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Health and Safety Policies and Method Statements

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Health and Safety Policy

Big Creative Academy

Date: 01/09/2026

Approved by: Governing Board

1. Statement of Intent

Big Creative Academy is committed to providing a safe, healthy, and supportive environment for all students, staff, visitors, and contractors. we recognise our duty to promote the physical, mental, and emotional wellbeing of every girl in our care.

We will meet and, where possible, exceed the requirements of all applicable health and safety legislation, including:

- Health and Safety at Work Act 1974 (UK)
- Management of Health and Safety at Work Regulations 1999
- Education (Academy Premises) Regulations
- Equality Act 2010
- All relevant Department for Education (DfE) guidance.

The Principal and Governing Body take overall responsibility for ensuring the effective implementation of this policy

2. Responsibilities

2.1 Governing Body

The Governing Body will:

- Ensure the academy has adequate health and safety arrangements.
- Approve resources for effective risk management.
- Review the health and safety policy annually.

2.2 Principal

The Principal will:

- Implement and communicate this policy.
- Ensure staff receive relevant training.
- Oversee risk assessment processes.
- Investigate incidents and implement corrective action.

2.3 Health and Safety Coordinator

The Health and Safety Coordinator will:

- Conduct regular inspections.
- Maintain incident and accident records.
- Liaise with external agencies (fire, medical, safeguarding teams).
- Support staff with risk assessments

2.4 Staff

All staff must:

- Adhere to academy safety procedures.
- Report hazards and incidents immediately.
- Supervise students appropriately.
- Participate in required training (fire safety, first aid, safeguarding).

2.5 Students

Students are expected to:

- Follow academy rules that promote safety.
- Report hazards to a teacher or staff member.
- Use equipment responsibly.
- Behave sensibly to avoid risk to themselves or others.

3. Risk Assessment

The academy will:

- Conduct formal risk assessments for classrooms, laboratories, sports facilities, trips, events, and practical activities.
- Review assessments annually or when changes occur.
- Provide additional considerations for girls' health needs (e.g., menstrual health, privacy, safeguarding risks).

4. Safeguarding and Student Wellbeing

- Protection from harassment, bullying, discrimination, and gender-based violence.
- Ensuring safe, private spaces for personal care and hygiene.
- Emotional and mental-health support through counselling and pastoral services.
- Clear reporting procedures for safeguarding concerns in line with *Keeping Children Safe in Education (KCSiE)*.

5. First Aid and Medical Needs

The academy will:

- Maintain adequate numbers of trained first aiders.
- Provide first aid facilities and equipment.
- Ensure individual healthcare plans for students with long-term or complex medical needs.
- Store and administer medication safely with parental consent.

Special considerations for girls include:

- Support for menstrual health (supplies available as needed).
- Recognition of conditions more common in adolescent girls (e.g., anaemia, migraines, eating disorders).

6. Fire Safety

The academy will:

- Conduct annual fire risk assessments.
- Maintain fire alarms, extinguishers, and evacuation routes.
- Hold fire drills at least once per term.
- Provide staff training in fire safety and evacuation procedures.

7. Security and Site Safety

The academy will:

- Control access to buildings with secure entry systems.
- Monitor visitors at reception and issue ID passes.
- Ensure safe maintenance of playgrounds, laboratories, and sports areas.
- Provide safe transport arrangements for academy buses and drop-off zones.

8. Curriculum Safety

Physical Education

- Inspect equipment regularly.
- Enforce proper warm-up and cool-down routines.
- Provide female-appropriate changing facilities.

Technology / Arts

- Ensure safe use of tools, kilns, machinery, hot glue guns, sewing machines, etc.

9. Mental Health and Anti-Bullying

The academy will:

- Promote a supportive environment that empowers girls to speak out.
- Implement zero-tolerance policies for bullying, including cyberbullying.
- Provide access to mental-health professionals.
- Deliver education on body image, confidence, and digital safety.

10. Hygiene, Sanitation, and Infection Control

The academy will:

- Maintain clean classrooms, toilets, and shared spaces.
- Ensure availability of handwashing and sanitary facilities.
- Implement infection control measures (e.g., during flu outbreaks).
- Follow public health guidance when necessary.

11. Emergency Procedures

Emergency procedures will be in place for:

- Fire
- Medical emergencies

- Lockdowns / intruder alerts
- Severe weather
- Chemical spills
- Structural or utility failures

Emergency plans will be communicated to all staff and practiced annually.

12. Monitoring and Review

This policy will be:

- Reviewed annually by the Governing Body.
- Updated following changes in legislation or incidents.
- Communicated to staff, students, parents, and visitors.

Signatures

Name / Role	Signature	Date
Principal – Sacha Corcoran		
Chair of Governors – John Stone		

Contractor Policy

Big Creative Academy

1. Purpose

This Contractor Policy outlines the requirements and expectations for all contractors working on the premises of Big Creative Academy.
The policy ensures that all work carried out on academy grounds is done safely, professionally, and in a manner that does not compromise the safeguarding, learning environment, or wellbeing of students, staff, and visitors.

2. Scope

This policy applies to:

- All external contractors
- Sub-contractors engaged by contractors
- Maintenance and repair personnel

- Construction workers
- ICT, cleaning, catering, or pest-control service providers
- Anyone performing paid work on behalf of the academy or local authority

This policy applies **during academy hours, after hours, weekends, and holidays.**

3. Responsibilities

3.1 Governing Body & Principal

- Ensure contractor arrangements comply with health & safety and safeguarding legislation.
- Approve major contracts and ensure risk assessments are in place.
- Monitor contractor performance.

3.2 Academy Business Manager / Site Manager

- Act as the lead liaison for all contractors.
- Verify contractor credentials and documentation.
- Conduct site inductions and ensure contractors sign in/out.
- Monitor work areas for safety and compliance.

3.3 Contractors

Contractors must:

- Adhere to this policy at all times.
- Provide all required documents before work begins.
- Comply with all safeguarding, health & safety, and security procedures.
- Ensure any sub-contractors follow the same standards.

4. Required Documentation (Before Work Begins)

Contractors must provide the academy with:

■ Public Liability Insurance (minimum £5 million recommended)

■ Employers' Liability Insurance

■ Risk Assessments & Method Statements (RAMS)

■ DBS checks for contractors working unescorted or in areas accessible to pupils

■ Asbestos awareness certification (if relevant to task)

■ COSHH assessments for chemical use

■ Work schedule and estimated timeline

■ Details of any sub-contractors

Work **must not** start until the academy approves all documentation

5. Safeguarding Requirements

The safety and protection of students is the highest priority.

Contractors MUST:

- Wear academy-issued visitor ID at all times.
- Never be alone with students.
- Never use student toilets or changing areas.
- Never take photographs or video.
- Never interact with students unless necessary and appropriate.
- Report any safeguarding concern immediately.

DBS Rules

- Contractors who may encounter students unsupervised **must** have an Enhanced DBS check.
- Those working in enclosed construction areas with no student access may not require one but must remain supervised.

6. Health and Safety Requirements

Contractors must comply with:

- Health and Safety at Work Act 1974
- Control of Substances Hazardous to Health (COSHH)
- Construction (Design and Management) Regulations (CDM)
- Fire Safety Regulations

Strictly Required:

- Safe, tidy work areas
- Proper use of PPE
- Secure storage of tools, ladders, and equipment
- Noise kept to a minimum during academy hours
- No smoking, vaping, alcohol, or illegal substances anywhere on site
- No work at height during student movement times unless segregated

7. Site Access and Security

Contractors must:

- Report to reception on arrival.
- Sign in and receive a contractor badge.
- Be escorted unless authorised otherwise.
- Stay only in designated work areas.
- Sign out and return their badge before leaving.

Vehicles entering the academy site must follow academy parking and traffic rules.

8. Asbestos Management

Contractors must:

- Review the academy's Asbestos Management Plan before starting work.
- Not disturb any suspected asbestos-containing material.
- Stop work immediately and inform the Site Manager if unsure.

9. Fire Safety Procedures

Contractors will receive a fire safety briefing covering:

- Alarm sound
- Evacuation routes
- Assembly points
- How to raise an alarm

No hot-works may occur without a **Hot Works Permit**

10. Work During Academy Hours

To minimise disruption:

- Loud, dusty, or potentially hazardous work must occur outside teaching hours unless approved.
- Deliveries must avoid peak student times.
- Work areas must be cordoned off if risk is present.

11. Behaviour Expectations

Contractors must behave professionally and respectfully at all times.

Unacceptable behaviour includes:

- Swearing or offensive language
- Harassment or inappropriate conduct
- Unsafe working practices
- Failure to follow instructions from academy staff

12. Monitoring and Compliance

The Site Manager will routinely check:

- Safety of work area
- RAMS compliance
- Progress versus schedule
- Contractor conduct

Non-compliance may result in:

- Work being stopped
- Removal from site
- Termination of contract

13. Incident Reporting

All accidents, near misses, or damage must be reported to the Site Manager **immediately**.
The academy will investigate and may require written statements.

14. Policy Review

This policy will be reviewed annually or earlier if legislation changes or after any major incident involving contractors.

Signatures

Name / Role	Signature	Date
Principal – Sacha Corcoran		
Chair of Governors – John Stone		

Design & Technology Health and Safety Policy

Big Creative Academy

1. Policy Statement

The Design & Technology (D&T) Department at *Big Creative Academy* is committed to ensuring a safe, healthy, and productive learning environment for all students, staff, visitors, and contractors. We will meet or exceed all relevant legislation and professional guidance, including:

- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Control of Substances Hazardous to Health (COSHH)
- Provision and Use of Work Equipment Regulations (PUWER)
- CLEAPSS D&T guidance
- Food Safety and Hygiene Regulations (Food Technology)

The academy recognises that D&T involves inherent risk due to tools, equipment, machinery, chemicals, heat, and food-handling activities, and therefore requires strict safety controls.

2. Responsibilities

2.1 Principal

- Ensures legal compliance.
- Provides sufficient resources for safe D&T operation.

2.2 D&T Subject Leader

- Implements the policy across all D&T areas.
- Maintains equipment, risk assessments, and safety records.
- Ensures staff training and competence.

2.3 D&T Teachers and Technicians

- Deliver safe instruction.
- Check equipment before use.
- Supervise students closely at all times.
- Enforce workshop rules and PPE use.
- Report hazards and incidents promptly.

2.4 Students

Students must:

- Act responsibly and follow all safety rules.
- Use equipment only when authorised.
- Wear required PPE.
- Report hazards immediately.

2.5 Contractors

Contractors working in D&T areas must:

- Follow this policy and D&T-specific safety rules.
- Liaise with the Subject Leader or Site Manager.

3. Risk Assessment

The D&T department will maintain written risk assessments for:

- Machinery (e.g., pillar drills, bandsaws, laser cutters)
- Hand tools
- Heat sources (ovens, soldering irons, hot glue guns)
- Chemicals, adhesives, and finishes (COSHH)
- Specialist processes (3D printing, welding, casting, electronics)

Risk assessments will be:

- Reviewed annually
- Updated after incidents or equipment changes
- Communicated to all staff

4. Workshop Safety Rules

All workshops must display clearly visible safety signage, including:

- Eye protection zones
- Hazard warnings
- First aid location
- Emergency stop buttons
- Fire safety notices

4.1 General Workshop Rules

- Only authorised persons may enter workshops.

- Students must receive instruction before using tools or machines.
- PPE must be worn as required (goggles, aprons, gloves, masks).
- Hair must be tied back; no loose clothing or jewellery.
- Bags and coats must be stored away from work areas.
- Eating and drinking are prohibited in workshops.
- Machines must be switched off when not in use.

5. Machine and Equipment Safety (PUWER)

- All machinery must be inspected regularly and maintained by competent persons.
- Guards must always be fitted and functional.
- Emergency stop buttons must be accessible and tested.
- Students may only use machinery under staff supervision.
- Staff must check machine setup before each lesson.
- Damaged equipment must be removed from service immediately.

High-risk machinery may require *teacher-only* operation depending on student age.

6. Control of Substances Hazardous to Health (COSHH)

Materials requiring COSHH controls include:

- Spray paints, varnishes, solvents
- Resins (epoxy, polyester)
- Plaster, adhesives
- Toners for 3D printers
- Solder flux and fumes
- Cleaning chemicals

Measures include:

- Safe storage in labelled cupboards
- Use of extraction systems or fume cabinets
- Staff training
- No student access to restricted chemical

8. Textiles Safety

Controls include:

- Safe use of sewing machines
- Supervised use of irons, heat presses, and cutting tools

- Storage of needles, scissors, and blades
- Proper handling of dyes and fabric adhesives (COSHH)

9. Graphics, ICT & Digital Technologies

Includes CAD/CAM, 3D printers, laser cutters, and electronics.

Requirements:

- Laser cutters may only be used with extraction running.
- 3D printers must operate in well-ventilated spaces.
- Students must follow electrical safety procedures.
- UV curing equipment must be supervised at all times.

10. Emergency Procedures

D&T staff must know emergency procedures for:

- Fire
- Machinery accidents
- Chemical spills
- Burns and cuts
- Electrical faults
- Evacuation procedures

First aid kits must be specifically stocked for D&T (burn gels, eye wash, plasters)

11. Monitoring and Inspections

- Weekly checks by teachers
- Termly inspections by Subject Leader
- Annual inspection by Site Manager or external body
- All findings recorded and acted upon

12. Personal Protective Equipment (PPE)

Depending on activity, PPE may include:

- Eye protection
- Aprons
- Gloves (heat-resistant, chemical-resistant)
- Dust masks / Respirators
- Hearing protection

PPE must be:

- Provided by the academy
- Maintained and replaced when needed
- Cleaned or disposed of appropriately

13. Incident Reporting

All accidents, incidents, and near misses must be reported immediately.
Records will be:

- Logged in the academy accident book
- Investigated by the D&T Head of Curriculum
- Reported to SLT and governors if serious

14. Training and Competence

Staff will receive ongoing training in:

- Machine operation and safety
- COSHH compliance
- First aid (recommended)
- CLEAPSS safety updates

Students receive age-appropriate training before any practical activity.

15. Policy Review

This policy will be reviewed every year or earlier if:

- Equipment changes
- Legislation changes
- An incident occurs

Art Department Health & Safety Policy

1. Purpose

The purpose of this policy is to ensure a safe, healthy, and compliant working environment within the Art Department for all students, staff, and visitors. This policy outlines responsibilities, safe working practices, and emergency procedures relating to the use of art materials, tools, and facilities.

2. Scope

This policy applies to:

- All teaching and non-teaching staff
- All students using Art Department facilities
- Visitors, contractors, and extracurricular groups
- All art studios, classrooms, workshops, storage rooms, and exhibition areas

3. Responsibilities

3.1 Head of Curriculum for Visual Arts

- Ensures compliance with Health & Safety legislation (e.g., HSE guidelines)
- Oversees risk assessments for rooms, activities, materials, and equipment
- Ensures staff receive necessary training

3.2 Teaching Staff

- Maintain a safe working environment
- Provide instruction on safe use of materials and equipment
- Supervise students during practical activities
- Report hazards, accidents, or near-misses

3.3 Students

- Follow instructions and safety rules
- Use PPE (gloves, goggles, aprons) when required
- Report hazards or damaged equipment
- Behave responsibly in all practical areas

3.4 Visitors

- Must be supervised when using equipment or facilities

4. Hazard Areas and Safety Measures

4.1 Chemicals, Solvents & Art Materials

Potential hazards: fumes, skin irritation, ingestion.
Controls:

- Use only approved, labelled materials
- Ensure good ventilation or use fume extractors
- Store chemicals in designated containers
- Provide PPE (gloves, masks, goggles)
- Avoid the use of toxic/hazardous solvents where alternatives exist

4.2 Tools & Equipment

Includes: craft knives, cutting tools, glue guns, printing presses, pottery wheels, kilns.
Controls:

- Staff to demonstrate correct usage
- Tools stored securely when not in use
- Regular inspection and maintenance
- Only trained individuals may operate high-risk equipment (kiln, power tools)

4.3 Kilns & Ceramics Area

Hazards: heat, burns, fumes.
Controls:

- Kilns operated by trained staff only
- No student access during firing
- Maintain clear area around kiln
- Use heat-resistant gloves when necessary

4.4 Painting & Printmaking Areas

Controls:

- Ensure ventilation
- Safe disposal of oily rags to prevent fire
- Proper handling of inks, fixatives, and spray paints

4.5 Digital Art & Photography Equipment

Controls:

- Electrical equipment PAT tested
- Tripod legs and lighting equipment stored safely
- Cables secured to avoid trip hazards

5. Personal Protective Equipment (PPE)

PPE must be available and used when appropriate:

- Aprons
- Protective gloves
- Safety goggles
- Respirators/masks when required (e.g., spray fixative)
- Cut-resistant gloves for craft knife use

6. Housekeeping

- Work areas must be kept tidy
- Spills must be cleaned immediately
- Waste materials disposed of correctly (e.g., sharps, solvents, clay dust)
- Aisles and exits must be kept clear

7. Risk Assessments

Risk assessments must be carried out for:

- Rooms and workshops
- All tools and machinery
- High-risk activities (e.g., printmaking, ceramics)
- Special events or exhibitions

Assessments must be reviewed annually or when equipment or activities change.

