children and young people from classrooms to transport is supervised by members of staff, including members of the Senior Leaders.

17.11. Cooperation with third parties, extended services and community groups

17.11.1. Our school security arrangements have taken into account any other third parties that use the school building or grounds. In most circumstances the arrangements for the school in general will be equally applicable for the third parties involved. Below are the additional security measures that apply to the groups listed.

17.11.2. Community use is currently only in the evenings. All community groups are given information/instruction on safety procedures. For further information please refer to the Trust Charges & Remissions Policy.

17.12. Supervision of contractors

17.12.1. Contractors and maintenance personnel will not always have been subject to DBS checks and should not have unsupervised access to children. They will therefore be controlled as follows:

- All will be given school badges and be expected to wear them.



- All will only carry out work agreed at the start of the contract and at the times agreed.
- All will be supervised at all times by school staff when in close proximity to pupils. This does not mean watched continuously but in a way proportionate to their location and proximity to unsupervised children.
- Regular external visitors and contractors to school have been contacted to provide details of their disclosure information. If returned this information is kept on the school's Single Central Record.

17.13. Regular external visitors and contractors to school have been contacted to provide details of their disclosure information. If returned this information is kept on the school's Single Central Record.

17.14. Physical security measures

17.14.1. The Trust has considered the need to use physical measures such as fencing and external CCTV to ensure the safety of staff and pupils. The Trust will review the provision of physical security measures on a regular basis in the form of a school security risk assessment.

17.15. The risk assessment will take into account:

- The location and layout of the school
- Past incidents related to security
- The performance of other security measures already in place or that could be implemented.
- The cost of physical security improvements and the availability of funding.

17.16. Where justified by consideration of the risk, the Headteacher will ensure that physical security measures are installed. Where physical controls are not justified the Trust will ensure that other controls are implemented by the school to ensure the safety of staff and pupils. Where electronic controls are installed, for example alarm systems, they will be maintained as recommended by the manufacturer.

17.17. Locking arrangements

17.17.1. The main school gates are unlocked by cleaners at 6.00 am and locked again at 6.00 pm by the site manager or one of the senior leaders. The School Office Manager has a set of school keys and can undertake this responsibility in the absence of the site manager. They



remain locked all night and at weekend. All entrances have security locks in place. Doors cannot be opened from the outside other than with a security fob. Doors can be opened from the inside.

17.18. CCTV

17.18.1. The school has external CCTV in place for site security. Please refer to the Trust CCTV policy for further information.

17.19. Valuable equipment

17.19.1. All items above the value of £50.00, electrical items or those of a desirable nature are recorded on the school's inventory. All items above the value of £2000 are recorded on the Fixed Asset Register.

17.20. Personal Property

17.20.1. Personal property will remain the responsibility of its owner. This includes both staff and pupil personal property. Pupils are required to hand any electronic device into reception upon arrival to school. All devices are locked away until the end of the school day. Staff and pupils are discouraged from bringing to school any valuable personal property. Staff are provided with lockers or a classroom store area for personal use. Lost property should be handed to the school office.

17.21. Medicines

17.21.1. Medication that is sent in to school should be in a suitable and labelled container. These containers will be locked in the school's medicine cabinet in the medical room. The key is available from the School Administration Team. Please refer to the Medications in School Policy for further information.

17.22. Risk Assessment

17.22.1. A security risk assessment will be completed annually by the School Office Manager. The findings will be used in the review of this security policy.

