South Gloucestershire and Stroud Academy Trust (SGSAT)

Health & Safety Policy

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Health & Safety Policy

1. Policy Intent

This policy outlines the Health and Safety arrangements for SGS Academy Trust and its three schools. Through the implementation of this policy, the Trust aims to:

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

2. Roles and responsibilities

The overall responsibility for health and safety rests at the highest level namely the Board of Trustees, the Trust Leadership Team, the Local School Boards and every other member of key staff identified within this document employed in senior or middle management positions.

It is the responsibility of all staff employed by SGS Academy Trust to co-operate in providing and maintaining a safe place of work.

Locally schools employ a caretaker, site manager or facilities assistant – for the purposes of this policy the term local site manager will be used throughout to represent this role.

2.1. The Board of Trustees

The Board of Trustees has ultimate responsibility for health and safety matters in each of its schools. The Trust will oversee health and safety, as led by the CEO, but will delegate day-to-day responsibility in each school to the headteacher with oversight provided by the Local School Board in accordance with the Trust's Scheme of Delegation.

The Trust 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.

The Trust, as the employer, also has a duty to:

- Assess the risks to staff and others affected by school activities to identify and introduce the health and safety measures necessary to manage those risks
- Inform employees about risks and measures in place to manage them
- Ensure that adequate health and safety training is provided

2.2. Headteacher

The headteacher of each school 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 local school board and board of trustees on health and safety matters
- Ensuring appropriate evacuation and lockdown procedures are in place and regular fire drills and lockdown practices 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

In the headteacher's absence, the deputy head assumes the above day-to-day health and safety responsibilities.

2.3. Health and safety lead
The appointed health and safety lead is Mark Blackman.

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

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

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

2.6. Contractors
Contractors will agree health and safety practices with the headteacher or as delegated to the local site manager before starting work. Before work begins the contractor will provide evidence that they have completed an adequate risk assessment of all their planned work.

2.7. Local School Board
The Local School Board will nominate a link member to work closely with the Headteacher and be responsible for reporting directly to the Trust Board on Health and Safety matters in each school.

3. Site Security

Local site managers are responsible for the security of the school site in and out of school hours. They are responsible for visual inspections of the site, and for the intruder and fire alarm systems.

Local site managers are key holders and will respond to an emergency.

4. Fire

The following paragraph sets out the Trust approach to Fire Safety. Each school will maintain their own Fire Evacuation Procedures setting out the relevant site-specific fire procedures, including PEEP's.

- Emergency exits, assembly points and assembly point instructions are to be clearly identified by safety signs and notices.
- Fire risk assessment of the premises will be reviewed regularly and when there are any physical alterations to the buildings.
- Each school will have named Fire Marshalls who will complete Fire Marshall Training
- Emergency evacuations are practiced at least once a term.
- The fire alarm is to be audible across the entire school.
- Fire alarm testing will take place once a week.
- New staff will be trained in fire safety, and all staff and pupils will be made aware of any new fire risks.

5. COSHH

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

Control of substances hazardous to health (COSHH) risk assessments are completed by the local site managers and circulated to all employees who work with hazardous substances. These staff will also be provided with protective equipment, where necessary. These staff will also undertake COSHH training as directed by their line manager.

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.

All hazardous products and substances in the school will be stored safety away from pupils, unless subject to a specific risk access for science or other practical lessons.

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

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

5.1 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 they have adequate ventilation

5.2 Legionella

- A water risk assessment will be completed for each school and it is the responsibility of the local site manager to ensure that the identified operational controls are conducted and recorded in the school's Smartlog system.
- This risk assessment will be reviewed every 12 months and when significant changes have occurred to the water system and/or building footprint
- The risks from legionella are mitigated by the following: temperature checks and regular testing by external specialist contractors.