8. Emergency Procedures

8.1 Fire

- Know location of extinguishers and alarms
- Use appropriate extinguisher (never water on electrical/solvent fires)
- Evacuate building according to fire plan

8.2 First Aid

- First aid kits available in designated areas
- Staff trained in first aid identified and accessible
- All incidents recorded in accident book

8.3 Chemical Spills

- Refer to COSHH guidelines
- Isolate the area
- Use appropriate spill-control materials

9. Training

The Art Department must provide training on:

- Safe use of materials and equipment
- COSHH awareness
- Manual handling
- Emergency procedures

10. Monitoring and Review

This policy is reviewed annually or following:

- A major incident
- Introduction of new processes or equipment
- Changes to health & safety legislation

Sports Department – Health & Safety Policy

1. Purpose of the Policy

The purpose of this Health & Safety Policy is to ensure the safe delivery of Physical Education activities for all students and staff. The policy outlines responsibilities, procedures, and expectations to minimise risk, prevent accidents, and promote a safe learning environment across all indoor and outdoor PE settings.

2. Scope

This policy applies to:

- Teachers
- Sports coaches
- Supply teachers
- Teaching assistants
- External providers
- Students participating in any PE, sport, or extra-curricular activity
- Visitors and volunteers involved in PE events

3. Roles and Responsibilities

3.1 Principal

- Ensures whole-academy compliance with Health & Safety legislation.
- Provides resources for safe PE delivery.

3.2 Head of Curriculum

- Implements and monitors PE-specific Health & Safety procedures.
- Ensures all staff are trained in safe practice and risk assessment.
- Maintains an inventory of equipment and organises regular inspections.

3.3 Teaching Staff

- Conduct **daily risk assessments** of facilities and equipment.
- Ensure safe supervision ratios.
- Modify activities to suit students' abilities, SEND needs, or weather conditions.
- Follow emergency and accident procedures.

3.4 Students

- Follow health and safety instructions from staff.
- Wear appropriate kit and protective equipment.
- Report hazards or injuries immediately.

4. Safe Practice in PE

4.1 Clothing and Equipment

- Students must wear agreed PE kit appropriate to activity and weather.
- No jewellery (including watches) unless medically exempt.
- Long hair must be tied back.
- Staff must ensure protective equipment is used when required (e.g., shin pads, gum shields, helmets).

4.2 Facilities

Before each lesson, staff must check:

- Playing surfaces (indoors/outdoors) for hazards.
- Weather conditions for outdoor lessons.
- Safety and suitability of equipment.
- Clear space for movement and emergency exits.

Any concerns must result in adapting or cancelling the activity.

4.3 Equipment Safety

- All large equipment (e.g., trampolines, gymnastics apparatus) must be inspected every term by qualified inspectors.
- Staff must visually inspect equipment before each use.
- Damaged or unsafe equipment must be removed from service immediately.

5. Risk Assessment

5.1 Types of Activities Requiring Risk Assessment

- High-risk activities (e.g., gymnastics, trampolining, rugby, athletics throwing events)
- Off-site sporting fixtures
- Swimming
- Outdoor adventurous activities

5.2 Dynamic Risk Assessment

During each lesson, staff must continually assess:

- Behaviour
- Fatigue levels
- Environmental changes

Adjustments must be made to keep students safe.

6. First Aid and Emergency Procedures

- A qualified first aider must be accessible during all physical lessons.
- Staff must know the location of first aid kits and defibrillators.
- All accidents must be recorded following academy policy.

- Emergency evacuation procedures must be followed for indoor and outdoor activities.

7. Inclusion, SEND, and Medical Needs

- Sports must be accessible to all students.
- Staff must be aware of medical conditions (e.g., asthma, diabetes, allergies).
- Individual risk assessments may be required for certain students.
- Activities must be modified to allow safe participation.

8. Safeguarding in PE

- Staff must follow whole-academy safeguarding procedures.
- Changing rooms must be supervised at an appropriate distance.
- External coaches must have up-to-date DBS checks.

9. Off-Site Activities and Sports Fixtures

For off-site Sports:

- Travel arrangements must comply with academy policy.
- Registers must be taken before departure and on arrival.
- Staff must carry emergency contact information.
- A specific risk assessment must be completed for each trip or fixture.

10. Monitoring and Review

- Policy reviewed annually by the Head of Curriculum.
- Accident reports analysed for patterns.
- Staff feedback considered in policy adjustments.

11. Related Policies

This policy should be read alongside:

- Academy Health & Safety Policy
- Safeguarding and Child Protection Policy

- First Aid Policy
- Educational Visits Policy
- Behaviour Policy

Classroom Health & Safety Policy

1. Purpose of This Policy

The Classroom Health & Safety Policy ensures that all teaching and learning spaces provide a safe, orderly, and supportive environment for students and staff. It sets out expectations, responsibilities, and procedures to minimise risk and prevent accidents during everyday classroom activity.

2. Scope

This policy applies to all:

- Classroom teachers
- Support staff and teaching assistants
- Supply teachers
- Visitors, volunteers, and contractors
- Students

It covers all general classrooms, specialist teaching rooms (unless covered by their own policies), and breakout areas used for learning

3. Roles and Responsibilities

3.1 Principal

- Ensures compliance with statutory health & safety requirements.
- Allocates resources for safe classroom maintenance.

3.2 Health & Safety Lead / Site Manager

- Conducts regular inspections of classrooms and facilities.
- Ensures timely repairs and hazard removal.

3.3 Classroom Teachers

- Perform **daily visual checks** for hazards.

- Maintain a tidy, organised, and safe classroom environment.
- Report hazards immediately using academy procedures.
- Supervise students appropriately at all times.
- Ensure safe use of furniture, electrical equipment, and learning materials.

3.4 Students

- Follow classroom safety rules and instructions.
- Treat equipment and furniture responsibly.
- Report hazards or concerns to staff immediately.

4. Classroom Environment Standards

4.1 Layout and Furniture

- Walkways and exits must remain clear at all times.
- Furniture must be arranged to avoid overcrowding.
- Chairs and tables must be safe, level, and appropriate to student age/size.

4.2 Display Areas

- Wall displays must be securely fixed.
- Items must not be placed near heat sources or block fire exits.
- High-level displays must only be installed using safe access equipment.

4.3 Temperature, Lighting, and Ventilation

- Classrooms must be well-lit and ventilated.
- Windows must be safe to open and close.
- Staff should report heating or ventilation problems immediately.

5. Equipment and Resources Safety

5.1 Electrical Equipment

- Only approved academy equipment may be used.
- All devices must have up-to-date PAT testing.
- Cables must not present tripping hazards.

5.2 Classroom Materials

- Items such as scissors, glue guns, and craft tools must be used under supervision appropriate to age group.
- Hazardous materials must be locked away when not in use.

5.3 Digital Devices

- Ensure safe setup of laptops, tablets, and interactive screens.
- Report any damaged screens, wires, or chargers.

6. Behaviour and Supervision

- Staff must maintain appropriate supervision ratios.
- Clear classroom rules must be consistently enforced.
- Any behaviour that jeopardises safety must be addressed immediately.
- Students must not climb on furniture or run indoors.

7. Fire Safety and Emergency Procedures

- Fire exits must remain unobstructed.
- Staff must know their evacuation routes and assembly points.
- Students must be trained in emergency procedures.
- Fire drills must be carried out according to academy policy.

8. First Aid

- First aid kits must be accessible and restocked.
- Staff must know the location of first aid equipment and nearest trained first aider.
- All accidents must be logged using academy reporting procedures.

9. Safeguarding in Classrooms

- Staff must follow academy safeguarding and supervision guidelines.
- Classroom doors with windows must remain unobstructed.
- Visitors must follow signing-in procedures and wear identification badges.

10. Inclusion, SEND, and Medical Needs

- Classrooms must be accessible to all students.
- Seating plans must consider individual needs.
- Staff must be aware of risk assessments for students requiring adjustments.

11. Off-Site Classrooms or Temporary Spaces

When teaching in alternative rooms:

- Staff must complete a quick risk assessment before use.
- Any hazards must be reported immediately.
- Emergency exits must be identified before the lesson begins.

12. Monitoring and Review

- Classroom environments should be formally inspected at least termly.
- This policy is reviewed annually or earlier if new legislation or procedures require changes.
- Feedback from staff and students may inform updates.

Signatures

Toilet & Washroom Health and Safety Policy

1. Purpose of the Policy

This policy ensures that all toilet and washroom facilities within the academy are safe, hygienic, accessible, and maintained to a standard that protects the health, dignity, and wellbeing of all students, staff, and visitors.

2. Scope

This policy applies to:

- Student toilets
- Staff toilets
- Accessible and medical needs toilets
- Changing room toilets
- Visitor toilets
- External and temporary toilets (e.g., for events or construction)

3. Principles

The academy is committed to:

- Providing clean, safe, private, and well-maintained toilets.
- Ensuring toilets are accessible throughout the academy day.
- Promoting good hygiene and safeguarding practices.
- Meeting legal duties under health and safety, equality, and safeguarding regulations.

4. Roles and Responsibilities

4.1 Principal

- Ensures the academy meets statutory health and safety requirements.
- Allocates resources for toilet maintenance and cleaning.

4.2 Site Manager / Caretaker

- Conducts daily checks of toilet facilities.
- Ensures timely repairs of fixtures, locks, lighting, and plumbing.
- Ensures appropriate signage and hazard reporting procedures.

4.3 Cleaning Staff

- Clean toilets according to the cleaning schedule.
- Replenish soap, toilet paper, and hand towels or dryers.
- Report damages or hygiene concerns immediately.

4.4 All Staff

- Ensure students can access toilets as needed.
- Report hazards or safeguarding concerns quickly.
- Encourage and model good hygiene practices.

4.5 Students

- Use facilities responsibly and respectfully.
- Tell staff if something is broken, unsafe, or unhygienic.

5. Hygiene and Cleaning Standards

5.1 Daily Cleaning

- Toilets cleaned thoroughly daily
- All surfaces disinfected: seats, flush handles, sinks, taps, and door handles.

5.2 Consumables

- Soap, toilet paper, and hand drying facilities must be stocked at all times.
- Sanitary disposal units must be provided in female toilets and emptied regularly.

5.3 Deep Cleaning

- Scheduled at least **once per term** or more frequently based on academy need.

6. Health & Safety Requirements

6.1 Physical Safety

- All toilets must have functioning locks that ensure privacy but allow emergency access.
- Floors must be kept dry where possible, with signage used for slips or leaks.
- Adequate lighting must be maintained at all times.
- Hot water must be thermostatically controlled to avoid scalding.

6.2 Plumbing & Maintenance

- Blockages, leaks, or malfunctioning fixtures must be addressed immediately.
- Broken or damaged toilets must be closed off and repaired promptly.

6.3 Waste Disposal

- Sanitary bins must be provided in appropriate toilets.
- Waste collected and disposed of in line with hygiene regulations.

7. Safeguarding

7.1 Privacy

- Students must have privacy when using washroom facilities.
- Staff must not enter student toilets unless necessary for safety reasons.
- When appropriate, two members of staff should attend to avoid safeguarding concerns.

7.2 Behaviour Monitoring

- Toilets may be checked intermittently **from outside**, never inside cubicles.
- Clear rules and expectations must be communicated to prevent bullying, vandalism, or vaping.

7.3 Accessibility

- Students with medical needs must have unrestricted access as per care plans.
- Accessible toilets must remain available and not used as storage.

8. Student Access to Toilets

- Students are permitted to use toilets responsibly during lessons unless there is a clear safeguarding or medical reason to restrict access.
- Students with medical conditions (e.g. diabetes, IBS, menstrual issues) must be allowed flexible access.

9. Reporting and Responding to Issues

- Hazards or concerns should be reported immediately to the site team or academy office.
- Urgent issues (e.g., flooding, damage, safeguarding concerns) should be addressed same-day.
- Serious incidents (vandalism, bullying, substance misuse) must follow the academy's behaviour and safeguarding policies.

10. Monitoring and Review

- Toilets inspected daily by site or cleaning staff.
- Weekly monitoring form completed to ensure standards.
- Policy reviewed annually or after significant change in guidance or academy needs.

Site Maintenance Policy

1. Purpose

The purpose of this Site Maintenance Policy is to ensure that all academy buildings, grounds, services, and equipment are safe, well-maintained, and suitable for effective teaching and learning. This policy outlines responsibilities, maintenance standards, inspection routines, and reporting procedures.

2. Scope

This policy applies to:

- All academy buildings and classrooms
- Outdoor areas (playgrounds, sports fields, car parks)
- Mechanical, electrical, and plumbing systems
- ICT infrastructure and equipment
- Cleaning and general upkeep
- Security systems
- Off-site academy-owned facilities

3. Objectives

- Maintain a safe and healthy environment for students, staff, and visitors
- Meet all legal, regulatory, and safeguarding requirements
- Ensure facilities and equipment are functional, clean, and fit for purpose
- Prevent deterioration through regular inspections and proactive maintenance
- Minimise disruption to teaching and learning activities

4. Roles and Responsibilities

4.1 Academy Leadership

- Approve maintenance plans and budgets
- Ensure compliance with health, safety, and statutory regulations
- Review maintenance reports and risk assessments

4.2 Site Manager / Facilities Manager

- Oversee day-to-day maintenance operations
- Conduct routine inspections and risk assessments
- Manage contractors and ensure work meets standards

- Maintain maintenance logs and compliance records

4.3 Staff

- Report maintenance issues promptly
- Follow safety procedures
- Ensure classrooms and areas are used appropriately

4.4 Contractors

- Comply with safeguarding and access policies
- Follow academy's health and safety requirements
- Complete work to agreed standards and timelines

5. Maintenance Types

5.1 Planned Preventive Maintenance (PPM)

Scheduled activities that include:

- Annual electrical testing (PAT & fixed wiring)
- Fire safety checks (alarms, extinguishers, detectors)
- Boiler and heating servicing
- Playground equipment inspections
- Roof and gutter inspections
- ICT hardware maintenance

5.2 Reactive Maintenance

Repairs carried out when something breaks or becomes unsafe, such as:

- Plumbing failures
- Electrical faults
- Damaged furniture or fixtures
- Broken windows or doors

5.3 Grounds Maintenance

- Grass cutting and landscaping

- Playground surface checks
- Tree safety inspections
- Litter and waste management

6. Health & Safety Compliance

The academy must comply with relevant regulations (depending on region), which typically include:

- Fire safety legislation
- Health and safety at work regulations
- Asbestos management
- Water hygiene (Legionella testing)
- Accessibility requirements
- Safeguarding and security standards

7. Reporting Procedures

- All staff report issues using the academy's maintenance request system (email/form/helpdesk).
- Urgent hazards (e.g., leaks, unsafe equipment) must be reported immediately to the Site Manager.
- Site Manager logs all issues, prioritises risk, and organises repairs.
- Leadership receives regular maintenance updates.

8. Record Keeping

The academy must maintain:

- Maintenance logs
- Contractor service reports
- Inspection certificates (fire, electrical, gas, water, lifts, etc.)
- Asbestos and health & safety files
- Risk assessments

9. Budgeting

The academy leadership will:

- Allocate funds for planned maintenance
- Reserve contingency funds for emergency repairs
- Review maintenance spending annually

10. Policy Review

This policy should be reviewed every **two years** or earlier if regulations change or following a significant incident.

Personal Emergency Evacuation Plan (P.E.E.P.) Policy

1. Purpose

The purpose of this policy is to ensure that all pupils, staff, and visitors who may require assistance to evacuate during an emergency have a personalised and effective evacuation plan. The P.E.E.P. process ensures equality, safety, and compliance with health and safety legislation.

2. Scope

This policy applies to:

- Pupils with mobility, visual, hearing, or cognitive impairments
- Pregnant staff or pupils (where mobility is impacted)
- Temporary conditions (e.g., broken leg, anxiety triggered by alarms)
- Staff, contractors, parents, or regular visitors who require assistance
- Anyone affected by medical conditions that impact evacuation

3. Legal and Regulatory Framework

Academy's must comply with relevant legislation (varies by region), typically including:

- Fire Safety Regulations
- Equality legislation (e.g., Equality Act 2010 in the UK)
- Health and Safety at Work regulations
- Safeguarding protocols for pupils requiring support

4. Roles and Responsibilities

4.1 Academy Leadership

- Ensure P.E.E.P. policy is implemented
- Allocate staff and resources to support the plan
- Review risk assessments annually

4.2 SENCO / Inclusion Lead

- Identify pupils requiring P.E.E.P.s
- Work with families and staff to develop individual plans
- Ensure all relevant staff understand responsibilities

4.3 Site Manager / Health & Safety Officer

- Ensure evacuation routes are accessible
- Maintain equipment (ramps, refuges, alarms)

4.4 Teachers and Support Staff

- Follow the individual's P.E.E.P.
- Assist the pupil during evacuation
- Report changes in needs or conditions

4.5 Parents/Carers

- Provide accurate information about the pupil's needs
- Support reviews of the P.E.E.P.

5. Types of P.E.E.P.s

5.1 Permanent P.E.E.P.

For individuals with long-term or permanent disabilities or conditions.

5.2 Temporary P.E.E.P.

For short-term mobility or medical conditions (e.g., injury, recovery from surgery).