18. Fire Safety and Anti Arson



- 18.1. The remit of the school with regard to fire safety is the safety of all students, staff and visitors.
- 18.2. Therefore, it is the policy of school that all its employees will observe the principles of fire safety at all times to ensure that:
- The risk of a fire starting is minimised;
 - When a fire is detected the alarm is raised immediately;
 - The spread of the fire is delayed and contained for as long as possible;
 - Occupants are aware of the basic requirements of fire safety and means of escape;
 - Staff are appropriately trained in the evacuation procedures;
 - Fire drills are conducted as appropriate;
 - The procedures for action in the event of fire are contained.
- 18.3. Fire exits doors are clearly labelled and specifically kept unobstructed to enable the prompt exit of occupants from the building. Internal fire doors are kept closed when appropriate to prevent the spread of fire. Internal fire doors will be closed immediately in the event of fire, as their main purpose is to restrict the spread of smoke and fumes.
- 18.4. **FIRE EXITS** - All fire exits are kept free from obstruction at all times and unlocked during normal occupancy.
- 18.5. **FIRE INSTRUCTIONS** - Fire instructions are laminated and posted in every room in the school in order that visitors may be aware of the procedures in the event of fire.
- 18.6. Notices have been posted next to all firefighting appliances and in all teaching areas giving instructions for action in event of a fire. The school office or site manager will also issue a copy of the procedure to contractors who are working on the site.
- 18.7. **FIRE DRILLS** - Fire evacuation practices are held once each term, and the times of drill may vary. A record is kept of all fire drills noting the date, time and the total time to evacuate the building, and notes made of any problems encountered.
- 18.8. **FIRE ALARM TESTS** - The site manager tests the fire alarm on a weekly basis before the start of morning school/or after the children have



left, occasionally the alarm is tested during school time when full warning has been given to alert staff and children and all tests are recorded in the Fire Log. Should any defect be detected it is immediately reported to either the Head Teacher or Office Manager who will contact the appropriate alarm company or section immediately to arrange for speedy repair. Defects will also be recorded in the Fire Log, which is kept in the office.

18.9. Fire-fighting appliances are checked regularly by professionals to ensure that they function correctly and meet the required standards. All checks are recorded in the Fire Log. Fire-fighting appliances are clearly labelled as to their correct individual uses.

18.10. Extinguishers are provided to deal with the different types of fires that might occur in school.

Water Extinguisher

Signal Red

Best For

Fires involving organic solid materials such as wood, cloth, paper, plastics, Coal etc.

Danger

Do not use on burning fat or oil or on electrical appliances

How to Use

Point the jet at the base of the flames and keep it moving across the area of the fire. Ensure that all areas of the fire are out.



Powder Extinguisher (Multi-Purpose)

Blue Label

Best For

Can be used on fires involving organic solids, liquids such as grease, fats, oil, paint, petrol, etc but not on chip or fat pan fires. Can also be used on gas fires.

Danger

Safe on live electrical equipment, although does not penetrate the spaces in equipment easily and the fire may re-ignite. This type of extinguisher does not cool the fire very well and care should be taken that the fire does not flare up again.

Smouldering material in deep seated fires such as upholstery or bedding can cause the fire to start up again. Do not use on domestic chip or fat pan fires. There is danger of inhalation if powder extinguishers are used within buildings.

How to Use

Point the jet or discharge horn at the base of the flames and, with a rapid sweeping motion, drive the fire towards the far edge until all the flames are out. If the extinguisher has a hand control, wait until the air clears and if you can still see the flames, attack the fire again.

Foam Extinguisher (AFFF)

Cream

Best For

Fires involving solids and burning liquids, such as paint and petrol but not suitable for chip or fat pan fires. Safe on fires caused by electricity if tested to 35kV (dielectric test) and a 1m safety distance is adhered to.



Danger

Do not use on chip or fat pan fires.

How to Use

For fires involving solids, point the jet at the base of the flames and keep it moving across the area of the fire. Ensure that all areas of the fire are out. For fires involving liquids, do not aim the jet straight into the liquid. Where the liquid on fire is in a container, point the jet at the inside edge of the container or on a nearby surface above the burning liquid. Allow the foam to build up and flow across the liquid.

Wet Chemical

Canary Yellow

Best For

Wet chemical fire extinguishers are ideal for Class F fires, involving cooking oils and fats, such as lard, olive oil, sunflower oil, maize oil and butter.

Danger

Check manufacturer's instructions for suitability of use. These extinguishers are usually not recommended for class B fires such as petrol, although Gloria has produced a 3l wet chemical extinguisher [with B rating](#).