5.3 Asbestos

- Asbestos Containing Materials are only present in the Forest High School Building. A separate Asbestos Management Plan and Asbestos Register will be maintained for this property. High level controls are outlined below.
- Staff are briefed on the hazards of asbestos, the location of any asbestos in the school and the action to take if they suspect they have disturbed it
- Arrangements are in place to ensure that contractors are made aware of any asbestos on the premises and that it is not disturbed by their work
- Contractors will be advised that if they discover material that they suspect could be asbestos, they will stop work immediately until the area is declared safe
- A record is kept of the location of asbestos that has been found on the school site

6. Equipment

- All equipment and machinery is maintained in accordance with the manufacturer's instructions. In addition, maintenance schedules outline when extra checks should take place.
- When new equipment is purchased, it is checked to ensure it meets appropriate educational standards.
- All equipment is stored in the appropriate storage containers and areas. All containers are labelled with the correct hazard sign and contents.

6.1 Electrical equipment

- All staff are responsible for ensuring 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 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 isolator 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

6.2 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 local site manager.

6.3 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 via Smartlog. ‘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)

6.4 Specialist equipment

- Parents/carers are responsible for the maintenance and safety of their children’s wheelchairs. In school, staff promote the responsible use of wheelchairs.
- Any required oxygen cylinders are stored in a designated space, and staff are trained in the removal, storage and replacement of oxygen cylinders.

7. Lone working

Lone working may include:

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

- Remote working, self-isolation and/or remote learning
- 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.
- 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.
- The lone worker will ensure they are medically fit to work alone.

8. Working at height

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.

In addition:

- The local site manager maintains 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 people.

9. Manual handling

It is up to individuals to determine whether they are fit to lift or move equipment and furniture. If an individual feels that to lift an item could result in injury or exacerbate an existing condition, they will ask for assistance.

We will ensure that proper mechanical aids and lifting equipment are available in the schools, and that staff are trained in how to use them safely.

Staff and pupils are expected to use the following basic manual handling procedure:

- Plan the lift and assess the load. If it is awkward or heavy, use a mechanical aid, such as a trolley, or ask another person to help
- Take the more direct route that is clear from obstruction and is as flat as possible
- Ensure the area where you plan to offload the load is clear
- When lifting, bend your knees and keep your back straight, feet apart and angled out. Ensure the load is held close to the body and firmly. Lift smoothly and slowly and avoid twisting, stretching and reaching where practicable

10. Off-site visits

When taking pupils off the school premises, we will utilise the Risk Assessments and workflow provided within SmartLog to 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/carers' contact details
- There will always be at least one first aider on school trips and visits, unless the risk assessment confirmed this is unnecessary.

11. Lettings

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.

12. Violence at work

- We believe that staff should not be in any danger at work and will not tolerate violent or threatening behaviour towards our staff.
- 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.

13. Smoking/vaping

Smoking and vaping is not permitted anywhere on the school premises.

14. Infection prevention and control

We follow national guidance published by the UK Health Security Agency when responding to infection control issues. We will encourage staff and pupils to follow this good hygiene practice, outlined below, where applicable.

14.1 Handwashing

- Wash hands with liquid soap and warm water, and dry with paper towels
- Always wash hands after using the toilet, before eating or handling food, and after handling animals
- Cover all cuts and abrasions with waterproof dressings

14.2 Coughing and sneezing

- Cover mouth and nose with a tissue
- Wash hands after using or disposing of tissues
- Spitting is discouraged

14.3 Personal protective equipment

- Wear disposable non-powdered vinyl or latex-free CE-marked gloves and disposable plastic aprons where there is a risk of splashing or contamination with blood/body fluids (e.g. nappy or pad changing)
- Wear goggles if there is a risk of splashing to the face
- Use the correct personal protective equipment when handling cleaning chemicals
- Use personal protective equipment (PPE) to control the spread of infectious diseases where required or recommended by government guidance and/or a risk assessment

- Use the correct personal protective equipment when preparing practical sessions for students in art, design, science and food/catering sessions.