5.3 Refuges and Assisted Evacuation P.E.E.P.

For individuals who may need:

- Buddy assistance
- Use of evacuation chairs
- Refuge areas with two-way communication

6. P.E.E.P. Development Process

1. **Identification**
   Staff identify individuals who may need assistance, or pupils self-disclose.
2. **Assessment Meeting**
   SENCO, parents, pupil (where appropriate), and staff assess needs.
3. **Creation of P.E.E.P.**
   Document includes:
   - Individual's needs
   - Route(s) of evacuation
   - Named support staff ("buddies")
   - Equipment required
   - Alternative routes if lifts cannot be used
   - Procedures for emergencies

4. **Communication**
   P.E.E.P. is shared with:
   - Class teachers
   - Support staff
   - Fire marshals
   - Site/health & safety team
5. **Training**
   Staff receive training in:
   - Evacuation chair use
   - Supporting mobility or sensory needs
   - Alarm or signal adjustments
6. **Practice Drills**
   Individual participates in fire drills where appropriate (safely and sensitively).

7. Review of P.E.E.P.s

- **Annually** for long-term needs
- **After significant change** (e.g., health change, classroom move)
- **Termly** for temporary plans
- After any incident or drill where the P.E.E.P. was used

8. Record Keeping

The academy keeps:

- Completed P.E.E.P. documents
- Evacuation drill feedback forms
- Equipment servicing logs (e.g., evac chairs)
- Review dates and assessments
- Staff training records

9. Confidentiality

All P.E.E.P. information is treated as confidential and shared strictly on a need-to-know basis. Documents are stored securely in accordance with data protection requirements.

10. Policy Review

This policy is reviewed **every two years** or after any changes in legislation or academy procedures.

Fire Emergency Evacuation Plan (FEEP) Policy

1. Purpose

The purpose of this Fire Emergency Evacuation Plan (FEEP) Policy is to ensure that all pupils, staff, visitors, and contractors can safely and efficiently evacuate the academy in the event of a fire or fire alarm activation. This policy outlines responsibilities, procedures, and safety requirements to ensure compliance with fire safety regulations and best practice.

2. Scope

This policy applies to:

- All teaching and non-teaching staff
- Pupils
- Parents, visitors, and contractors
- All academy buildings and external learning areas

3. Legal and Regulatory Framework

This policy aligns with typical fire safety legislation, including:

- Statutory fire safety requirements (e.g., Fire Safety Order 2005 in the UK)
- Health & Safety at Work legislation
- Local authority fire and emergency regulations
- Academy safeguarding requirements

4. Key Objectives

- To protect life above all other priorities
- To ensure rapid and safe evacuation of all persons
- To prevent and reduce the risk of fire
- To comply with all statutory fire safety responsibilities
- To ensure staff understand their roles in an emergency

- To maintain fire safety equipment, alarms, and evacuation routes

5. Responsibilities

5.1 Principal / Principal

- Ensure the FEEP is implemented and reviewed
- Ensure fire drills occur regularly
- Allocate staff to key roles (e.g., fire wardens/marshals)

5.2 Fire Safety Lead / Site Manager

- Maintain fire alarms, extinguishers, signage, and emergency lighting
- Ensure fire exits and routes are clear
- Conduct regular fire risk assessments
- Manage records of equipment testing and drill outcomes

5.3 Fire Marshals / Wardens

- Sweep allocated zones during an evacuation
- Support staff and pupils in evacuating safely
- Report to the assembly point coordinator

5.4 Teachers & Support Staff

- Lead their class out of the building
- Collect registers and take roll call at the assembly point
- Keep calm and instruct pupils clearly

5.5 Pupils

- Follow instructions calmly
- Proceed to the assembly point without delay

5.6 Visitors & Contractors

- Must follow staff guidance and evacuation procedures

6. Fire Prevention Measures

The academy ensures:

- Fire doors remain closed and unobstructed
- Fire exits are always accessible
- Electrical appliances are tested and maintained

- Hazardous materials are stored safely
- Staff receive regular fire safety training

7. Fire Alarm Activation Procedures

If a fire is suspected or confirmed:

1. Activate the nearest fire alarm call point
2. Evacuate immediately—do not attempt to fight the fire unless trained and only if safe
3. Do not use lifts
4. Close doors behind you
5. Proceed to the nearest safe exit

8. Evacuation Procedure

8.1 On Hearing the Alarm

- Teachers instruct pupils to line up and leave calmly
- Visitors are guided by the nearest staff member
- Fire Marshals sweep allocated areas if safe
- Pupils and staff move to the designated **assembly point**
- No one re-enters the building until cleared by the person in charge

9. Assembly Point Procedure

- Staff take registers
- Fire Marshals report zone status (e.g., “all clear”)
- Principal or Incident Leader takes overall control
- Emergency services are briefed upon arrival

10. Special Arrangements

10.1 PEEPs (Personal Emergency Evacuation Plans)

The academy ensures any person with:

- Mobility needs
- Sensory impairments
- Medical needs
- Temporary conditions

...has a personalised evacuation plan (PEEP).

10.2 Refuge Areas

Where applicable, refuge areas are used for assisted evacuation by trained staff.

11. Training & Fire Drills

- Fire drills are conducted **at least once per term**
- All staff receive annual fire safety training
- Fire Marshals receive enhanced training (e.g., evacuation chair use)
- Drill outcomes are reviewed and logged to improve future performance

12. Equipment Maintenance

The academy maintains:

- Fire alarms (tested weekly)
- Fire extinguishers (annual servicing)
- Emergency lighting (monthly testing)
- Fire exits and signage (continuous monitoring)

13. Communication

- Fire procedures displayed in all rooms
- Staff induction includes fire safety training
- Visitors receive information on arrival

14. Review of the FEEP

This policy will be reviewed:

- Annually
- After any significant changes to buildings or staffing
- Following any major incident or drill feedback

Fire Warden Policy

Big Creative Academy

Date: _____

Approved by: _____

1. Purpose of the Policy

This policy outlines the responsibilities, expectations, and procedures for Fire Wardens at *Big Creative Academy*.
Its aim is to ensure safe, effective evacuation and fire prevention in accordance with:

- Regulatory Reform (Fire Safety) Order 2005
- Health and Safety at Work Act 1974
- DfE Fire Safety in New and Existing Academy Buildings guidance
- Local Authority Fire & Rescue Service requirements

2. Scope

This policy applies to:

- Fire Wardens (staff assigned by leadership)
- All employees
- Visitors, contractors, and volunteers
- Students present on site

It covers all academy buildings, grounds, and temporary structures.

3. Appointment of Fire Wardens

3.1 Selection

Fire Wardens are appointed by the Principal or Academy Business Manager.
Staff selected must be:

- Competent and reliable

- Physically able to assist in evacuation
- Trained in fire safety and emergency procedures

3.2 Training Requirements

Fire Wardens must receive:

- Annual fire-warden training
- Evacuation procedure training
- Use of fire extinguishers (awareness only)
- Training in assisting individuals with additional needs

Records of training must be retained.

4. Roles and Responsibilities

4.1 Principal / Senior Leadership Team (SLT)

- Ensure enough Fire Wardens are appointed for all areas.
- Provide necessary training and resources.
- Review fire procedures annually.

4.2 Fire Wardens

Fire Wardens must:

Before an Emergency

- Conduct regular checks of fire exits, routes and equipment.
- Ensure fire doors are not wedged open.
- Report hazards or obstructions to the Site Manager.
- Support fire drills and provide feedback.

During an Evacuation

- Direct students, staff, and visitors to the nearest safe exit.
- Sweep allocated areas (classrooms, toilets, offices) to ensure no one remains.
- Assist individuals with disabilities or additional needs.
- Close doors behind them to slow fire spread.
- Report “area clear” to the Assembly Point Coordinator.
- Do NOT attempt to fight fires unless trained and it is safe to do so.

After an Emergency

- Provide information to the Principal or Fire Services.

- Record issues observed during evacuation.
- Recommend improvements to procedures.

4.3 Site Manager

- Maintain fire equipment (extinguishers, alarms, lighting).
- Check fire exits are accessible daily.
- Assist in fire drills and liaison with Fire Services.

4.4 All Staff

- Follow the directions of Fire Wardens.
- Keep fire exits and passageways clear.
- Ensure students move quickly and calmly during evacuation.

5. Fire Safety Arrangements

5.1 Fire Drills

- Conducted **at least once per term**.
- Fire Wardens must participate and report outcomes.
- SLT reviews evacuation times and any issues.

5.2 Fire Alarm System

- Tested weekly by Site Manager.
- Faults reported and repaired promptly.

5.3 Firefighting Equipment

- Extinguishers and fire blankets inspected annually.
- Fire Wardens may use extinguishers **only** for small fires **if safe**.

6. Evacuation Procedures

When the fire alarm sounds:

1. **Teachers evacuate students immediately**, taking registers.
2. Fire Wardens sweep their designated areas.
3. All persons proceed to the official Assembly Point(s).
4. Teachers take a register and report missing persons to the Fire Warden.
5. Fire Wardens report “all clear” or “missing persons” to the Principal/Incident Controller.

6. Re-entry is not permitted until the Incident Controller gives clearance.

7. Support for Students with Additional Needs

The academy will create **Personal Emergency Evacuation Plans (PEEPs)** for:

- Wheelchair users
- Students with mobility difficulties
- Students with sensory impairments
- Students with learning or behavioural needs that may affect evacuation

Fire Wardens must be aware of relevant PEEPs before an emergency.

8. Visitors and Contractors

- Must sign in at Reception.
- Must be escorted during fire alarms unless trained.
- Fire Wardens ensure they evacuate safely.
- Visitor and contractor registers must be brought to the Assembly Point for roll-call.

9. Monitoring and Review

- Termly monitoring by Health and Safety Lead.
- Annual review of Fire Warden coverage and training needs.
- Policy updated following legislation changes or fire-related incidents.

First Aid Policy

Big Creative Academy

Date: _____

Approved by: _____

1. Policy Statement

Big Creative Academy is committed to ensuring the health, safety, and welfare of all students, staff, visitors, and contractors. The academy aims to provide prompt, safe, and effective first aid in response to accidents, injuries, and sudden illness.

This policy complies with:

- Health and Safety (First-Aid) Regulations 1981
- Education (Academy Premises) Regulations
- DfE Guidance on "First Aid in Schools"
- Supporting Pupils with Medical Conditions Guidance

2. Aims of the Policy

The aims of this policy are to:

- Ensure first aid provision meets the needs of all users of the academy.
- Provide sufficient numbers of trained First Aiders and Appointed Persons.
- Ensure first aid equipment and facilities are fit for purpose.
- Ensure first aid incidents are recorded and reported appropriately.
- Provide clear procedures during emergencies.

3. Responsibilities

3.1 Governing Body

The Governing Body will:

- Ensure the academy meets legal first aid requirements.
- Review the policy annually.
- Ensure adequate funding for first aid provision.

3.2 Principal

The Principal is responsible for:

- Implementing this policy.
- Ensuring appropriate numbers of trained staff.
- Arranging first aid training and refresher courses.
- Supporting staff with pupils who have medical needs.

3.3 First Aiders

Trained First Aiders will:

- Provide immediate first aid during incidents.
- Call emergency services when required.
- Maintain first aid records.
- Check and restock first aid kits regularly.
- Ensure safe handling of blood and bodily fluids.

3.4 All Staff

All staff must:

- Familiarise themselves with first aid procedures.
- Report illnesses or injuries promptly.
- Radio for a First Aider when needed.
- Follow individual healthcare plans (IHPs) for pupils.

3.5 Students

Students must:

- Report accidents or illness to a staff member quickly.
- Follow instructions given during first aid situations.

4. First Aid Provision

4.1 First Aid Personnel

The academy will maintain an appropriate number of:

- Qualified First Aiders
- Emergency First Aid at Work (EFAW) trained staff
- Appointed Persons to manage first aid arrangements

A current list of First Aiders will be displayed in staff areas.

4.2 First Aid Equipment and Kits

The academy will provide:

- First aid kits in classrooms, offices, playgrounds, and specialist areas
- Portable kits for trips and PE activities
- Eyewash stations where required
- Accident blankets and protective gloves

Kits will contain items approved under latest guidance (no medication).

5. First Aid Procedures

5.1 Responding to an Incident

When an injury or illness occurs:

1. A First Aider will assess the situation.
2. Immediate treatment will be provided.
3. Emergency services will be called if:
    - The injury is severe
    - The casualty is unconscious
    - Breathing difficulties occur
    - A severe allergic reaction occurs
4. Parents/carers will be notified.

5.2 Calling Emergency Services

If an ambulance is required, staff must:

- Dial 999
- Give clear details of the incident and location
- Arrange for gates/doors to be opened for paramedics

6. Students with Medical Conditions

The academy will support students with medical needs through:

- Individual Healthcare Plans (IHPs)
- Safe storage and administration of medication
- Staff training in conditions such as asthma, epilepsy, allergies, diabetes

Medication will only be administered by authorised, trained staff.

7. Hygiene and Infection Control

Staff must follow hygiene protocols:

- Wear disposable gloves
- Use disinfectant wipes and cleaning solutions
- Dispose of contaminated waste in appropriate bin
- Wash hands after contact

Spillages of blood or bodily fluids must be cleaned immediately.

8. First Aid During Academy Trips and Activities

For all trips and off-site activities:

- At least one trained First Aider must attend.
- Portable first aid kits must be carried.
- Risk assessments must include medical considerations.

9. Record Keeping and Reporting

The academy will maintain records of:

- First aid treatments
- Accidents and injuries
- Calls to emergency services

Records will be kept securely in accordance with GDPR.

RIDDOR Reporting

Serious incidents will be reported to the HSE when required.

10. Communication of the Policy

This policy will be:

- Available on the academy website
- Shared during staff induction
- Displayed in staff areas

11. Monitoring and Review

This policy will be reviewed:

- Annually
- After any significant incident
- When regulations change

Allergy and Anaphylaxis Policy

1. Introduction

An allergy is a reaction of the body's immune system to substances that are usually harmless. The reaction can cause minor symptoms such as itching, sneezing or rashes but sometimes causes a much more severe reaction called anaphylaxis.

Anaphylaxis is a serious, life-threatening allergic reaction. The whole body is affected often within minutes of exposure to the allergen, but sometimes it can be hours later. Causes can include foods, insect stings, and drugs.

Most healthcare professionals consider an allergic reaction to be anaphylaxis when it involves difficulty breathing or affects the heart rhythm or blood pressure. Anaphylaxis symptoms are often referred to as the ABC symptoms (Airway, Breathing, Circulation).

It is possible to be allergic to anything which contains a protein, however most people will react to a fairly small group of potent allergens.

Common UK Allergens include (but are not limited to):-

Peanuts, Tree Nuts, Sesame, Milk, Egg, Fish, Latex, Insect venom, Pollen and Animal Dander.

This policy sets out how Big Creative Academy will support pupils with allergies, to ensure

they are safe and are not disadvantaged in any way whilst taking part in school life.

2. Role and responsibilities

Parent/Students Responsibilities

- On entry to the academy, it is the parent's responsibility to inform reception staff of any allergies. This information should include all previous serious allergic reactions, history of anaphylaxis and details of all prescribed medication.
- Parents are to supply a copy of their child's Allergy Action Plan (BSACI plans preferred) to the academy. If they do not currently have an Allergy Action Plan this

should be developed as soon as possible in collaboration with a healthcare professional (e.g. School nurse/GP/allergy specialist.)

- Parents are responsible for ensuring any required medication is supplied, in date and replaced as necessary.
- Parents are requested to keep the school up to date with any changes in allergy management. The Allergy Action Plan will be kept updated accordingly.

Staff Responsibilities

- All Staff will complete anaphylaxis training. Training is provided for all staff on a yearly basis and on an ad-hoc basis for any new members of staff.
- Staff (regular or cover classes) must be aware of the pupils in their care who have known allergies as an allergic reaction could occur at any time and not just at mealtimes. Any food-related activities must be supervised with due caution.
- Staff leading school trips will ensure they carry all relevant emergency supplies. Trip leaders will check that all pupils with medical conditions, including allergies, carry their medication. Pupils unable to produce their required medication will not be able to attend the excursion.
- First Aider will ensure that the up-to-date Allergy Action Plan is kept with the pupil's medication.
- It is the parent's responsibility to ensure all medication in in date however the First Aider will check medication kept at school on a termly basis and send a reminder to parents if medication is approaching expiry.
- First Aider keeps a register of pupils who have been prescribed an adrenaline auto-injector (AAI) and a record of use of any AAI(s) and emergency treatment given.
- First Aider ensures that any reaction or near misses is recorded and reported internally or in accordance with RIDDOR.

Pupil Responsibilities

- Pupils are encouraged to have a good awareness of their symptoms and to let an adult know as soon as they suspect they are having an allergic reaction.
- Pupils who are trained and confident to administer their own AAIs will be encouraged to take responsibility for carrying them on their person at all times.

3. Allergy Action Plans

Allergy action plans are designed to function as individual healthcare plans for children with food allergies, providing medical and parental consent for schools to administer medicines in the event of an allergic reaction, including consent to administer a spare adrenaline auto- injector.

British Society of Allergy and Clinical Immunology (BSACI) Allergy Action Plans are produced by a medical professional and should not be created by school. These are a national plan that has been agreed by the BSACI, Anaphylaxis UK and Allergy UK. The allergy action plans are designed to function as an individual healthcare plan.