How to Use



Apply the wet chemical using the extended applicator in slow circular movements, which give a gentle, yet highly effective application. Apply the fine spray onto the burning fat until the surface of the burning cooking oil changes into a soapy like substance which prevents re-ignition. The gentle application helps to prevent burning oil splashing out of the container. Make sure that you empty the entire content of the wet chemical extinguisher onto the oil/fat, as the fire can re-ignite otherwise.

Carbon Dioxide Extinguisher

Black

Best For

Live electrical equipment, although it allows re-ignition of hot plastics. Now mainly used on large computer servers, although care has to be taken not to asphyxiate people when using the extinguisher in small server rooms.

Danger

Do not use on chip or fat pan fires, as it carries burning fat out of container. This type of extinguisher does not cool the fire very well and you need to ensure that the fire does not start up again. Fumes from CO2 extinguishers can asphyxiate if used in confined spaces: ventilate the area as soon as the fire has been controlled. Only use CO2 extinguishers with frost-free horns, as the hand holding the horn can otherwise be frozen to the horn, as the gas is getting very cold during the discharge.

How to Use

The discharge horn should be directed at the base of the flames and the jet kept moving across the area of the fire.



Fire Blanket

Signal Red

Fire blankets are made of fire resistant materials. They are particularly useful for smothering flammable liquid fires or for wrapping round a person whose clothing is on fire. Fire blankets conforming to British Standard BS EN 1869: 1997 are suitable for use in the home BS 7944: 1999 is suitable for industrial use. These will be marked to show whether they should be thrown away after use or used again after cleaning in accordance with the manufacturer's instructions.

Best For

Fires involving both solids and liquids. Particularly good for small clothing fires and for chip and fat pan fires providing the blanket completely covers the fire.

Danger

If the blanket does not completely cover the fire, it will not be able to extinguish the fire.

How to Use

Place carefully over the fire. Keep your hands shielded from the fire. Do not waft the fire towards you.



19. Staff Responsibilities

- 19.1. ALL staff have duties and responsibilities in respect of fire safety and are personally responsible for complying with the fire procedures
- 19.2. The first priority of staff is the safety of the pupils in their charge. Each class should establish a class risk assessment at the beginning of each new school year/class group activity which identifies specific issues for that group in the event of an emergency evacuation.
- 19.3. Fire Fighting - members of staff should only consider fighting a fire after they have seen to the evacuation of the pupils in their charge and raised the alarm. They MUST inform other members of staff of their intention to fight the fire and they MUST be certain that their actions will NOT place themselves or others in danger. If they are in the slightest doubt they must evacuate the building along with their pupils.
- 19.4. ALL staff have a responsibility to ensure that shut down /close down procedures are adhered to.
- 19.5. Whenever you are the last person leaving the classroom / room at the end of the day you must ensure:
- ALL none essential electrical equipment is SWITCHED OFF.
 - ALL computers have been SHUT DOWN and SWITCHED OFF appropriately.
 - ALL windows are closed and locked if appropriate.
 - ALL lights are SWITCHED OFF
 - ALL doors are SHUT especially all FIRE DOORS
- 19.6. STORAGE - Paper and other combustible materials are stored away from heaters and suspended lighting.
- 19.7. ELECTRICITY - All electrical equipment is safety checked annually. When not in use and during out of school hours, appliances are switched off, with the exception of the fridges and essential charging units.
- 19.8. ROUTINE INSPECTION AND TESTING OF ELECTRICAL EQUIPMENT - The school has responsibility for the maintenance of all fixed electrical



systems in the building. School staff however, must be vigilant and report promptly any defects, which may affect and safety of these installations.

- 19.9. The school has responsibility for the purchase, maintenance, repair and testing of all portable electrical equipment in the building (PAT testing). An inventory of all such equipment has been drawn up and it is routinely examined in order to satisfy legal requirements and ensure safety.