14.4 Cleaning of the environment

- Clean the environment frequently and thoroughly
- Clean the environment, including toys and equipment, frequently and thoroughly

14.5 Cleaning of blood and body fluid spillages

- Clean up all spillages of blood, faeces, saliva, vomit, nasal and eye discharges immediately and wear personal protective equipment
- When spillages occur, clean using a product that combines both a detergent and a disinfectant, and use as per manufacturer's instructions. Ensure it is effective against bacteria and viruses, and suitable for use on the affected surface
- Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below
- Make spillage kits available for blood spills

14.6 Laundry

- Wash laundry in a separate dedicated facility
- Wash soiled linen separately and at the hottest wash the fabric will tolerate
- Wear personal protective clothing when handling soiled linen
- Bag children's soiled clothing to be sent home, never rinse by hand

14.7 Clinical waste

- Always segregate domestic and clinical waste, in accordance with local policy
- Used nappies/pads, gloves, aprons and soiled dressings are stored in correct clinical waste bags in foot-operated bins
- Remove clinical waste with a registered waste contractor
- Remove all clinical waste bags when they are two-thirds full and store in a dedicated, secure area while awaiting collection

14.8 Animals

- Wash hands before and after handling any animals
- Keep animals' living quarters clean and away from food areas
- Dispose of animal waste regularly, and keep litter boxes away from pupils
- Supervise pupils when playing with animals
- Seek veterinary advice on animal welfare and animal health issues, and the suitability of the animal as a school pet

14.9 Infectious disease management

We will ensure adequate risk reduction measures are in place to manage the spread of acute respiratory diseases, including COVID-19, and carry out appropriate risk assessments, reviewing them regularly and monitoring whether any measures in place are working effectively.

We will follow local and national guidance on the use of control measures including:

14.9.1 Following good hygiene practices

- We encourage all staff and pupils to regularly wash their hands with soap and water or hand sanitiser and follow recommended practices for respiratory hygiene. Where required, we will provide appropriate personal protective equipment (PPE)

14.9.2 Implementing an appropriate cleaning regime

- We will regularly clean equipment and rooms, and ensure surfaces that are frequently touched are cleaned regularly

14.9.3 Keeping rooms well ventilated

- We will use risk assessments to identify rooms or areas with poor ventilation and put measures in place to improve airflow, including opening external windows, opening internal doors and mechanical ventilation

14.10 Pupils vulnerable to infection

Some medical conditions make pupils vulnerable to infections that would rarely be serious in most children. The school will normally have been made aware of such vulnerable children. These children are particularly vulnerable to chickenpox, measles or slapped cheek disease (parvovirus B19) and, if exposed to any of these, the parent/carer will be informed promptly and further medical advice sought. We will advise these children to have additional immunisations, for example for pneumococcal and influenza.

14.11 Exclusion periods for infectious diseases

The school will follow recommended exclusion periods outlined by the UK Health Security Agency and other government guidance, summarised in appendix 4.
In the event of an epidemic/pandemic, we will follow advice from the UK Health Security Agency about the appropriate course of action.

15. New and expectant mothers

Risk assessments will be carried out whenever any employee or pupil notifies the school that they are pregnant.

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 an 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
- Some pregnant women will be at greater risk of severe illness from COVID-19

16. Occupational stress

We are committed to promoting high levels of health and wellbeing and recognise the importance of identifying and reducing workplace stressors through risk assessment.
Systems are in place within the school and trust for responding to individual concerns and monitoring staff workloads.

17. Accident reporting

17.1 Accident recording online - SmartLog

- An online 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 on the SmartLog platform. As much detail as possible will be supplied when reporting an accident
- Information about injuries will also be kept in the pupil's educational record
- 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.

17.2 Reporting to the Health and Safety Executive

The Headteachers 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 Headteacher will report these to the HSE as soon as is reasonably practicable and in any event within 10 days of the incident – except where indicated below. Fatal and major injuries and dangerous occurrences will be reported without delay (i.e. by telephone) and followed up in writing within 10 days.

School staff: reportable injuries, diseases or dangerous occurrences
These include:

- Death
- Specified injuries, which 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) which:
- Covers more than 10% of the whole body's total surface area; or
- Causes significant damage to the eyes, respiratory system or other vital organs
- 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
- Work-related injuries that lead to an employee being away from work or unable to perform their normal work duties for more than 7 consecutive days (not including the day of the incident). In this case, the Headteacher will report these to the HSE as soon as reasonably practicable and in any event within 15 days of the accident

- Occupational diseases where a doctor has made a written diagnosis that the disease is linked to occupational exposure. These include:
- Carpal tunnel syndrome
- Severe cramp of the hand or forearm
- Occupational dermatitis, e.g. from exposure to strong acids or alkalis, including domestic bleach
- Hand-arm vibration syndrome
- Occupational asthma, e.g. from wood dust
- Tendonitis or tenosynovitis of the hand or forearm
- Any occupational cancer
- Any disease attributed to an occupational exposure to a biological agent
- 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