4.Emergency Treatment and Management of Anaphylaxis

What to look for:

Symptoms usually come on quickly, within minutes of exposure to the allergen.

Mild to moderate allergic reaction symptoms may include:

- a red raised rash (known as hives or urticaria) anywhere on the body
- a tingling or itchy feeling in the mouth
- swelling of lips, face or eyes
- stomach pain or vomiting.

More serious symptoms are often referred to as the ABC symptoms and can include:

AIRWAY - swelling in the throat, tongue or upper airways (tightening of the throat, hoarse voice, difficulty swallowing).

BREATHING - sudden onset wheezing, breathing difficulty, noisy breathing.

CIRCULATION - dizziness, feeling faint, sudden sleepiness, tiredness, confusion, pale clammy skin, loss of consciousness.

The term for this more severe reaction is anaphylaxis. In extreme cases there could be a dramatic fall in blood pressure. The person may become weak and floppy and may have a sense of something terrible happening. This may lead to collapse and unconsciousness and, on rare occasions, can be fatal.

If the pupil has been exposed to something they are known to be allergic to, then it is more likely to be an anaphylactic reaction.

Anaphylaxis can develop very rapidly, so a treatment is needed that works

rapidly. **Adrenaline** is the mainstay of treatment, and it starts to work within seconds.

What does adrenaline do?

- It opens up the airways
- It stops swelling
- It raises the blood pressure

As soon as anaphylaxis is suspected, adrenaline must be administered without delay. Action:

- Keep the pupil where they are, call for help and do not leave them unattended.
- **LIE CHILD FLAT WITH LEGS RAISED** – they can be propped up if struggling to breathe but this should be for as short a time as possible.
- **USE ADRENALINE AUTO-INJECTOR WITHOUT DELAY** and note the time given. AAIs should be given into the muscle in the outer thigh. Specific instructions vary by brand – always follow the instructions on the device.
- CALL **999** and state **ANAPHYLAXIS (ana-fil-axis).**
- If no improvement after 5 minutes, administer second AAI.
- If no signs of life commence CPR.
- Call parent/carer as soon as possible.

Whilst you are waiting for the ambulance, keep the pupil where they are. Do not stand them up, or sit them in a chair, even if they are feeling better. This could lower their blood pressure drastically, causing their heart to stop.

All pupils must go to hospital for observation after anaphylaxis even if they appear to have recovered as a reaction can reoccur after treatment.

5. **Supply, storage and care of medication**

Depending on their level of understanding and competence, pupils will be encouraged to take responsibility for and to carry their own **two** AAIs on them at all times in a suitable bag/container.

For younger children or those not ready to take responsibility for their own medication, there should be an anaphylaxis kit which is kept within 5 minutes of them, not locked away and **accessible to all staff.**

Medication should be stored in a suitable container and clearly labelled with the pupil's name. The pupil's medication storage container should contain:

- Two AAIs i.e. EpiPen® or Jext®
- An up-to-date allergy action plan
- Antihistamine as tablets or syrup (if included on allergy action plan)

- Spoon if required
- Asthma inhaler (if included on allergy action plan).

It is the responsibility of the pupil's parents to ensure that the anaphylaxis kit is up-to-date and clearly labelled, however the First Aider will check medication kept at school on a termly basis and send a reminder to parents if medication is approaching expiry.

Parents can subscribe to expiry alerts for the relevant AAIs their child is prescribed, to make sure they can get replacement devices in good time.

Older children and medication

Older children and teenagers should, whenever possible, assume responsibility for their emergency kit under the guidance of their parents. However, symptoms of anaphylaxis can come on **very suddenly**, so school staff need to be prepared to administer medication if the young person cannot.

Storage

AAIs should be stored at room temperature, protected from direct sunlight and temperature extremes.

Disposal

AAIs are single use only and must be disposed of as sharps. Used AAIs can be given to ambulance paramedics on arrival or can be disposed of in a pre-ordered sharps bin. Sharps bins to be obtained from and disposed of by a clinical waste contractor. The sharps bin is kept in the medical room.

'Spare' adrenaline auto-injectors in school

Big Creative Academy has purchased spare **AAIs for emergency use in children who are riskof anaphylaxis,** but their own devices are not available or not working (e.g. because they are out of date) or are experiencing anaphylaxis for the first time.

These are stored in the medical room clearly labelled 'Emergency

Anaphylaxis Adrenaline Pen', kept safely, not locked away and **accessible and known to all staff.**

Big Creative Academy hold four pens which are kept in the following location/s:-

- Medical room
- Staff room

- 2 x Trip first aid kits

The First Aider is responsible for checking the spare medication is in date on a monthly basis and to replace as needed.

Written parental permission for use of the spare AAIs is included in the pupil's allergy action plan.

6. Staff Training

The named staff members (at least 2) responsible for coordinating staff anaphylaxis training and the upkeep of the academy's anaphylaxis policy are:-

- Sacha Corcoran - Principal
- Louise Elford – Director of Finance and Operations

All staff will complete allergy and anaphylaxis training annually, and on an ad-hoc basis during induction of new staff.

Training includes:

- Knowing the common allergens and triggers of allergy
- Spotting the signs and symptoms of an allergic reaction and anaphylaxis. Early recognition of symptoms is key, including knowing when to call for emergency services
- Administering emergency treatment (including AAIs) in the event of anaphylaxis – knowing how and when to administer the medication/device
- Measures to reduce the risk of a child having an allergic reaction e.g. allergen avoidance, knowing who is responsible for what
- Managing allergy action plans and ensuring these are up to date

Big Creative Academy ensures that staff undertake a practical session using trainer devices (these can be obtained from the manufacturers' websites: www.epipen.co.uk and www.jext.co.uk

7. Inclusion and safeguarding

Big Creative Academy is committed to ensuring that all children with medical conditions,

including allergies, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

8. Catering

All food businesses (including school caterers) must follow the Food Information Regulations 2014 which states that allergen information relating to the 'Top 14' allergens must be available for all food products.

The Director of Finance and Operations will inform the Catering Manager of pupils with food allergies.

Parents/carers are encouraged to meet with the Catering Manager to discuss their child's needs.

The school adheres to the following Department of Health guidance recommendations:

- Bottles, other drinks and lunch boxes provided by parents for pupils with food allergies should be clearly labelled with the name of the child for whom they are intended.
- If food is purchased from the school canteen/tuck shop, parents should check the appropriateness of foods by speaking directly to the catering manager.
- The pupil should be taught to also check with catering staff, before purchasing food or selecting their lunch choice.
- Where food is provided by the school, staff should be educated about how to read labels for food allergens and instructed about measures to prevent cross contamination during the handling, preparation and serving of food. Examples include: preparing food for children with food allergies first; careful cleaning (using warm soapy water) of food preparation areas and utensils. For further information, parents/carers are encouraged to liaise with the Catering Manager.
- Use of food in special events (e.g. fetes, assemblies, cultural events) needs to be considered and may need to be restricted/risk assessed depending on the allergies of particular children and their age.

9. School trips

Staff leading school trips will ensure they carry all relevant emergency supplies. Trip leaders will check that all pupils with medical conditions, including allergies, carry their medication. Pupils unable to produce their required medication will not be able to attend the excursion.

All the activities on the trip will be risk assessed to see if they pose a threat to allergic pupils and alternative activities planned to ensure inclusion.

Overnight trips should be possible with careful planning and a meeting for parents with the lead member of staff planning the trip should be arranged. Staff at the venue for an overnight school trip should be briefed early on that an allergic child is attending and will need appropriate food (if provided by the venue).

Most parents are keen that their children should be included in the full life of the school where possible, and the school will need their co-operation with any special arrangements required.

10. Allergy awareness and nut bans

Big Creative Academy supports the approach advocated by Anaphylaxis UK towards nut bans/nut free schools. They would not necessarily support a blanket ban on any particular allergen in any establishment, including in schools. This is because nuts are only one of many allergens that could affect pupils, and no school could guarantee a truly allergen free environment for a child living with food allergy. They advocate instead for schools to adopt a culture of allergy awareness and education.

A 'whole school awareness of allergies' is a much better approach, as it ensures teachers, pupils and all other staff are aware of what allergies are, the importance of avoiding the pupils' allergens, the signs & symptoms, how to deal with allergic reactions and to ensure policies and procedures are in place to minimise risk.

11. Risk Assessment

Big Creative Academy will conduct a detailed individual risk assessment for all new joining pupils with allergies and any pupils newly diagnosed, to help identify any gaps in our systems and processes for keeping allergic children safe.

School and individual risk assessments can be downloaded for free from: https://www.anaphylaxis.org.uk/downloads-form/safer-schools-download/.

Useful Links

Anaphylaxis UK - https://www.anaphylaxis.org.uk/

Safer Schools Programme - https://www.anaphylaxis.org.uk/education/safer- schools-programme/

AllergyWise for Schools online training - https://www.allergywise.org.uk/p/allergywise-for-schools1

Allergy UK - https://www.allergyuk.org

Whole school allergy and awareness management - https://www.allergyuk.org/schools/whole-school-allergy-awareness- andmanagement

BSACI Allergy Action Plans - https://www.bsaci.org/professional-resources/resources/paediatric-allergy-action-plans/

Spare Pens in Schools - http://www.sparepensinschools.uk

Department for Education Supporting pupils at school with medical conditions - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_ data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

Department of Health Guidance on the use of adrenaline auto-injectors in schools - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_ data/file/645476/Adrenaline_auto_injectors_in_schools.pdf

Food allergy quality standards (The National Institute for Health and Care Excellence, March 2016) https://www.nice.org.uk/guidance/qs118

Anaphylaxis: assessment and referral after emergency treatment (The National Institute for Health and Care Excellence, 2020) https://www.nice.org.uk/guidance/cg134?unlid=22904150420167115834

Disabled Access Policy

1. Purpose

This policy establishes how the academy ensures safe, equitable access for disabled pupils, staff, parents, and visitors. It aligns with statutory duties requiring academy's to remove barriers and make reasonable adjustments.
The Equality Act 2010 applies to *all* academy's and requires them to avoid discrimination, make reasonable adjustments, and plan for accessibility.

2. Legal Framework

This policy is grounded in the following legislation and guidance:

- **Equality Act 2010** – academy's must make reasonable adjustments, eliminate discrimination, and develop accessibility plans to improve physical access, curriculum access, and information accessibility.
- **Children and Families Act 2014** – outlines responsibilities toward children and young people with SEND, reinforcing accessibility and inclusion.
- **DfE SEN & Disabilities Governance Guidance (2025)** – governing boards must ensure high-quality outcomes for pupils with disabilities across access, safety, and engagement.
- **EHRC Technical Guidance for Academy's (updated 2024/2025)** – interprets duties on access to education, facilities, and services.

3. Scope

This policy covers:

- All academy buildings, grounds, and off-site facilities
- All staff, students, parents, carers, visitors, and contractors
- All academy activities including lessons, clubs, events, trips, and emergency procedures

4. Responsibilities

4.1 Governing Board

- Ensure compliance with statutory duties under the Equality Act and Children and Families Act.
- Approve and regularly review the academy's **Accessibility Plan**, which must address physical access, curriculum access, and access to information.
- Appoint a lead governor for SEND and disability inclusion.

4.2 Senior Leadership Team

- Implement reasonable adjustments across the academy.
- Ensure staff training in disability awareness and health & safety relevant to accessibility.
- Monitor safe access routes and ensure hazards affecting disabled individuals are removed promptly.

4.3 Staff

- Identify barriers affecting disabled pupils and take steps to mitigate them.

- Follow risk assessments, evacuation procedures, and any individual access plans.
- Report obstacles, hazards, or accessibility concerns to leadership.

4.4 Students & Parents

- Share relevant access requirements so appropriate adjustments can be made.
- Follow instructions relating to health & safety and emergency evacuation.

5. Key Policy Areas

5.1 Reasonable Adjustments

Academy's must proactively remove barriers for disabled individuals—this may mean treating disabled pupils *more favourably* where required. (Equality Act provisions on reasonable adjustments)

Examples:

- Ramp access, widened doorways, or relocated classes
- Modified timetables
- Assistive technologies
- Specialist seating or furniture

5.2 Physical Access & Environment

Academy's must plan to improve the physical environment for disabled pupils through their formal **Accessibility Plan**.

Measures include:

- Step-free routes and handrails
- Accessible toilets and changing spaces
- Classroom layouts that enable wheelchair movement
- Clear signage with visual and tactile markers
- Regular audits to identify hazards (e.g., blocked corridors, uneven surfaces)

5.3 Curriculum Access

Adjustments must ensure disabled pupils can participate fully. This is required under the Equality Act and reinforced by DfE guidance.

Measures include:

- Modified teaching materials

- Support staff or 1:1 assistance
- Enlarged text, captioning, or audio access
- Flexible assessment methods

5.4 Access to Information

Academy's must provide information in accessible formats as part of their legal duty. Examples:

- Large print, Braille, audio, simplified language
- Accessible digital communication
- Interpreters or communication support

5.5 Health & Safety & Risk Assessments

Risk assessments must take account of disabled individuals' needs, especially in:

- **Evacuation planning** – including Personal Emergency Evacuation Plans (PEEPs)
- **Classroom safety** – e.g., hazards for sensory, mobility, or cognitive impairments
- **Trips and extracurricular activities** – ensuring no disabled pupil is excluded

5.6 Emergency Evacuation

Academy's must ensure emergency procedures do not disadvantage disabled individuals. Requirements are covered under Equality Act obligations to ensure safe access to facilities and services.

Procedures may include:

- Evacuation chairs and trained staff
- Refuge points with communication systems
- Individual PEEPs for pupils and staff who need them

6. Training & Awareness

- Staff must receive training on disability awareness and legal duties under the Equality Act.
- Training should cover communication, safe handling, emergency support, mobility assistance, and inclusive teaching practices.

7. Monitoring & Review

- The policy is reviewed annually or when guidance or legislation changes (e.g., ongoing EHRC updates planned for 2026).
- Feedback from disabled pupils and families is actively sought.
- Regular audits of accessibility and safety are documented and acted upon.

8. Related Documents

- Accessibility Plan
- SEN Information Report
- Safeguarding Policy
- Risk Assessments
- Behaviour and Inclusion Policy

METHOD STATEMENT - Working With Intruder Alarm Systems

1. Introduction

This method statement outlines the safe and compliant procedures for installing, maintaining, testing, and upgrading intruder alarm systems in academy environments. It takes into account system behaviour, risk factors, and legal/technical standards, including PD 6662:2017 and BS EN 50131, which govern the design, installation, commissioning, and maintenance of UK intruder alarm systems.

2. Scope of Works

The works include:

- Installation, repair or upgrade of intruder alarm control panels, sensors, sounders, PA (panic alarm) buttons and communication modules
- Testing alarm connectivity, including to Alarm Receiving Centres (ARCs)
- Routine and scheduled maintenance
- Integration with CCTV or access control (where applicable)

Intruder alarms in academy's protect people, property, and sensitive assets, and help deter theft, vandalism, arson and unauthorised entry.

3. System Standards & Compliance

All work must comply with:

- **PD 6662:2017** – UK scheme for applying European Standards for intruder/hold-up alarm systems, covering design, installation and maintenance.
- **BS EN 50131** – Defines alarm system performance and grading (1–4) based on risk. Academy's typically fall within **Grade 2 or Grade 3** due to valuable equipment and motivated intruders.
- **BSIA guidance for the education sector**, which emphasises remote monitoring, panic alarms and protection of sensitive areas within academies.
- Ofsted-aligned security expectations (e.g., ensuring effective alarm integration with wider academy security).

4. Responsibilities

4.1 Contractor Responsibilities

- Ensure engineers are competent, DBS-checked, and approved for academy work.
- Ensure work aligns with PD 6662 and BS EN 50131 requirements for installation and maintenance.
- Provide RAMS (Risk Assessment & Method Statement) before work begins.
- Coordinate work with academy safeguarding and site-management teams.

4.2 Academy Responsibilities

- Provide site access and escort where required.
- Inform staff of alarm testing schedules to avoid unnecessary panic or evacuations.
- Identify restricted areas (e.g., SEN rooms, exam storage, server rooms).

5. Methodology

5.1 Pre-Start Procedures

1. **Sign in** at reception and receive safeguarding briefing.
2. Confirm work schedule with the site manager.
3. Disable relevant alarm zones safely without compromising academy security.
4. Identify high-value or high-risk areas needing special protection (BSIA notes transient populations and sensitive assets in academy's).
5. Position warning signage if drilling or wiring takes place.

5.2 Installation or Upgrade Works

1. Install devices according to PD 6662/BS EN 50131 design rules (correct siting of PIRs, contacts, panic devices).
2. Use tamper-proof fixings where required.
3. Ensure cabling routes do not create trip hazards in classrooms or corridors.
4. Install sounders internally and externally in line with building-bulletin guidance for academy intruder alarms.
5. Integrate the alarm with ARC monitoring if applicable; BSIA emphasises remote monitoring for educational premises.

5.3 Testing & Commissioning

1. Perform zone-by-zone activation tests.
2. Check panic alarm (HUA) functionality as academy's may rely on these for emergency threats.
3. Validate signalling paths (e.g., Redcare, CSL Dualcom, IP paths).
4. Document event logs to ensure compliance with insurance and academy policy.
5. Provide staff briefing or training on setting/unsettling and emergency procedures.