20. Anti-Arson

- 20.1. No school is immune from the threat of Arson.
- 20.2. Reducing the arson risk will also reduce the risk of other crimes such as burglary, theft and vandalism. Statistics from the Fire Protection Association show that large fires i.e. those over £250,000 shows that schools are top of the list of building types vulnerable to arson attacks.
- 20.3. The majority of school fires are at night or when the school is closed during holiday periods and therefore casualties are rare. Sadly, this cannot be taken for granted. In 1990 3 boys were killed in a school shed fire in Essex. Fires in schools are most likely to be started by pupils, ex pupils or their friends or others with knowledge of the school.
- 20.4. Many fires are started outside school buildings often with material found easy to hand (such as bins or skips).
- 20.5. The Headteacher is the responsible person, supported by the Site manager, Competent Person and Chief Executive Officer.
- 20.6. To be prioritised within available budgets based on need through past incidents as programmed within the Fire Risk Assessment Significant Findings. The following 5 point action plan has been applied to school:
- 20.6.1. Deter unauthorised entry onto site (fencing, lighting, CCTV, onsite site manager, random security patrols).
- 20.6.2. Prevent unauthorised entry into the building (eliminate alcoves or light well, keep number of external doors to minimum required, approved window and door locks, effective intruder alarms, good relationships with neighbours, be part of a neighbourhood or school



watch scheme, check all doors and windows are locked at end of each day)

20.6.3. Reduce the opportunity for the offender to start a fire (secured waste bins away from building including any recycling bins, sheds or outdoor storage at least 8m from building, skirting under mobile units, waste bins not attached to buildings but secured in the grounds)

20.6.4. Reduce the scope for potential fire damage (consider additional fire breaks during alteration work, close all internal doors at the end of each day, protect high value equipment in out of site secure room, installing automatic fire detection systems, sprinkler systems)

20.6.5. Reduce subsequent losses and disruption resulting from a fire by preparing a disaster recovery plan (suitably located and appropriate fire extinguishers, adequately trained staff, salvage plan to recover high value equipment and school records which may be irreplaceable.

20.7. Details of people who can help in an emergency are contained in the school's Emergency Plan.

20.8. The sites Health and Safety Checks are completed on a weekly and monthly basis by the Site manager, Office Manager and checked by the Headteacher. Any work required is actioned by the Headteacher and reported to governance at least termly.

21. Sun Safety

21.1. Bader Academy believes in sun safety to ensure that children, young people and staff are protected from skin damage caused by the harmful ultra-violet rays in sunlight.

21.2. In order to give as much protection as possible against the dangers from the sun we are agreed on the following principles:

- Where appropriate in the curriculum, the children and young people shall be taught about ways to protect their skin from the sun.
- Under no circumstances are children and young people allowed to take off their tops at playtime.
- Children and young people are encouraged to wear hats outdoors.



- Children and young people will not be allowed to change into PE or beach type clothing at break times.
- Sunbathing is not allowed during the school day.
- Staff will ensure pupils are in the shade or will keep them indoors if necessary.
- We will aim to provide additional shade areas/options.
- When the sun is extremely hot, teachers will use their own judgement whether or not to hold their lesson or break time outside.
- Consider potential sun exposure when planning school trips.
- Parents are asked to send in sun cream for their child. This must be labelled with their child's name. Children are not allowed to share sun cream.

21.3. The World Health Organisation (WHO) has published sun protection guidance for schools and highlight that Schools are well-placed to teach pupils how to prevent overexposure to UV radiation: At Bader Academy we know that:

- Overexposure to ultraviolet (UV) radiation causes serious health effects, including skin cancer, eye damage, and suppressed immune function
- Children are at greater risk from UV radiation

21.4. There are key elements for minimising exposure:

- Providing shade structures on the school site
- Encouraging or requiring the use of clothing that offers protection from the sun
- The use of sunscreen on parts of the body that cannot be covered
- Scheduling outdoor activities to avoid peak hours for UV radiation, or making use of shaded and indoor facilities instead

21.5. School programmes are the key to prevention and Bader Academy understands we have a duty to teach healthy behaviours that can prevent overexposure to UV radiation. Children and young people spend much time in school, and UV radiation exposure during the school years contributes significantly to total lifetime sun exposure.