Pupils and other people who are not at work (e.g. visitors): reportable injuries, diseases or dangerous occurrences

These include:

- Death of a person that arose from, or was in connection with, a work activity*
- An injury that arose from, or was in connection with, a work activity* and the person is taken directly from the scene of the accident to hospital for treatment

*An accident “arises out of” or is “connected with a work activity” if it was caused by:

- A failure in the way a work activity was organised (e.g. inadequate supervision of a field trip)
- The way equipment or substances were used (e.g. lifts, machinery, experiments etc); and/or
- The condition of the premises (e.g. poorly maintained or slippery floors)

Information on how to make a RIDDOR report is available here: How to make a RIDDOR report, HSE

17.3 Notifying parents/carers

The Headteacher will inform parents/carers of any accident or injury sustained by a pupil and any first aid treatment given, on the same day, or as soon as reasonably practicable.

17.4 Reporting to child protection agencies

The Headteacher will notify relevant local child protection agencies of any serious accident or injury to, or the death of, a pupil in while in the school’s care. Please see the Trust Safeguarding Policy for further information.

18. Risk Assessment

All staff must identify and assess risk in respect of all activities carried out at the school site and during off-site visits. Risk Assessments will be recorded in our SmartLog system.

The Trust will adopt the approach as outlined in Appendix 1 in respect of risk assessment.

19. Training

Our staff are provided with health and safety training as part of their induction process via the SmartLog platform.

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. This is provided and tracked via the Smartlog system.

Specialist staff working in Physical Education or Food Science will be appropriately trained and experienced.

20. Monitoring

A report will be on Health and Safety incidents will be presented to the Trust Board each year using the reporting functions within SmartLog.

This policy will be reviewed by the CEO annually.

At every review, the policy will be approved by the board of trustees.

21. Related Policies, Procedures, Charters, Plans, Guidance and Legislation

This policy is based on advice from the Department for Education on health and safety in schools, guidance from the Health and Safety Executive (HSE) on incident reporting in schools, and the following legislation:

- The Health and Safety at Work Act 1974
- The Management of Health and Safety at Work Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Control of Substances Hazardous to Health (COSHH) Regulations 2002
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- The Health and Safety (Display Screen Equipment) Regulations 1992
- The Gas Safety (Installation and Use) Regulations 1998
- The Regulatory Reform (Fire Safety) Order 2005
- The Work at Height Regulations 2005
- First Aid Policy
- Supporting Students with Medical Conditions
- Risk Management Policy
- Disaster Recovery Plan

The school follows national guidance published by UK Health Security Agency (formerly Public Health England) and government guidance on living with COVID-19 when responding to infection control issues.

Appendix 1. Risk Assessment

Risk Assessment involves identifying the hazards present in the work place or arising out of any work activity and evaluating the extent of the risks involved to staff employed by SGS Academy Trust and others, taking into account existing precautions and their effectiveness.

A **hazard** is something with a potential to cause harm and can include articles, substances, plant or machines, methods of work and the work environment.

Risk is the likelihood of harm from that hazard being realised. Risk increases with the number of people exposed to the hazard and also with the potential severity of the harm i.e. the resultant injury or ill health effect. If there are no hazards there are no risks.

The regulations require that risk assessments are '**suitable and sufficient**' in that they should identify all the significant hazards present within the business and its activities and that they should be proportionate to the risk. The assessment should cover all risks that are reasonably foreseeable.

The risk assessment must identify all those people who may be affected by the hazard, whether they are workers or others, such as members of the public.

We may be controlling risks in various ways, determining the effectiveness of those controls is part of the risk assessment process.

Health and safety law does not demand absolute safety when considering what safety controls are required but measures taken should go as far as is '**reasonably practicable**'; a balance between risk and costs, the greater the risk the greater the need to commit resources in terms of time and money to remove or control the risk.

It is a legal requirement that the significant findings of our risk assessments are brought to the attention of all staff employed by SGS Academy Trust and by educational establishments within the Trust.