5.4 Maintenance Works

1. Follow PD 6662 maintenance rules: inspect device integrity, tamper circuits, battery health, and communication paths.
2. Update firmware/control panel software as needed.
3. Record maintenance in system logs.
4. Check restricted areas remain properly protected (per BSIA guidance on risk areas).

Hazard	Risk	Control Measures
Working in occupied academy	Safeguarding breach	DBS-checked staff, supervision by academy
Electrical work	Shock or short circuit	Isolation procedures, competent engineer
Drilling/cabling	Noise, dust, debris	PPE, signage, out-of-hours work if required
Alarm activation	Distress or confusion to staff/students	Pre-notification and controlled testing
Working at height	Falls	Approved ladders or podium steps

6. Risk Assessment Summary

7. Emergency Procedures

- For accidental alarm activation, ARC operators (where used) assess and respond as part of the alarm response plan.
- For fire or evacuation, suspend work, re-enable alarm if safe, and follow academy's evacuation procedures.
- Report incidents to academy management immediately.

8. Handover

- Provide commissioning certificate aligned with PD 6662/BS EN 50131 rules.
- Provide user training and manuals.
- Update the academy's security asset records.
- Submit updated RAMS and maintenance schedule.

9. Documentation Provided

- Method Statement & Risk Assessment
- System Design Proposal (BS EN 50131 grading justification)
- Installation certificate
- Maintenance logs & compliance records

METHOD STATEMENT - Working With Asbestos

1. Introduction

This Method Statement outlines safe working procedures for any activity that may involve disturbing or encountering asbestos-containing materials (ACMs) within academy premises.

Academy's built before 2000 may contain asbestos, and failure to manage asbestos correctly is a criminal offence under the Control of Asbestos Regulations 2012.

ACMs remain common in academy's due to historical construction methods used from the 1950s-1999.

2. Relevant Legislation & Standards

- **Control of Asbestos Regulations 2012 (CAR2012)** – sets the legal duty to manage asbestos in non-domestic premises (Schools).
- **Health and Safety at Work Act 1974** and associated regulations for workplace safety.
- **DfE Guidance (2025): Managing Asbestos in Your School or College** – explains obligations and required compliance steps for academy's.
- **HSE HSG248 (Analysts' Guide, 2021)** – authoritative guidance for sampling, analysis, and 4-stage clearances.

3. Responsibilities

3.1 Academy Duty holder

The duty holder (LA, academy trust, or governing body depending on academy type) must manage asbestos across the estate, including maintaining an asbestos register, management plan, and records.

3.2 Contractors

- Must be competent, licensed (where required), and familiar with CAR2012.
- Must read the academy's **Asbestos Register** and **Asbestos Management Plan** before work begins.
- Must follow all procedures outlined in HSG248 when sampling or conducting clearance work.

3.3 Academy Staff

- Must avoid disturbing building fabric unless authorised.
- Must ensure contractors are informed of ACM locations.
- Must support pre-work isolation of working areas.

4. Pre-Work Planning

Before any task that might disturb building fabric:

4.1 Review Documentation

- Asbestos Register: confirms location, type, and condition of ACMs.
- Asbestos Management Plan (AMP): sets out how risks are managed. Academy's must prepare and review AMPs per CAR2012.

4.2 Site Survey & Confirmation

If ACM presence is unknown or cannot be confirmed, materials must be **presumed asbestos** unless strong evidence shows otherwise.

4.3 Notify Stakeholders

- Principal and Site Manager
- Academy management team and teaching staff
- Parents if works affect occupied areas (recommended)

4.4 Determine Work Type

- **Licensed work** – high-risk ACMs (e.g., lagging, insulation).
- **Non-licensed or NNLW** – certain low-risk ACM tasks.
  Contractor must determine and comply with correct category.

5. Methodology for Safe Asbestos Work

5.1 Establish Controlled Working Area

- Set up exclusion zones with signage and barriers.
- Ensure safe access/egress as required under academy H&S policies.
- Prevent student/staff access to work zones.

5.2 Personal Protective Equipment (PPE)

- Disposable Type 5/6 coveralls
- FFP3 face mask or approved RPE
- Nitrile gloves
- Protective footwear (non-lace preferred)

5.3 Equipment

- H-class vacuum cleaner (HEPA-filtered)
- Damp-wiping materials

- Air monitoring equipment (by accredited analysts) for 4-stage clearances per HSG248.

6. Step-by-Step Work Procedure

6.1 Isolation

- Switch off ventilation systems where necessary.
- Seal vents, doors, and openings to prevent fibre migration.

6.2 ACM Handling Procedures

- Use **wet methods** where possible (dampening ACMs reduces fibre release).
- Avoid power tools unless essential; if used, must have local extraction.
- Remove ACMs intact where feasible to minimise fibre release.
- Place waste directly into UN-approved asbestos waste bags.

6.3 Air Monitoring & Clearance

All removals requiring enclosure or disturbance of higher-risk materials must be followed by the **HSG248 4-stage clearance process**, including visual inspection, air testing, and issuing of a Certificate of Reoccupation.

7. Emergencies & Unplanned ACM Disturbance

If previously unknown ACMs are damaged or disturbed:

1. **Stop work immediately**.
2. Evacuate and isolate area.
3. Inform the duty holder and HSE if exposure occurred.
4. Update asbestos register and management plan accordingly.
5. Follow corrective processes outlined in DfE guidance.

8. Disposal

- All asbestos waste is classified as hazardous waste and must be disposed of under the **Hazardous Waste Regulations 2005**.
- Waste must be double-bagged and transported by a licensed waste carrier.

9. Post-Work Actions

- Update asbestos register with details of works.
- Review Asbestos Management Plan as required. Academy's are expected to periodically review and monitor the AMP.
- Issue all certificates, air test results, and disposal notes to the duty holder.

10. Training Requirements

All personnel carrying out asbestos-related work must have appropriate training, such as:

- Asbestos Awareness (Category A)
- Non-Licensed Asbestos Work (Category B)
- Licensed Asbestos Work training (LARC-level) for high-risk tasks

The HSE emphasises competency and duty holder responsibility in maintaining legal compliance

METHOD STATEMENT - Site Security

1. Introduction

This Method Statement outlines the safe and systematic approach for maintaining and improving **site security in academy's**, ensuring the safety of pupils, staff, visitors, and contractors. It incorporates national guidance on **perimeter protection, access control, visitor management, emergency response, and protective security culture**.
The DfE highlights that academy security must be constantly reviewed, with vulnerable areas identified and corrective actions implemented.

2. Legislative & Guidance Framework

This method statement is based on:

- **DfE Site Security Guidance (2024)** – requirements for perimeter security, access control, lighting, secure storage, and building protection.
- **Protective Security & Preparedness for Education Settings (2025)** – emergency readiness, counter-terrorism preparedness, and security planning.

- **DfE/Protect Duty (Martyn's Law) 2025** – the need for protective security planning and emergency response drills.
- **Academy Site Security Policy frameworks (Headlands Academy example)** – roles, responsibilities, visitor control, contractor supervision.

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3. Responsibilities

3.1 Principal / Senior Leadership Team

- Overall responsibility for the site's security arrangements.
- Ensure procedures reflect DfE guidance on perimeter, access control, and emergency readiness.
- Appoint a **Security Lead** as recommended in the DfE protective security guidance.

3.2 Site Manager / Duty Caretaker

- Oversee daily security checks, perimeter inspections, gate locking, and lighting operation.
- Conduct building security risk assessments, as seen in established academy policies.

3.3 Reception Staff

- Control visitor access, issue passes, and use sign-in/out systems.
- Ensure all visitors follow safeguarding protocols.

3.4 Contractors

- Must follow academy security rules, register at reception, and be supervised where required.

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4. Pre-Work Setup

4.1 Review Academy Security Plan

All works must begin with reviewing the academy's existing **Security Policy**, **Critical Incident Plan**, and **Site Security Risk Assessment**. DfE guidance stresses the need for tailored, site-specific plans due to varied layouts.

4.2 Identify Site Vulnerabilities

Using DfE's site-security checklist, assess:

- Perimeter strength
- Entrance control arrangements
- Lighting coverage
- CCTV positioning
- Storage areas and IT suite location
- Emergency access routes

4.3 Security Briefing for All Personnel

- Review routes, access points, and any restricted areas.
- Confirm lockdown, invacuation, and evacuation procedures.

5. Methodology for Site Security

5.1 Perimeter Protection

Follow DfE standards for secure fencing:

- Minimum 2.0m high welded mesh or expanded metal compliant with BS1722.
- Gates of equal height with anti-lift hinges and anti-climb locks.
- Maintain low planting (<1m) and tree canopies above 2m to ensure sight lines.

5.2 Access Control

- Only one main visitor entrance should operate during the academy day.
- Provide remote electronic lock release, intercom and visual verification.
- Keep secondary entrances locked unless required for controlled uses.

5.3 Site Lighting

- Dusk-to-dawn lighting around academy perimeters and entrances.
- Lighting must eliminate concealment points.

5.4 Visitor Management

- All visitors to sign in at reception.
- Issue visitor badges clearly visible at all times.
- Reception staff to monitor entry and ensure safeguarding compliance.

5.5 Contractor Security Procedure

- Credentials verified before appointment.
- Briefing on security rules, supervision arrangements and site hazards.
- Restricted movement unless accompanied.

5.6 Lockdown / Invacuation / Evacuation Readiness

- Academy's must implement procedures such as **RUN-HIDE-TELL**, lockdown, and secure room protocols.
- Plans must consider SEND pupils and incorporate PEEPs.

5.7 Security Technology

- CCTV and alarm systems used to complement physical measures; included in DfE's security considerations.
- Systems must be maintained and checked regularly.

6. Daily Security Operations

6.1 Start-of-Day Procedures

- Inspect perimeter, gates, and entry points.
- Unlock required gates and secure all others.
- Check lighting and CCTV feed.

6.2 During the Academy Day

- Reception to monitor access flow.
- Staff challenge unbadged visitors ("Challenge Culture").
- Conduct random internal patrols.

6.3 End-of-Day Procedures

- Re-secure gates and external access points.
- Ensure alarms are set and logged.
- Lock high-value storage rooms and IT areas.

7. Emergency Management

7.1 Incident Response

DfE guidance outlines practical steps for bomb threats, suspicious activity and major incidents. Academy's must:

- Train staff in identifying security vulnerabilities and responding confidently.
- Maintain accessible "grab kits" containing key documentation.

7.2 Communication Protocols

- Use pre-agreed messaging systems for staff and parents.
- Ensure reception can initiate lockdown procedures quickly.

7.3 Post-Incident Review

- Conduct welfare checks and debriefing sessions.
- Update security plan following lessons learned.

8. Monitoring, Training & Continual Improvement

- Academy's should regularly revisit their security policy and self-assessment tools.
- Staff must receive training on protective security and preparedness.
- Conduct rehearsals for lockdown, invacuation, and evacuation procedures, communicating sensitively with pupils.

9. Documentation & Records

Maintain up-to-date:

- Security Policy
- Critical Incident Plan
- Visitor logs
- Contractor records
- Daily perimeter/lock checks
- CCTV/alarm maintenance logs

These records support compliance and audit trails as described in academy security policies.

METHOD STATEMENT – Unlocking the Academy Premises

1. Introduction

This Method Statement describes the safe, controlled, and compliant procedure for **unlocking a academy site at the start of the day**.
It follows DfE site-security guidance emphasising secure perimeters, controlled entry points, and regular inspection of buildings and access areas, as well as academy-level policy requirements for staff responsibilities in daily security operations.

2. Responsibilities

2.1 Duty Caretaker / Site Manager

- Primary responsibility for unlocking gates, inspecting the site, and confirming it is safe for staff and pupils to enter.
- Performs daily checks on perimeter fencing, gates, and building entry points, consistent with DfE expectations for secure and monitored access.
- Records issues and reports defects to the Principal or Business Manager.

2.2 Principal / Senior Leadership Team

- Holds overall accountability for site security arrangements and ensuring compliant procedures are in place.

3. Equipment Required

- Academy master keys / access cards
- Communication device (mobile/radio)
- Torch (winter/dark mornings)
- Clipboard or digital checklist for daily inspection
- Personal alarm (if academy policy requires)

4. Pre-Unlocking Safety Considerations

- Ensure you are aware of any overnight site alerts (CCTV, alarms, external notifications).
- Review any updated site-security concerns identified in recent risk assessments.
- Never enter the site if signs of a break-in, damage, or suspicious activity are present—follow the academy's incident procedure immediately.

5. Sequential Unlocking Procedure

5.1 External Perimeter Check

1. Arrive at the main gate and visually inspect perimeter fencing, checking for damage or forced entry—a key DfE security requirement.
2. Unlock the main gate using approved keys or electronic access controls.
3. Conduct a walk-round inspection of the perimeter, ensuring all boundary lines remain secure and clear.

5.2 Site Entrances and Access Control

1. Proceed to main pedestrian and vehicle entrances.
2. Ensure gates open safely and latches/locks function correctly.
3. Confirm that secondary gates remain locked unless needed, consistent with DfE guidance for controlled access routes.

5.3 Lighting & Visibility Check

- Confirm dusk-to-dawn lighting has functioned correctly and there are no dark or unsafe areas around entrances or walkways.
- DfE emphasises eliminating potential hiding points around academy buildings.

5.4 Building Unlocking

1. Approach the main entrance door used for visitor and staff access.
2. Unlock and test access-control mechanisms (e.g., remote lock release, intercom systems) which are part of secure-entry requirements.
3. Disable alarm systems following correct code procedures.
4. Conduct internal sweep of reception and corridors for hazards.

5.5 Internal Building Checks

- Check for signs of forced entry or vandalism, as recommended within site-security policies for daily building assessments.
- Inspect classrooms, offices, halls, and storage areas where required.

- Confirm fire exits are closed, unobstructed, and ready for emergency use.

6. Visitor-Control Setup

- Ensure reception systems (visitor sign-in, badges, intercom) are operational, aligning with DfE advice on controlling and monitoring visitor movement.
- Check that signage clearly directs visitors to reception.

7. Post-Unlocking Actions

- Complete the daily security checklist and record any defects.
- Report concerns immediately to Principal/Business Manager.
- Ensure the site is staffed and prepared before pupils arrive.
- Maintain readiness for emergency responses (e.g., lockdown), in line with protective-security guidance.

8. Emergency Situations

If at any stage, you discover:

- Evidence of break-in or damage
- Suspicious packages or individuals
- Fire or water damage

Follow the academy's critical-incident plan. Academy's are required to have security incident procedures as part of protective-security preparedness planning.

Do **not** proceed with unlocking until the situation is secured.

9. Documentation & Records

- Maintain daily unlock log
- Report defects and incidents
- Ensure site-security assessments are updated regularly following DfE guidance on continual review.

METHOD STATEMENT – Lone Working in a Security Hut

1. Introduction

This method statement outlines the safe working procedures for **lone security staff operating in a security hut**, typically during early mornings, evenings, nights, or weekends.
HSE states that employers **must manage all health & safety risks before people can work alone**, ensuring controls, supervision and communication systems are in place.

Lone working includes situations where employees work without close or direct supervision, such as security guards stationed alone on fixed sites.

2. Relevant Legislation & Guidance

- **Health and Safety at Work Act 1974** – requires employers to ensure the health, safety, and welfare of all workers, including lone workers. [contractor...ntry.ac.uk]
- **Management of Health and Safety at Work Regulations 1999** – requires suitable and sufficient lone-worker risk assessments. [contractor...ntry.ac.uk]
- **HSE Lone Working Guidance (INDG73)** – supports identifying hazards, implementing controls, maintaining communication and supervision. [neovigie.com]
- **Security-specific lone-worker risk expectations (SIA guidance)** – emphasises monitoring attendance, violence risk controls, and ensuring guard welfare. [smartworkforce.co.uk]

3. Roles & Responsibilities

3.1 Employer / Security Company

- Carry out a lone-worker risk assessment covering violence, health emergencies, slips/trips, and environmental hazards. [neovigie.com]
- Provide communication systems (mobile phone, radio, GPS assurance systems, personal alarm). [sennen-pc.gov.uk]
- Maintain a robust signing-in/out system and monitor guard attendance. [sennen-pc.gov.uk]
- Follow SIA-approved contractor obligations for monitoring worker safety and addressing non-attendance. [smartworkforce.co.uk]

3.2 Lone Security Officer

- Follow the lone-worker procedure and update control room/manager at agreed intervals.
- Take reasonable care for their own safety and cooperate with employer arrangements. [contractor...ntry.ac.uk]
- Report suspicious behaviour, hazards, or incidents immediately.
- Maintain situational awareness and keep the hut secure at all times.

4. Hazards & Risks

- **Violence or aggression** from intruders or members of the public
- **Medical emergencies** without immediate assistance.
- **Fire or smoke exposure** within hut.
- **Slips, trips, falls** entering/exiting hut in low-light conditions.
- **Environmental hazards** (cold exposure, poor lighting, isolation).
- **Communication failure**, leaving worker unable to summon help.
- **Fatigue** during long/night shifts.