21.6. We are aware that school children and young people are especially susceptible to fashion trends and peer pressure suggesting that a suntan is healthy. However, Bader Academy will provide an environment that is geared towards learning and practising new skills, including "sunsafe" behaviours. Teachers will play a major role in influencing children and young people's



knowledge, attitudes, and behaviour regarding sun protection, and can make a major contribution to the long term health of their pupils.

21.7. We believe that an interdisciplinary programme is very beneficial for teaching sun protection, as information will be reinforced through a variety of sources. For example, pupils can learn about the health effects of UV radiation in science classes, do word games about the sun in language classes, or learn about sun mythology in social studies. At the same time, sun protection can be used as a practical example to reinforce existing curriculum areas such as mathematics or environmental studies. Curriculum programmes focusing on or incorporating sun protection education can help develop communication and life skills.

21.8. At Bader Academy, these form part of a comprehensive approach that aims to develop positive attitudes towards risk reduction and to promote responsible decision-making, skills essential for general health and well-being. Therefore, we will also:

- Educate children throughout the curriculum about the cause of skin cancer and how to protect their skin and eyes
- Educate children to wear clothes that provide good sun protection, and use sunscreens where appropriate
- Ensure that a reminder about sun protection goes into letters to parents about visits during the relevant terms
- Hold outdoor activities in areas of shade whenever possible, and encourage children to use shady areas during breaks, lunch hours, sports and trips. Sunbathing is definitely discouraged
- Work towards increasing the provision of adequate shade for everybody
- Encourage staff and parents to act as good role models by practising sun safety
- Regularly remind children, staff and parents about sun safety through newsletters, letters re. visits and activities for pupils
- Make sure this policy is working. We will regularly monitor our curriculum, assess shade provision, and review the sun safety behaviour of pupils and staff (the use of hats, shade etc.)
- Encourage pupils to apply their own sun cream (supplied by home) before break/lunch time or as necessary. Younger/less able pupils may need support with this and this should be set out in their care plan
- Encourage pupils to wear sunglasses to protect their eyes, as and when appropriate.



22. Animal Safety

We at Bader Academy believe that working with animals provides unique opportunities for learning as well as providing therapy for some of our students, meaning we recognise our responsibility to provide a safe environment and positive learning environment for all students and a high standard of care and welfare to all animals involved. This policy sets out how this will be achieved. It has been written with reference to the Animal Welfare Act 2006 and in conjunction with existing school policies.

- To help students develop increased respect, empathy and a sense of responsibility for a wide variety of living things.
- To encourage students to consider the experiences and needs of other living things, including other students, school staff, and their families.
- To promote an interest in the natural environment and support hands-on learning across all areas of the curriculum with onsite animals and surrounding wildlife.
- To help students develop a calm, confident, and sensitive manner when interacting with animals. Whether handling or in close proximity.
- To demonstrate best practice in the care of pets and other animals and teaching students how to nurture and care for all life.
- To encourage students to consider careers working with animals or helping with wildlife conservation.
- To improve academic achievement by helping children to concentrate and feel calm at school.

School pets and livestock:

To ensure the safety and wellbeing of all students and animals we will take the following measures before acquiring any school pets or livestock:

- Any member of staff wishing to introduce a new class animal or animals must seek permission from the head teacher and agree to take on responsibility for the care and welfare of the animal for the duration of its life. This includes the responsibility to care for the animal themselves, or find a suitable alternative home, if the classroom situation or the health/ temperament of the animal changes and it is no longer appropriate for it to live at school.
- We will ensure there is a plan in place for weekend and holiday care of the animal and if needed last minute plans to cover for any other absence by the main carer.