Carrying out risk assessments

Those who are involved in risk assessments should:

- Be competent
- Attend risk assessment training provided by SGS Academy Trust
- Have knowledge and experience of working procedures in practice, potential dangers and strengths and weaknesses of existing precautions
- Have knowledge and experience of how to solve problems identified by the assessment
- Be in a position to give the commitment, co-operation and resources required to implement the assessment results

It is important that the person carrying out the risk assessment is competent. This means that the person must have the necessary skills and knowledge gained through experience and training and may have qualifications that enable them to make sound judgments.

The five stages of risk assessment

STEP 1 - IDENTIFY THE HAZARD

Look for hazards by walking around the workplace. List the hazards that could reasonably be expected to cause harm. Ask for the opinion of staff employed by SGS Academy Trust as they may have noticed things that are not immediately obvious.

Examples of hazards include:

- Cables trailing over floors
- fire
- chemicals
- work benches which are too high or too low
- electricity
- loads which have to be moved manually
- work equipment
- working environment e.g. ventilation, lighting, heating

STEP 2 - IDENTIFY WHO MAY BE HARMED AND HOW

List groups of people and individuals who may be affected by the hazards e.g.:

- All staff employed by SGS Academy Trust
- members of the public
- contractors on the premises

Pay particular attention to vulnerable persons, e.g. those with disabilities, visitors, female staff employed by SGS Academy Trust who are pregnant or who have recently returned to work after having a baby, inexperienced staff or young persons.

STEP 3 - EVALUATE AND CONTROL THE RISK

Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or if more should be done. When evaluating the extent of the risk, account should be taken of the chance of some harm occurring (likelihood), the likely severity of this, and the number of people who could be affected. The formula: Severity x Likelihood = Risk is used on the risk forms within this policy manual.

Even after all precautions have been taken some risk may remain. Ensure the precautions in place meet standards set by legal requirements comply with a recognised standard, represent good practice and reduce the risk as far as is reasonably practicable.

Where additional controls or further action are necessary to reduce the risk, decide what more could reasonably be done by adopting the following principles:

- avoid the risk completely
- evaluate risks which cannot be avoided
- combat risks at source
- adapt work to the individual
- make use of technical progress
- replace the dangerous with none or less dangerous

- develop an overall prevention policy
- give priority to measures which protect the greatest number of people give appropriate instructions to all staff employed by SGS Academy Trust employed by SGS Academy Trust

IMPLEMENTING AN ACTION PLAN

Once the level of risk has been determined and the control measures needed to reduce or eliminate the risk established, an action plan should be drawn up with timescales for implementation of the control measures.

STEP 4 - RECORD YOUR FINDINGS

The significant findings of the assessment must be recorded since these provide evidence that something has been done, it is also a legal requirement. Keep any written assessments for future reference and ensure that staff employed by SGS Academy Trust are informed of the findings and control measures, either existing or additional, that have to be observed and used. In some circumstances the findings of the risk assessment should also be given to others who could be affected, for example agency workers, contractors etc.

Hazards and example controls

Hazard	Example control measures
Manual handling	Mechanical aids, hoists, getting assistance, breaking loads into smaller units, training
Hazardous substances	Substitution for less hazardous alternatives, extract ventilation, personal protective equipment, training
Work equipment (machinery, tools, etc.)	Guarding, demarcation of danger zones, restricted operation and use planned preventative maintenance, training
Ladders	Avoid working at height. correct type of ladder/stepladders, maintained, training
Electricity	Insulated tools, residual circuit breakers, fuses, earthing, inspection and testing of systems and appliances
Stairs, etc.	Good lighting, handrails, non-slip surfaces, slightly raised/highlighted front edges

Fire	Detection/warning systems, fire drills, extinguishers, signs, suitable storage Estates for substances and goods, fire retardant furniture and fittings
Noise	Reduction at source, isolation, ear protection, demarcation of danger zones
Stress	Reduce/increase workload, more control over work, work suitable for the individual, avoidance of monotonous repetitive work
Work environment	Good lighting, ventilation, redesign layout of area, heaters/coolers

STEP 5 - MONITOR AND REVIEW THE ASSESSMENT

It is important that the control measures are monitored and that records are kept. A regular review of the assessments should be made to take into account any changes to the methods or systems of work. You should also review the assessment following an accident, where there has been a significant change to the work, if new information comes to light, or if there is any other reason to believe that it may no longer be valid. Following the review, additional control measures should be implemented if required. Even if there are no significant changes since the original risk assessment, it should be regularly reviewed to confirm that it is still relevant and valid.