5. Control Measures

5.1 Communication & Monitoring

- Lone workers must have **continuous contact capability** via phone/radio/GPS. HSE states that lone workers must be able to summon help and employers must maintain contact systems. [neovigie.com]
- Regular check-ins (e.g., every 30–60 minutes).
- Supervisors must escalate if a check-in is missed (as SIA recommends ensuring guards have reached site and remain safe).

5.2 Security Hut Controls

- Hut must be lockable from inside with quick-exit capability.
- CCTV coverage of approach areas where possible.
- Adequate lighting around hut to prevent ambush risks (risk-reduction priority for lone workers). [sennen-pc.gov.uk]
- Maintain heating and ventilation to reduce fatigue and environmental stress.

5.3 Personal Safety Precautions

- Carry personal attack alarm or panic device (recommended lone-worker equipment). [sennen-pc.gov.uk]
- Keep doors locked; allow entry only following verification procedures.
- Position yourself with clear visibility of doors/windows.
- Do not physically intervene in dangerous confrontations; follow company escalation protocols.

5.4 Training

- De-escalation and conflict-management training due to high rates of violence against security workers. [smartworkforce.co.uk]
- Lone-working training including hazard awareness, communication expectations, emergency procedures.
- Familiarity with incident reporting and safeguarding procedures.

5.5 Emergency Preparedness

- Emergency contact list available in hut.
- Clear procedure for violence, fire, medical emergency, or intruder entry.
- Use RUN-HIDE-TELL if facing a severe threat (general security advice derived from UK protective-security guidance).

6. Lone-Working Process (Step-by-Step)

6.1 Start of Shift

1. **Sign in** using site system; confirm location and expected shift end. [sennen-pc.gov.uk]
2. Conduct hut inspection: locks, lighting, heating, communications equipment.
3. Check CCTV feeds (if applicable).
4. Perform first check-in with control room/manager.

6.2 During Shift

1. Keep door locked; admit only authorised personnel.
2. Maintain regular welfare check-ins as agreed.
3. Log incidents, visitors, and suspicious activity.

4. Avoid leaving hut unless necessary; inform manager before doing so.
5. Use phone/radio to request backup immediately if confronted with aggression (HSE requires avoiding or controlling risks to lone workers). [contractor…ntry.ac.uk]

6.3 End of Shift

1. Secure hut, complete logbook, and sign out.
2. Conduct final communication check with manager.
3. Report hazards, equipment issues, or incidents for review (HSE requires regular review of lone-worker arrangements)

7. Emergency Procedures

7.1 Missing Check-In

- Supervisor initiates escalation: call worker, then immediate welfare check.
- If no response, follow emergency attendance protocol per SIA expectations for non-attendance handling. [smartworkforce.co.uk]

7.2 Violence / Threat

- Lock hut, activate panic alarm, notify manager/police.
- Do not engage physically.
- Follow company emergency communication procedure.

7.3 Fire

- Evacuate hut; move to designated safe area.
- Contact control room.

7.4 Medical Emergency

- Use communication systems to raise alarm; provide self-aid if possible.

8. Documentation & Record Keeping

- Lone-worker risk assessment (required under Management of Health & Safety Regulations). [contractor…ntry.ac.uk]
- Shift logs (entry/exit, incidents, check-ins).
- Equipment maintenance logs (communications, lighting, hut security).
- Incident reports and post-incident reviews.

METHOD STATEMENT – Access Control

1. Introduction

This method statement outlines the safe and compliant operation, installation, and management of **access control systems within academy premises**.
DfE site-security guidance states that the **main academy entrance must incorporate access-control measures such as a remote electronic lock release, intercom, and visual verification**, ensuring only authorised entry.

2. Purpose

- To prevent unauthorised entry and maintain safeguarding of pupils and staff.
- To support the academy's wider **security policy**, which must complement safeguarding duties.
- To ensure consistent application of secure access procedures across all buildings.

3. Scope of Work

This method statement applies to:

- **Main academy entrances**
- **Secondary and emergency access points**
- **Gates, doors, turnstiles, electronic locks, intercoms, fob/card systems, visitor-management systems**
- Reception and site-team procedures relating to access control

4. Responsibilities

4.1 Principal / Senior Leadership Team

- Ensure the access-control system aligns with the academy's **Security Policy & Safeguarding Policy**.
- Designate a competent person to manage security and access-control operations.

4.2 Site Manager / Premise team

- Conduct daily inspections of access points, locks, and security hardware.
- Ensure systems are functioning and report faults immediately.

- Keep secondary access points locked unless required. DfE guidance stresses secondary entrances must remain locked unless needed.

4.3 Reception Staff

- Operate the access-control system at the main entrance.
- Verify all visitors via intercom/visual confirmation before granting access.
- Maintain visitor logs and issue ID passes.

5. Equipment & Systems

- Electronic locking mechanisms
- Remote door-release systems
- Intercom/audio/visual verification system
- Fob or card-access readers
- Visitor-management software
- CCTV coverage of entrance points (recommended in DfE perimeter/site guidance)

6. Method – Access Control Procedures

6.1 Pre-Opening Checks

1. Inspect perimeter and main access points for damage or attempted entry.
2. Test electronic locks, intercom, and remote release functionality.
3. Ensure the **main entrance is the single designated access point** for visitors during academy hours as required by DfE guidance.
4. Confirm CCTV cameras around entrances are operating.

6.2 Main Entrance Procedure

1. Reception staff answer intercom calls and visually verify visitor identity.
2. Request purpose of visit; admissions are restricted to legitimate academy business.
3. Release entry only through **remote electronic lock** after verification (DfE requirement).
4. On entry, visitors must:
    - Sign in
    - Receive a visible visitor badge
    - Be briefed on safety and escort requirements (where applicable)

6.3 Staff & Student Access

- Staff must use assigned ID cards/fobs; no tailgating permitted.
- Students may only access areas permitted by timetable and supervision arrangements.
- Internal movement between buildings should follow academy security planning principles.

6.4 Managing Secondary Entrances

- Secondary entrances remain **locked at all times** unless required for deliveries or controlled access.
- Delivery drivers must report to the main entrance first unless pre-approved.
- All external doors must prevent opening from the outside but open freely from inside for fire safety.

6.5 Emergency Access / Incident Procedures

- During emergencies (lockdown, invacuation, or evacuation), access control must integrate with the academy's Protective Security & Preparedness Plan (incorporating RUN–HIDE–TELL etc.).
- Reception/security staff must know how to override doors for emergency services.

7. Hazard Identification & Controls

Hazard	Control Measure
Unauthorised entry	Enforce verification, keep secondary entrances locked, use CCTV.
Tailgating/piggy-backing	Install anti-tailgate signage; train staff to challenge.
Faulty access hardware	Daily inspections; immediate reporting; contractor call-out procedures.
Reception vulnerability	Intercom screening before entry; CCTV; secure reception design.
Emergency incident (terror threat)	Follow protective-security guidance including lockdown and incident-lead roles.

8. Post-Implementation Actions

- Log all access-control incidents or faults.
- Review access-control procedures after any incident as part of post-incident learning.
- Update the Security Policy annually or after risk changes.
- Conduct staff refresher training on access-control and visitor-screening procedures.

9. Documentation & Records

- Visitor logs
- Staff access card database
- Daily access-point inspection checklist
- Incident reports
- Annual security risk assessment (DfE requires ongoing review of security risks)

METHOD STATEMENT – Safe Use of Academy Music & Theatre Facilities

1. Introduction

This method statement outlines safe working practices for music rooms, theatres, drama studios, rehearsal spaces, and performance areas within a academy environment. It follows HSE requirements for theatre safety—where risks often include work at height, manual handling, electrical hazards, and audience/student safety—which must be controlled.

It also incorporates academy-suitable drama/theatre safety principles such as area inspection, equipment checks, safe storage, and backstage controls, emphasised in drama-safety guidance used in educational settings.

2. Scope of Activities

- Music lessons and rehearsals
- Drama classes and stage movement
- Theatre productions (rehearsal and performance)

- Technical operations (lighting, sound, rigging)
- Backstage and set-building activities

3. Responsibilities

3.1 Principal / SLT

- Ensure compliance with Health & Safety legislation and technical standards applicable to entertainment spaces.

3.2 Teachers

- Conduct pre-use inspections and enforce safe working rules.
- Supervise students during all rehearsals, performances, and equipment use.

3.3 Technical Staff / Site Team

- Maintain lighting rigs, sound systems, staging, and electrical equipment.
- Follow legal duties to ensure equipment and working methods are safe.

3.4 Students & Performers

- Follow safety instructions and the theatre/musical-activity code of conduct.
- Report hazards immediately.

4. Hazard Identification

Hazard	Evidence / Guidance
Work at height (lighting rigs, scenery adjustments)	One of the major causes of injuries in theatres; HSE emphasises safer alternatives and strict hierarchy of controls.
Manual handling of instruments, set pieces, risers, PA systems	Manual handling injuries are common; loads may be awkward and heavy.
Electrical hazards (amps, lighting bars, stage power)	Full electrical checks and competent operation required.
Backstage congestion & trip hazards	Backstage areas must be kept clear and managed safely.
Noise exposure (band rehearsals, percussion)	Theatre and arts safety organisations highlight noise assessment needs in music settings.
Special effects (fog machines, pyros)	Must be assessed for suitability; only competent operators allowed.

5. Control Measures

5.1 Pre-Use Inspection

Before each lesson/rehearsal/performance:

- Check staging and floor surfaces for damage or slipperiness.
- Inspect lighting, sound, portable appliances, and cabling for faults.
- Remove or secure trip hazards; maintain clear backstage pathways.
- Ensure props, instruments, stands, and cables are stored safely.

5.2 Use of Technical Equipment

- Only competent staff operate lighting, sound desks, electrical equipment, and mechanical systems.
- Follow HSE work-at-height hierarchy: avoid height work where possible, use fixed gantries/mechanical aids, never permit untrained students to climb structures.
- All electrical equipment tested/inspected regularly.

5.3 Manual Handling Control

- Use trolleys/dollies for moving heavy instruments, risers, or speakers.
- Break loads into smaller components.
- Train staff/students in safe lifting; avoid time-pressured movements during show changeovers. identifies these risks as high in theatres.

5.4 Backstage & Storage Management

- Maintain clear access ways; mark unavoidable obstructions.
- Store costumes, props, and instruments in designated safe storage areas.
- Restrict backstage access to authorised staff and performing students only.

5.5 Behaviour & Code of Conduct

- Display a Drama/Theatre Code of Conduct prominently, ensuring everyone knows rehearsal and performance safety expectations.
- Suitable clothing and footwear must be worn—no loose items that could snag on staging or equipment.

5.6 Noise & Acoustic Safety

- Limit rehearsal times for high-volume ensembles.
- Provide hearing protection where needed, following arts-sector noise-risk management practice.

5.7 Special Effects

- Fog/haze machines, strobe lighting, or low-visibility effects must undergo risk assessment for ventilation, allergies, or photosensitive epilepsy.
- Pyrotechnics only if approved by academy leadership and installed by qualified personnel.

6. Emergency Procedures

Fire/Evacuation

- Ensure exits are unobstructed and lit at all times.
- Drills must cover auditorium, backstage, and music-room evacuation.

Injury or Incident

- Stop activity immediately.
- Report and record incidents in line with academy and HSE reporting duties.

Technical Malfunction

- Switch off equipment safely and isolate affected circuits.
- Only technical staff may attempt repairs.

7. Training & Competence

- Staff must receive training in theatre safety, including working at height, manual handling, electrical awareness, and risk assessment. (Supported by theatre/arts training frameworks.)
- Students must be instructed in safe movement, use of props, and general stage discipline.
- Training records must be reviewed regularly.

8. Documentation & Record Keeping

- Risk assessments for music, drama, performance, and specific productions.
- PAT/electrical inspection logs.
- Incident and near-miss reports (drama guidance requires reporting all incidents).

- Rehearsal and performance safety briefings.

9. End-of-Use Procedures

- Switch off all electrical equipment and secure control booths.
- Store instruments, props, and set pieces safely.
- Ensure backstage is clear, doors are locked, and all hazards have been removed.

METHOD STATEMENT – Safe Use of Power Tools for Academy Premises Staff

1. Introduction

This Method Statement describes the safe system of work for academy caretakers, site managers, maintenance technicians and contractors using power tools on academy grounds.
Employers must ensure all work equipment—including power tools—is maintained in an efficient state, safe for use, and operated only by trained staff, as required under the Provision and Use of Work Equipment Regulations (PUWER).

2. Scope of Work

Activities may include:

- Drilling, sawing, sanding, cutting
- Grounds and building maintenance
- Repairs, installations, furniture assembly
- Electrical, plumbing, and general premises work

Applies to corded, cordless, pneumatic, and petrol-powered handheld tools.

3. Responsibilities

3.1 Academy / Employer

- Ensure power tools are suitable, maintained, inspected, and recorded as required by PUWER.
- Ensure only competent, trained premises staff use tools.
- Provide PPE, safety devices, guarding, and isolation equipment.
- Ensure electrical supplies, RCDs, and maintenance logs meet HSE safety requirements.

3.2 Premises Staff

- Follow training and safe-use procedures.
- Carry out pre-use checks.
- Stop work and report hazards, defects, or unsafe conditions immediately.
- Protect pupils, staff and visitors by securing work areas.

4. Hazard Identification

Hazard	Evidence / Guidance
Tool failure / breakage	Tools must be maintained in efficient condition; unsafe maintenance causes injuries.
Electrical shock	HSE requires checks for correct wiring, safe supply, and RCD use.
Flying debris, noise, vibration	PUWER requires guarding and correct accessories; risk assessment required.
Slips/trips from cables, materials	HSE stresses planning maintenance to reduce risks around others.
Incompetent use	Power tools must be used only by trained personnel.

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5. Control Measures

5.1 Pre-Use Inspection

As required by HSE:

- Unplug/switch off tool before inspection.
- Visually inspect plug, cable, casing, and guards for damage.
- Check tool suitability for the intended task and environment (e.g., low-voltage tools in damp conditions).
- Confirm the correct fuse, accessories, blades, bits, discs, etc.

5.2 Safe Operation

- Only use tools for their intended purpose, and only if trained, as required by PUWER.
- Keep work area isolated from students and staff (barriers/signs).
- Use RCD protection for all corded tools.
- Maintain firm footing and secure workpieces using clamps where possible.
- Avoid loose clothing; tie back hair; remove jewellery.
- Never bypass guards or safety features.
- Maintain two-hand control where designed.

5.3 Electrical Safety

HSE requires:

- Ensure tools are suitable for the electrical supply and rated appropriately.
- Perform visual inspection for damaged cables; no taped or makeshift repairs.
- Use battery-powered tools for damp/outdoor conditions where feasible.
- Ensure electrical equipment is maintained and inspected per PUWER.

5.4 Personal Protective Equipment (PPE)

Depending on tool/task:

- Safety glasses or face shield
- Ear protection
- Cut-resistant gloves (where appropriate)
- Dust mask/respirator for sanding/cutting
- Safety boots
- Hi-vis vest when working outside

PPE must comply with **Personal Protective Equipment Regulations**, referenced in training for safe use of power tools.

5.5 Work Area Safety

- Ensure adequate lighting and ventilation.
- Clear the area of pupils and unnecessary personnel.
- Secure cables to prevent trips.
- Remove combustibles for hot-work tasks (grinders, cutting tools).

6. During Use

- Stop work immediately if tool vibrates excessively, overheats, or sounds unusual.
- Maintain awareness of others entering the area.

- Take regular breaks to reduce fatigue, hand-arm vibration exposure, and maintain concentration.
- Follow manufacturer's instructions at all times.

7. Post-Use Procedure

- Switch off and unplug/battery-remove.
- Allow tool to cool.
- Clean and inspect, reporting defects.
- Store securely in designated tool storage.
- Update maintenance logs if required (PUWER requirement that equipment be kept in good repair and inspected).

8. Training Requirements

- Training must cover:
  - Safe operation of specific tools
  - PUWER responsibilities
  - Pre-use checks
  - PPE
  - Electrical safety
  - Isolation and storage procedures
- HSE states equipment must be **used only by trained persons**, and training must be sufficient and refreshed when needed.

9. Emergency Procedures

- Stop tool immediately.
- Isolate electrical supply if an electrical incident occurs.
- Provide first aid and call emergency services if required.
- Report all incidents/near-misses in line with academy H&S policy.
- Tools involved in incidents must be removed from service pending inspection.

10. Documentation

Maintain:

- Training records
- PAT testing records
- Power-tool maintenance logs
- Risk assessments for each category of tool
- Manufacturer instruction manuals

METHOD STATEMENT – Safe Use of Hand Tools

1. Introduction

This method statement outlines safe working procedures for manual, non-powered hand tools (e.g., hammers, screwdrivers, chisels, spanners, pliers, saws, files) used by academy premises staff.
Under the Provision and Use of Work Equipment Regulations (PUWER), all work equipment must be fit for purpose, maintained, inspected, and used only by trained persons.

2. Scope of Work

Applies to all maintenance and site tasks including:

- Repairs, installations, adjustments
- Carpentry and basic joinery
- Grounds maintenance
- Classroom/furniture assembly
- General daily caretaking

3. Responsibilities

3.1 Employer / Academy

- Ensure hand tools are **safe, maintained**, and suitable for their intended use.
- Provide adequate training and supervision.
- Ensure risk assessments include hazards related to manual handling, slips/trips, tool selection, and environment. (Manual handling is regulated and must be assessed.)