- Any wild or caught animals for educational purposes will not be considered as suitable school pets.
- We will fully research the needs, habits and temperament of the relevant species to ensure it will make an appropriate addition to the school and that we can fully meet its welfare needs in the school environment.
- We will produce a comprehensive written risk assessment for all activities associated with keeping and caring for the animal/s. This document will identify one or more named members of staff who have agreed to take on responsibility for the care of the animal. This risk assessment process will take into account the safety of any students with allergies, a compromised immune system, or behavioural issues. In the case of outdoor animals we will take steps to ensure that they will not impact negatively on local residents or existing uses of the school grounds.
- We will confirm that there is at least some experience on site to be able to deal with any sick animals and if need be, a local vet will be able to treat the animal/s.
- We will keep parents informed of the plans to introduce the animal/s and ensure they know how to withdraw their child from activities related to the animal if they wish.
- We will assign a budget for the care of the animal/s to ensure ongoing funding is available to provide a suitable level of care.
- We will produce a written plan for how the animal will support the curriculum.
- We will research where the animal is to be acquired to ensure it has come from a reputable source. If appropriate it will live at home with the member of staff responsible for its care, or access to it will be restricted, for a period of quarantine and/or socialisation.

The animal or animals will only be introduced to the school once they have been assessed as safe and appropriate for the classroom environment, and those involved are confident that their needs can be met. Once the animal is resident in the school we will take the following measures:

- We will provide housing of a suitable size with all necessary features and enrichments. The housing will be chosen with the safety of pupils in mind and checked for any unanticipated risks. If second hand housing is used then it will be thoroughly cleaned and sterilised.
- We will keep the housing and surrounding area clean and in good condition at all times and this will be checked daily.
- We will provide the correct quantity of suitable feed. All feed will be stored correctly.
- We will carry out preventative health care measures as appropriate.
- We will ensure that any sick or injured animals are isolated, treated, and seen by a vet if necessary.



- We will monitor the behaviour and health of the animal on an ongoing basis.
- Students will only handle animals under close supervision from members of staff willing to have responsibility for such sessions.
- We will implement strict hand-washing procedures for all pupils coming into contact with the animal or associated equipment.
- Any cleaning chemicals or animal medications will be stored in accordance with our COSHH policy.

Visiting animals:

Visits from domestic, exotic and farm animals can enrich learning. We will take the following measures to ensure any such visits are safe and humane:

- No animals will be brought onto the school premises without prior planning and permission from senior management staff.
- We will produce a written risk assessment for all animal visits, taking into account the safety of any pupils with allergies, a compromised immune system, or behavioural issues.
- We will carefully check the credentials of any potential providers, requesting risk assessments, suitable public liability insurance, welfare policies and references as appropriate.
- We will require animal visit providers/ owners/ handlers to provide details of proposed contact between pupils and animals and assurance that all animals are vaccinated as needed.
- Any animals on site will be safely and humanely restrained or contained when not being held by their owner/ handler.

Impact on the students

- Decrease isolation and depression.
- Help to feel calm.
- Development and improvement of social skills.
- Lower anxiety and decrease agitation.
- Reduce loneliness.
- Help pupils access and leave the school calmly.
- Enhanced learning due to concentration.

Any risk assessments and other documentation related to animals in school, will be reviewed and updated annually or in the event of a change to school circumstances or relevant legislation.



23. Food Safety

Bader Academy has adequate facilities, suitable equipment and all food handlers have had appropriate training.

Breakfast

Breakfast is an important meal and should make up a 1/4 of a child's energy requirements and can provide essential vitamins and minerals. We offer a variety of healthy breakfast options such as different fruits and vegetables and cereals.

Snacks

Snacks provided for children and staff are provided to offer additional energy for and contribute towards a well balanced diet.

School lunches

Food prepared by the school catering department meets the national school food standards. We ensure that the quality and choice of meals are appealing by regular checks and asking the pupils and staff for feedback. The Pupil Parliament make suggestions regularly, ensure that the meals reflect the needs of the pupils.

Dietary requirements

Bader Academy is aware of all food allergies/intolerances and other dietary requirements of the children. We offer a vegetarian option for every meal.

Drinks

Water is available for all pupils throughout the day, free of charge.