Fire Risk Assessment

A fire risk assessment is an organised and methodical look at the premises, the activities carried out there and the likelihood that a fire could start and cause harm to those in and around the premises.

The aims of the fire risk assessment are:

- to identify the fire hazards
- to reduce the risk of those hazards causing harm to as low as reasonably practicable
- to decide what physical fire precautions and management arrangements are necessary to ensure the safety of people in your premises if a fire does start

The significant findings of the fire risk assessment, the actions to be taken as a result of the assessment and details of anyone especially at risk must be recorded.

It is important that the fire risk assessment is carried out in a practical and systematic way and that enough time is allocated to do a proper job. It must take the whole of your premises into account, including outdoor locations and any rooms and areas that are rarely used. Small premises are assessed as whole, larger premises are divided into rooms or a series of

assessment areas using natural boundaries, e.g. process areas, offices, stores, as well as corridors, stairways and external routes.

Risk assessments must take account of other users of the buildings and co-operation and communication of hazard and risk must be shared between businesses to ensure a co-ordinated response is prepared and implemented.

One or more competent persons are appointed to carry out any of the preventive and protective measures needed to comply with the legislation. The competent persons are an appropriately trained, staff employed by SGS Academy Trust or, where appropriate, and a third-party consultant.

The fire risk assessment should demonstrate that, as far as is reasonable, the needs of all relevant persons, including disabled people, have been considered.

Six Steps to Fire Risk Assessment

1. Identify the hazards

- Sources of ignition
- Sources of fuel
- Sources of oxygen

2. Identify people at risk

- All staff employed by SGS Academy Trust
- People in and around the premises
- Vulnerable persons, disabled etc.

3. Evaluate, remove, reduce and protect from risk

- Evaluate the risk of fire occurring
- Evaluate the risk to people from fire
- Remove or reduce the fire hazards
- Remove or reduce the risks to people

4. Consider:

- Detection and warning
- Fire fighting
- Escape routes and travel distances
- Lighting
- Signs and notices
- Maintenance

5. Record, plan, inform, instruct and train

- Record the significant findings and action taken
- Prepare an emergency plan
- Inform and instruct relevant people; co-operate and co-ordinate with other businesses
- Provide training

6. Review

- Keep assessment under review
- Revise where necessary

Equality Impact Assessment 2024-25

POLICY NAME
Health & Safety Policy
POLICY PURPOSE
This policy outlines the Health and Safety arrangements for SGS Academy Trust and its three schools.
LAST REVIEW
January 2024
POLICY STATUS
This is an existing, statutory policy.
THIS POLICY WILL AFFECT
• Staff and other workers • Students, Trustees, Local School Board Members • Visitors to the site

Completion details/ EIA owners

EIA completed by:	Moira Foster-Fitzgerald, Acting Chief Operating Officer
Contributors to EIA:	N/A
Date completed:	3 July 2025

Impact analysis

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Age		✓		See Clause 4 – relating to PEEPS. See Clause 6.4 relating to Specialist equipment See Clause 14.10 relating to pupils who are vulnerable to infection
Disability	✓			
Gender reassignment		✓		
Marriage or civil partnership		✓		
Pregnancy or maternity	✓			
Race		✓		

Religion or belief		✓		See Clause 15 relating to new and expectant mothers.
Sex		✓		
Sexual orientation		✓		
The following non-protected characteristics may have a specific impact in our schools e.g.: • English as an additional language • Families with separated parents • Looked-after children • Refugees and asylum seekers • Young carers		✓		

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT
Following Board review and approval this policy will be discussed with the JCNC
FINAL DECISION ON POLICY
Keep the updated policy without further change.

Monitoring arrangements

MONITORING ARRANGEMENTS
The EIA outcome will be monitored as follows: • In line with the policy review schedule, to ensure policy is reviewed on schedule or following any legislative updates.
DATE OF NEXT POLICY REVIEW
25/06/2026