3.2 Premises / Maintenance Staff

- Only use tools they are trained and authorised to use.

- Inspect tools before use; remove defective tools from service.
- Follow all safety procedures and wear required PPE.

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4. Hazard Identification

Hazard	Evidence / Guidance
Cuts, punctures, hand injuries	Sharp/cutting tools can cause serious injuries.
Tool breakage (e.g., hammer heads flying off)	Damaged handles or loose heads can detach.
Slips/trips in work area	Manual handling guidance requires hazard control in the environment.
Flying fragments (chisels, metalwork)	“Mushroomed” chisel heads can shatter.
Eye injuries from debris	PPE must be used to protect eyes.
Incorrect tool usage	Improvised use (e.g., screwdrivers as chisels) can cause breakage/injury.

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5. Control Measures

5.1 Pre-Use Inspection

Check for:

- Splits, cracks, loose heads on hammers/axes.
- Worn, damaged, or splayed jaws on spanners.
- Mushroomed heads on chisels; sharpen edges properly.
- Clean, undamaged handles and grips.
- Rust, bent shafts, and hidden defects (tools covered in grease or paint may hide damage).

Any damaged tool must be **taken out of service immediately**.

5.2 Safe Tool Selection

- Use **the correct tool for the job**; avoid improvising (e.g., screwdrivers as levers/chisels).
- Ensure correct size and type of tool (e.g., correct spanner size to prevent slipping).
- Avoid metal tools near flammable substances due to ignition risk.

5.3 Safe Working Practices

- Maintain a firm grip and stable footing.
- Cut **away from the body** when using knives/chisels.
- Secure workpieces with clamps or a vice to free both hands.
- Keep tools sharp—dull blades can be more dangerous.
- Never throw tools or pass sharp tools without handles.

5.4 Personal Protective Equipment (PPE)

Depending on task:

- Safety glasses or goggles (mandatory for cutting, chiseling, metalwork)
- Gloves suited to task (must still allow grip)
- Safety boots
- Long sleeves and trousers as appropriate
- Hearing protection if using striking tools on metal (as part of noise control)

6. Work Area & Environmental Controls

- Keep floors clear of clutter, debris, and slip/trip hazards.
- Ensure adequate lighting and ventilation.
- Maintain safe distance from others; ensure colleagues/pupils cannot enter the work zone.

7. Manual Handling Considerations

Many hand-tool tasks involve lifting/moving objects.
Employers must **avoid hazardous manual handling where possible**, assess unavoidable lifting tasks, and reduce remaining risk.

Use trolleys or assistance for moving heavy/awkward materials before using hand tools.

8. Storage & End-of-Use Procedure

- Clean and check tools before storage.
- Store sharp tools with guards or in dedicated holders.
- Never leave tools in walkways or on elevated surfaces where they may fall.

- Report defects and remove unsafe tools from service.

9. Training Requirements

Training must ensure staff:

- Understand tool hazards and selection.
- Can perform pre-use inspections.
- Know correct techniques for specific tools.
- Are aware of PUWER obligations (tools must be maintained and safe).
- Understand when and how to use PPE.

Refresher training should be provided when tasks/equipment change or if incident trends suggest need.

10. Emergency Procedures

- Stop work immediately after injury or tool breakage.
- Administer first aid or call emergency services as needed.
- Report all incidents and near-misses following academy policy.
- Tools involved in incidents must be withdrawn pending inspection.

METHOD STATEMENT – PUWER Compliance

1. Introduction

This method statement outlines how academy leaders, premises teams, and contractors must safely manage work equipment in accordance with the Provision and Use of Work Equipment Regulations 1998 (PUWER). PUWER applies to *any* equipment used at work, including hand tools, power tools, machinery, catering equipment, grounds-maintenance equipment, science/DT tools, and portable electrical appliances.

HSE states that PUWER requires equipment to be fit for purpose, maintained in a safe condition, inspected as necessary, and used only by trained people.
HSE further notes that employers providing work equipment must ensure it is maintained, logged, and used safely.

This method statement provides a academy-specific safe system of work.

2. Scope

This method covers all academy environments where work equipment is used, including:

- Premises/maintenance operations
- DT workshops (wood/metal/plastics)
- Science labs
- Art/photography rooms
- Catering areas
- Groundskeeping
- Office and admin areas
- Contractor activities on academy sites

3. Responsibilities

3.1 Employer / Governing Body / Academy Trust

- Ensure PUWER compliance by assessing risks, selecting suitable equipment, providing training, and maintaining safe systems of work.
- Must ensure all equipment is maintained, inspected and repaired by competent persons.

3.2 Principal / SLT

- Ensure departmental compliance across the academy.
- Appoint competent persons to manage equipment safety and maintenance logs.

3.3 Premises Manager / Site Team

- Maintain inventory of equipment.
- Schedule regular inspections, servicing, and testing per PUWER (efficient state, efficient order, good repair).
- Remove unsafe equipment from use immediately.

3.4 Staff (DT Techs, Catering Staff, Teachers)

- Use equipment only if trained.
- Conduct pre-use checks, report defects, and follow safe-use procedures.
- Ensure pupils only use supervised equipment deemed safe and appropriate for education.

3.5 Contractors

- Must comply with PUWER and follow academy induction rules.
- Must only use equipment they are competent to operate. [tisecurity.co.uk]

4. Hazard Identification

Hazards associated with non-PUWER-compliant equipment:

Hazard	Evidence
Mechanical hazards (cuts, entanglement, crush injuries)	PUWER requires guarding, safe controls, emergency stops.
Electrical hazards	HSE requires tools to be inspected for wiring, plugs, fuses, RCD protection.
Unexpected start-up	PUWER demands safe isolation and prevention of accidental activation.
Poor training leading to misuse	Equipment must be used only by trained people.
Deterioration due to lack of maintenance	PUWER requires equipment to be kept in efficient order and inspected.

5. Control Measures Under PUWER

5.1 Equipment Selection

- Select equipment that is **suitable for the intended task** and environment.
- Ensure conformity markings, manuals, and safety features are present.
- Avoid using equipment beyond its design capability.

5.2 Pre-Use Checks

Staff must inspect:

- Condition of handles, cables, casings
- Sharpness of cutting tools
- Operation of guards and safety interlocks
- Correct power supply / RCD use for electrical tools
  HSE emphasises visual checks as a key method for identifying faults before use.

Remove defective equipment from service immediately.

5.3 Training and Competence

HSE states equipment must be used **only by trained people**. Training must cover:

- Equipment function, limitations, and controls
- Safe operation techniques
- PPE requirements
- Isolation procedures
- Emergency shutdown procedures

Special areas such as DT workshops require subject-specific competence (e.g., saws, lathes, pillar drills).

5.4 Maintenance & Inspection

PUWER requires:

- Equipment maintained in an efficient state, efficient order, good repair.
- Maintenance logs kept up to date.
- Formal inspections at intervals proportionate to equipment use and risk.
- Competent persons performing repairs and servicing.

5.5 Safe Systems of Work

- Develop departmental SOPs (DT, science, catering, grounds).
- Ensure guarding is always fitted and used.
- Ensure isolation procedures for cleaning, adjustment, and maintenance.
- Create pupil-use rules for workshop equipment (supervised use only, age-appropriate tasks).

5.6 Control of Work Area

- Maintain clear walkways and workspaces.
- Provide adequate lighting and ventilation.
- Restrict access to hazardous equipment (fenced workshop zones, lockable rooms).

6. Personal Protective Equipment (PPE)

Following HSE and PUWER requirements:

- Eye protection for cutting, drilling, grinding
- Gloves for handling materials (not rotating machinery)
- Safety footwear
- Aprons/lab coats in workshops and labs
- Hearing protection for noisy machinery (e.g., planers, extraction systems)

PPE must be appropriate to the task and worn correctly.

7. Emergency Procedures

- Equipment must have emergency stop controls where required by PUWER (e.g., fixed machinery).
- If equipment fails or a defect is discovered:
    1. Stop work immediately
    2. Isolate equipment
    3. Tag as *"Out of Service"*
    4. Report to the Premises Manager
- All incidents logged and investigated.

8. Record Keeping

To comply with PUWER and HSE expectations, academy's must maintain:

- Equipment inventory
- Inspection and maintenance logs (PUWER requirement)
- PAT testing records for portable electrical equipment
- Training records for staff
- Risk assessments for high-risk equipment (e.g., DT machinery)
- Out-of-service defect reports

9. Monitoring & Review

- Annual PUWER compliance audit by Premises Manager / H&S Officer.
- Regular checks during term-time based on risk rating.
- Update risk assessments when tasks, equipment, or staff change.

METHOD STATEMENT – COSHH & PPE

1. Introduction

This Method Statement describes how academy's must safely identify, assess, store, use and control hazardous substances, and how PPE is selected and used to protect staff, pupils, and visitors.

COSHH is a legal requirement that obligates employers to control substances hazardous to health, prevent exposure where possible, and ensure staff understand risks and controls.
HSE confirms that COSHH involves *identifying, assessing, and controlling* hazardous substances used at work.

Academy's commonly hold hazardous substances in cleaning, science labs, DT workshops, art rooms, and general maintenance areas.

2. Scope of Activities

This method applies to:

- Cleaning chemical use
- Science practical lessons
- Art/DT materials (solvents, adhesives, paints, resins)
- Groundskeeping and premises maintenance chemicals
- Any substance displaying COSHH hazard symbols (corrosive, toxic, harmful, irritant, flammable, oxidising).

3. Responsibilities

3.1 Employer / Governing Body / Academy Trust

- Must carry out COSHH risk assessments for any activity involving hazardous substances.
- Must prevent or adequately control exposure to hazardous substances via engineering controls, safe systems of work, and PPE.
- Must ensure staff receive training and instructions.
- Must have procedures for emergencies and spills.

3.2 Principal / SLT

- Ensure COSHH arrangements are implemented across academy departments.
- Authorise only trained personnel to handle hazardous substances.

3.3 Premises Manager / Site Team

- Maintain COSHH inventory and SDS (Safety Data Sheets).
- Store chemicals securely and segregate incompatible substances.
- Ensure PPE is available and maintained.

3.4 Teaching and Support Staff

- Must follow COSHH risk assessments and adhere to PPE requirements.
- Must supervise pupils when hazardous substances are used, especially in science labs.
- Must report defects, spills, or unsafe conditions.

3.5 Pupils

- Must follow instructions and use PPE provided during art, or DT lessons where hazardous substances are used.

4. Hazard Identification

Common hazardous substances found in academy's include:

- Cleaning products, disinfectants, bleaches
- Science chemicals producing fumes, gases, vapours
- DT solvents, adhesives, resins, lubricants
- Art chemicals, glazes, sprays
- Maintenance substances (oils, fuels, pesticides)

Hazards include:

- Skin irritation, dermatitis, burns, chemical splashes, inhalation exposure, ingestion, fire/explosion risks.

5. Control Measures

COSHH requires academy's to adopt the following control measures:

5.1 COSHH Risk Assessment

Risk assessments must:

- Identify all hazardous substances on site.
- Identify routes of exposure (inhalation, skin, ingestion, eyes).
- Define who is at risk (staff, pupils, contractors).
- Detail control measures (storage, ventilation, PPE, supervision).
- Be reviewed annually or after chemical/usage changes.
  HSE notes COSHH risk assessments identify risks and control methods necessary to protect health.

5.2 Safe Storage

- Store hazardous substances in locked COSHH cupboards with ventilation where needed.
- Keep SDS sheets accessible.
- Clearly label all containers with appropriate COSHH symbols.
- Separate flammable, corrosive, and oxidising agents.

5.3 Safe Use Procedures

- Always read the SDS and COSHH assessment before use.
- Decant chemicals only when essential—never into unlabelled containers.
- Ensure good ventilation when using fumes, vapours or sprays.
- Strictly supervise pupils when using any hazardous materials during lessons.
- Avoid mixing chemicals unless required and approved.

5.4 Emergency Actions

- Have emergency spill kits and eyewash stations where needed.
- Staff must know emergency procedures outlined in COSHH guidance.
- Clean spills immediately using PPE and absorbents.
- Record all incidents.

6. Personal Protective Equipment (PPE)

COSHH requires PPE as a **last line of defence**, only after other controls are applied. Academy's must ensure PPE is selected according to the risk assessment.

Examples of PPE used in academy's:

- **Eye protection**: goggles for science experiments involving chemical reactions or splashes.
- **Gloves**: chemical-resistant gloves for cleaning, lab work, DT solvent handling.
- **Aprons/Lab coats**: protect clothing and skin when handling hazardous liquids.
- **Face masks/respirators**: where vapours or aerosols from sprays/adhesives may be hazardous.
- **Footwear**: closed-toe shoes mandatory in labs/workshops.

PPE Management

- PPE must be stored clean and dry.
- Damaged PPE must be replaced immediately.
- Training must be given on proper donning and removal.
- PPE must match the **SDS recommendations** for the specific substance.

7. Training Requirements

Academy's must provide training on:

- Reading and understanding COSHH symbols.
- Safe use, handling, and disposal of hazardous substances.
- Correct selection and use of PPE.
- Location of COSHH cupboards, spill kits, eyewash, and SDS.

Employees involved in chemical handling must undergo COSHH training as recommended.

8. Monitoring & Review

Academy's must:

- Review COSHH assessments annually or after changes to chemicals/processes.
- Monitor exposure levels and implement health surveillance if required.
- Audit storage areas regularly.
- Maintain chemical inventories and PPE logs.

9. Documentation to Keep

- COSHH risk assessments
- Safety Data Sheets
- Chemical inventory
- PPE issuance and inspection logs

- Staff training records
- Incident and spill reports

METHOD STATEMENT – RIDDOR Compliance

(Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013)

1. Introduction

This method statement outlines how the Academy must identify, record, and report incidents that fall under RIDDOR 2013. RIDDOR is a legal requirement that obligates employers (including academy's) to report certain work-related injuries, diseases and dangerous occurrences.

The HSE provides specific guidance for how RIDDOR applies to academy's, clarifying what must be reported and how.

2. Scope

This method applies to:

- **Staff** (employees)
- **Pupils**
- **Visitors** (parents, contractors, public)
- **Contractors working on academy premises**
- Incidents on academy grounds, off-site visits, sports events, and academy-run activities

3. Responsibilities

3.1 Employer (Local Authority / Academy Trust / Academy Governing Body)

- Acts as the **"responsible person"** for RIDDOR reporting.
- Must report specified injuries, diseases, and dangerous occurrences that arise **out of or in connection with work**.

- Maintain accurate records and ensure staff follow academy reporting procedures.

3.2 Principal / SLT

- Ensure incidents are properly investigated and recorded on internal systems (e.g., AssessNET).
- Ensure staff understand what is and is not RIDDOR-reportable.
- Notify employer/authority immediately of major incidents.

3.3 Staff

- Must report all accidents, near misses, and unsafe conditions to management.

3.4 Contractors

- Contractors report their own RIDDOR incidents unless the injured party is a pupil or staff member; then the academy becomes the responsible person.

4. Hazard Identification — What Must Academy's Report?

HSE and education-sector RIDDOR guidance confirm academy's must report:

4.1 Reportable Incidents Involving Staff

- **Specified injuries** (fractures, amputations, serious burns, loss of sight, etc.)
- **Over-7-Day Injuries** (unable to perform normal duties for more than 7 consecutive days)
- **Occupational diseases** diagnosed by a doctor (e.g., dermatitis, asthma).
  (All required under RIDDOR 2013.)

4.2 Reportable Incidents Involving Pupils or Visitors

Report **only if injury results from a work-related activity**, such as:

- Unsafe supervision
- Faulty equipment
- Failures in academy management systems
- Dangerous activity causing serious injury

4.3 Dangerous Occurrences

Examples include:

- Structural collapse
- Fire/explosion incidents
- Electrical failures creating risk
- Lab accidents producing uncontrolled release of substances

4.4 Non-Reportable Incidents

Most playground accidents or typical child behaviour injuries are **not** RIDDOR-reportable unless linked to a work-related failing.

5. Method – RIDDOR Reporting Process in Academy's

5.1 Step 1 — Ensure Immediate Safety

- Attend to injured person.
- Isolate area if dangerous occurrence continues.
- Call emergency services if needed.

5.2 Step 2 — Internal Academy Incident Reporting

Before RIDDOR reporting, the academy must:

1. **Record the incident internally** following academy accident policy.
2. Gather statements, CCTV, equipment logs, and witness accounts.
3. Inform the Principal and Academy Employer (LA/Trust).

5.3 Step 3 — Determine if the Incident is RIDDOR-Reportable

Ask:

- Did the injury occur *because of* a work activity?
- Does it meet RIDDOR thresholds (specified injury, over-7-day injury, dangerous occurrence, etc.)?

If unsure, consult HSE education RIDDOR guidance.

5.4 Step 4 — Submit RIDDOR Report

If the academy is responsible for reporting:

- Submit online via HSE reporting system.

- Fatal and major incidents may also be reported by phone (HSE route).

The report must include:

- Who was injured
- What happened
- Type of injury/disease
- Location and time
- Academy/employer details

5.5 Step 5 — Post-Incident Actions

- Complete investigation and implement corrective actions.
- Review risk assessments.
- Notify governing body as required.
- Update accident logs (legal requirement for 3 years retention).

6**. Control Measures to Reduce RIDDOR Incidents**

- Maintain safe equipment and documented checks.
- Provide staff training on supervision, equipment use, and classroom management.
- Follow science/DT lab protocols and CLEAPSS guidance (if applicable).
- Conduct regular site-safety inspections.
- Ensure contractors follow academy procedures.
- Emphasise strong near-miss reporting to prevent escalation.

Proper RIDDOR reporting improves national safety data and helps prevent future incidents.

7. Training Requirements

Staff must receive training on:

- Internal accident reporting
- Recognising RIDDOR-reportable incidents
- Incident investigation basics

8. Documentation & Records

Academy's must maintain:

- Accident/incident records
- RIDDOR submission copies
- Investigation reports
- Risk assessment updates
- Training logs

Audit trails must be accessible for HSE inspection.

METHOD STATEMENT - Lockdown Procedure

1. Purpose

The purpose of this method statement is to outline the procedures to be followed in the event of a academy lockdown, ensuring the safety of pupils, staff, and visitors when an internal or external threat is identified. Academy's increasingly adopt lockdown procedures as part of standard safeguarding and security planning, aligned with recent guidance and legislative developments such as the Terrorism (Protection of Premises) Act 2025.

2. Scope

This procedure applies to all:

- Teaching and support staff
- Pupils
- Visitors on site
- Contractors present during operating hours

Lockdown situations may involve threats within or near the academy site, including intruders, civil disturbances, environmental hazards, or violent/abusive behaviour.

3. Definitions

3.1 Full Lockdown

A full lockdown is initiated when there is an immediate or direct threat to the academy—e.g., an intruder inside the building, violent individual, or credible threat

made against the academy. Individuals must remain indoors, secure rooms, and stay out of sight.

3.2 Partial Lockdown / Invacuation

Used when the danger is **external** (e.g., smoke plume, pollution, nearby police activity, dangerous dog). Movement continues inside but access points are secured. Pupils are kept away from windows and external doors.

4. Typical Triggers for Lockdown

A lockdown may be activated in response to:

- Intruder on site or suspicious individual
- Civil disturbance or violent incident in local community
- Environmental hazards (gas leak, smoke plume, chemical pollution)
- Abusive or aggressive parent/carer incident
- Dangerous animal on or near academy grounds

5. Responsibilities

5.1 Principal / Incident Controller

- Assess the situation and determine level of lockdown.
- Initiate lockdown alarm/communication.
- Coordinate with emergency services.
- Ensure staff receive updates via designated communication channels.

5.2 Staff

- Move pupils to safety immediately.
- Secure doors and windows; close blinds; turn off lights if appropriate.
- Keep pupils calm and quiet.
- Report missing pupils to the office/SLT.

5.3 Security Team

- Secure perimeter gates and access points if safe to do so.

5.4 Senior Leaders

- Support communications with parents and authorities.
- Maintain internal communication flow.

6. Communication Method

6.1 Raising the Alarm

Academy's may use:

- Emergency alert system announcements
- Lockdown alarm tone
- Text alerts or internal email for staff

6.2 Communication During Lockdown

- Staff receive instructions via internal telephones
- Communication should be **discrete** to avoid alarming pupils unnecessarily.

6.3 Parent Notification

- Parents should be informed only **when safe**, with clear instructions not to call or come to the academy.
  No pupils are released during lockdown.

7. Procedure Steps

7.1 Immediate Actions

1. Sound lockdown alarm or announcement.
2. Pupils outdoors move to the nearest safe indoor space if safe.
3. Staff close and lock doors; secure windows.
4. Turn off lights and remain out of sight (e.g., behind furniture, away from windows).
5. Maintain silence.

7.2 During Lockdown

- Account for pupils and report any missing to the office.
- Monitor communication from Incident Controller.
- Do not open doors for anyone until an official all-clear is given.

7.3 End of Lockdown

- The all-clear is signalled through a known alarm or verbal announcement.
- Principal coordinates with emergency services.
- Staff resume normal duties only once safe.

8. Training and Drills

Regular training ensures staff readiness. Academy's should:

- Conduct annual reviews of procedures.
- Run drills at least once per year.
- Update plans according to new legislation (e.g., Martyn's Law implementation).

9. Post-Incident Actions

After any lockdown:

- Debrief with staff and pupils.
- Provide access to counselling if needed.
- Review performance and update plans accordingly.
- Notify parents with a factual summary.

METHOD STATEMENT - Safe Use of Passenger Lifts

Passenger lifts in academy's must support accessibility, meet legal safety standards, and operate safely for pupils, staff, and visitors. The following guidance combines regulatory requirements and best practice from key sources including HSE, Building Regulations, LOLER, and lift-industry guidance.

1. Legal and Regulatory Requirements

Equality & Accessibility Laws

- Academy's must ensure accessibility for pupils, staff and visitors with mobility impairments under the **Equality Act 2010**, which requires reasonable adjustments such as installing compliant lifts.

Building Regulations (Part M)

- Building Regulations Part M require **minimum car dimensions (1100mm x 1400mm)** and door widths that can accommodate wheelchair users.
- For fire safety compliance (Building Bulletin 100), lifts in inclusive academy's should ideally be designed for **evacuation use**, supporting safe escape for mobility-impaired users.

LOLER – Lifting Operations and Lifting Equipment Regulations (1998)

- Passenger lifts in academy's must undergo **thorough examination at least every 6 months** by a competent person.
- Duty holders must maintain the lift in **safe working order at all times**, ensure emergency systems work, and keep records of inspections.

Health & Safety at Work Act (Section 3)

- Even if pupils are not workers, academy's still have responsibility to ensure lift safety for the public, requiring maintenance and inspection regimes similar to LOLER.

2. Operational Safety Practices

Daily Safe-Use Procedures

- Ensure that lifts are used **only for transporting people**, and not overloaded beyond rated capacity (often 8-person lift sizes in academy's).
- Keep lift lobbies and entrances free of obstructions so pupils can enter and exit safely.

Supervision & Pupil Safety

- Younger pupils or pupils with additional needs should be supervised when using lifts.
- Academy's should provide ongoing staff training, including:
    - How to operate emergency alarms/intercoms,
    - Procedures for supporting mobility-impaired users in normal and emergency situations.

Emergency Systems

- Passenger lifts in educational buildings must have:
    - Reliable intercom systems,
    - Battery backup in case of power loss,
    - Emergency lowering mechanisms, all of which are required under Part M and good-practice standards.

3. Inspection, Maintenance & Record-Keeping

Routine Maintenance

- Academy's are responsible for **routine servicing** to ensure continued safe operation, even if lifts are not formally under LOLER (but in practice passenger lifts in academy's usually are).

Thorough Examination (LOLER)

- Must occur **every 6 months**, with comprehensive records kept of defects and remedial actions.

Documentation Requirements

- Academy's must maintain:
    - Installation certificates,
    - Maintenance logs,
    - Insurance inspection reports,
    - Compliance documentation for Building Regulations and Lift Regulations 2016.

4. Safety in Emergencies (Including Evacuation)

Evacuation Lifts

- In multi-storey academy's, guidance recommends installing **evacuation lifts** rather than standard passenger lifts to ensure safe escape of mobility-impaired pupils.
- Minimum recommended evacuation lift sizes (DfE guidance):
    - **1400mm × 1100mm** internal for smaller academy's.
    - For larger/multi-floor academy's, up to **2000mm × 1400mm** or dual lifts

Fire Safety

- Passenger lifts generally must **not** be used during a fire unless designed as certified evacuation lifts.
  (Building Bulletin 100 highlights the importance of evacuation-lift-ready designs.)

5. Pupil Inclusion & Accessibility Considerations

- Academy's must provide vertical access for pupils with limited mobility, employing passenger lifts or platform lifts depending on building layout.
- For older or space-restricted buildings, platform lifts (EN 81-41) or inclined platform lifts (EN 81-40) may be used.

6. Best-Practice Rules for Daily Safe Use

Academy's should implement the following rules:

1. **No horseplay in or around the lift.**
2. **Do not overload** – clearly display and explain capacity.
3. **Report faults immediately**; do not use a lift displaying alarms or error messages.
4. **Use designated evacuation procedures** – not standard lifts in emergencies.
5. **Ensure wheelchair users can manoeuvre safely** and use controls independently where possible (Part M requirements).
6. **Keep doors clear** and never force them open.
7. **Ensure visibility and supervision** during peak times (arrival, transitions, lunch).

Summary

Safe use of passenger lifts in academy's requires a combination of compliance with legal obligations (Equality Act, Part M, LOLER), regular maintenance and inspections, and clear operational practices that protect pupils and staff. Proper documentation, emergency preparedness and inclusion-based design ensure lifts support accessibility while maintaining safety.

METHOD STATEMENT – Kitchen

1. Project/Activity Details

- **Location:** Academy Kitchen & Associated Food Preparation Areas
- **Activity:** Safe Operation, Cleaning, and Maintenance of Kitchen Areas
- **Prepared by:** [Name/Role]
- **Date:** [Insert Date]
- **Review Date:** [Insert Date]

2. Scope of Work

This method statement covers the safe use of all kitchen areas including:

- Food preparation, cooking, and serving
- Operation of ovens, hobs, fryers, dishwashers, fridges/freezers

- Handling deliveries and food storage
- Cleaning routines and waste disposal
- Kitchen equipment maintenance
- Contractor access (e.g., gas engineers, deep-clean teams)

3. Responsibilities

Academy / Site Manager

- Ensure staff are trained and competent
- Maintain servicing records (gas, electrical, extraction)
- Monitor compliance with food safety and health & safety policy

Catering Manager / Head Cook

- Daily supervision of staff
- Ensure safe working practices are followed
- Report hazards, defects, or breakdowns immediately

Kitchen Staff

- Follow all procedures in this method statement
- Wear required PPE
- Report hazards or unsafe conditions

External Contractors

- Sign in at reception
- Follow all academy safeguarding and H&S rules
- Provide RAMS (Risk Assessments & Method Statements)

4. Hazards Identified

- Slips, trips, and falls
- Hot surfaces, steam and boiling liquids
- Sharp knives and cutting equipment
- Gas and electrical equipment
- Manual handling of deliveries and heavy items
- Food contamination risks
- Fire hazards (fat/oil, ignition sources)
- Chemical exposure during cleaning

5. Control Measures

General Kitchen Safety

- Non-slip shoes must be worn
- Floors kept clean and dry; spillages cleaned immediately
- Walkways kept clear of bags, boxes and equipment
- Adequate lighting and ventilation maintained

Food Safety

- Follow HACCP procedures
- Maintain cold chain (fridges ≤5°C, freezers ≤-18°C)
- Separate raw and cooked food
- Colour-coded chopping boards used
- Temperature checks recorded

Knife Safety

- Use sharp knives, stored securely
- Cut away from the body
- Carry knives point-down; no passing hand-to-hand
- Wash knives separately (not in sink with other utensils)

Hot Work / Cooking

- Pan handles turned inward
- Fryers used only when oil is at correct level
- Staff trained in safe handling of hot trays, pans and liquids
- Oven gloves and heat-resistant PPE available

Gas and Electrical Safety

- Gas shut-off valve location known to all staff
- Extract fans and ventilation must be operational before cooking
- Damaged cables, plugs or appliances removed from use
- Only qualified engineers to service equipment

Manual Handling

- Deliveries broken down into smaller loads
- Trolleys used wherever possible
- Staff trained in correct lifting techniques
- Heavy items stored between knee and shoulder height

Cleaning and Chemical Safety

- Follow COSHH procedures
- Chemicals kept in labelled containers in locked cupboard
- Do not mix chemicals
- PPE (gloves, apron, goggles) used where required
- Safety Data Sheets available for all cleaning products

Waste Management

- Waste segregated (food waste, recyclables, general waste)
- Bins emptied regularly to prevent overflow and pests
- External bin areas kept clean and secure

6. Emergency Procedures

Fire

- Staff trained in use of fire blankets & extinguishers
- In case of fire:
    - Raise alarm
    - Evacuate immediately
    - Close doors behind you
    - Do **not** use lifts
    - Report to assembly point
- Never use water on oil/fat fires

First Aid

- First Aid kit accessible and stocked
- All injuries reported to academy office
- Record kept in accident book

Gas Leak

- Turn off gas at main isolation valve
- Do not use electrical switches
- Evacuate area and contact responsible person/engineer

7. Equipment Required

- Heat-resistant gloves
- Colour-coded chopping boards
- Knives and safety storage
- PPE (aprons, gloves, safety shoes)

- Cleaning chemicals (COSHH-approved)
- Temperature probes
- Trolleys for manual handling

8. Sequence of Work

1. Pre-Operational Checks

- Inspect equipment for faults
- Check gas/electrical systems
- Ensure ventilation/extraction is working
- Confirm handwashing stations stocked
- Waste bins empty
- Floors clean and dry

2. Food Preparation

- Wash hands and put on PPE
- Follow food safety rules (separation, temperature, hygiene)
- Use correct tools and equipment
- Keep area clean and sanitised

3. Cooking

- Ensure extraction is on
- Monitor food temperatures
- Keep handles turned inward
- Avoid overcrowding cookers and fryers

4. Serving

- Maintain hot holding temperatures (typically 63°C+)
- Staff to handle hot trays safely
- Keep service area clean and organised

5. Cleaning & Shutdown

- Turn off gas and electrical appliances
- Allow equipment to cool
- Clean and sanitise work surfaces
- Mop floors last, using correct chemicals
- Secure chemicals and equipment
- Lock kitchen when complete

9. Monitoring & Review

- Catering Manager conducts daily checks
- Formal weekly safety inspection
- Annual review or after any significant change
- Update method statement alongside risk assessments

METHOD STATEMENT – Staffrooms

1. Project / Activity Details

- **Location:** Academy Staffroom(s)
- **Activity:** Safe Use, Cleaning, Maintenance, and Daily Operation
- **Prepared by:** [Name / Role]
- **Date:** [Insert Date]
- **Review Date:** [Insert Date]

2. Purpose

To ensure that academy staffrooms are used safely, kept hygienic, and maintained to support staff wellbeing. This method statement outlines safe working practices, cleaning routines, equipment use, and emergency measures.

3. Scope of Work

This method statement applies to all activities within staffroom areas including:

- Use of kitchen equipment (kettles, microwaves, toasters)

- Furniture and appliance safety
- Cleaning and sanitation
- Maintenance activities
- Waste disposal
- Contractor access
- General staff behaviour and housekeeping expectations

4. Responsibilities

Principal / Site Manager

- Ensure staffrooms meet health & safety standards
- Arrange servicing of electrical appliances (PAT testing)
- Oversee cleaning schedules and contractor access

Staffroom Users (All Staff)

- Keep areas clean and tidy
- Use appliances safely and report defects
- Follow fire safety and housekeeping rules

Cleaning Staff

- Clean staffrooms according to schedule
- Use approved chemicals and follow COSHH procedures
- Report damage, unsafe conditions, or access issues

Contractors

- Sign in at reception
- Follow safeguarding and H&S rules
- Provide RAMS for maintenance tasks

5. Hazard Identification

Common hazards in staffrooms include:

- Slips and trips (spills, bags on floor, trailing leads)
- Hot appliances (kettles, microwaves)
- Electrical faults
- Manual handling (moving chairs, deliveries)
- Fire risks (overloaded plug sockets, unattended appliances)
- Chemical hazards from cleaning products

- Poor ventilation and overcrowding

6. Control Measures

General Housekeeping

- Floors kept clear; personal belongings stored appropriately
- Spills cleaned immediately
- Adequate lighting and ventilation maintained
- Regular removal of waste and food leftovers

Electrical Safety

- All appliances PAT tested annually
- Damaged plugs/cables removed from service
- Avoid overloading sockets
- Switch off electrical appliances after use

Use of Kitchen Equipment

- Fill kettles only to recommended level
- Never leave appliances unattended while heating
- Use microwaves safely; allow cooling before removing items
- Do not use faulty or damaged equipment
- Use heat-proof gloves for hot containers if required

Furniture & Layout

- Ensure chairs and tables are stable and undamaged
- Do not block fire exits or access routes
- Report any broken furniture immediately

Cleaning & Chemical Safety (COSHH)

- Only trained cleaners to use cleaning chemicals
- Chemicals stored in locked cupboards
- Appropriate PPE used when necessary
- Staff to avoid using industrial chemicals unless trained

Waste Management

- Empty bins daily
- Separate recyclables if required
- Keep food waste contained to prevent odours or pests

Manual Handling

- Lift with correct posture
- Ask for help when moving heavy furniture or boxes
- Use trolleys where provided

7. Sequence of Work

1. Opening / Pre-Use Checks

- Ensure staffroom is clean, safe, and accessible
- Check appliances for obvious faults
- Ensure fire exits are clear
- Confirm cleaning products are securely stored

2. Daily Use

- Staff use appliances safely and clean up after themselves
- Keep walkways clear
- Store personal items in designated areas
- Maintain good hygiene when preparing food or drinks

3. Cleaning Routine

- Wipe down surfaces, tables, handles
- Clean appliances externally
- Empty bins
- Mop floor if required
- Replace consumables (soap, tissues, etc.)

4. Maintenance / Contractor Work

- Contractors sign in and follow academy rules
- Area isolated if work presents risk (e.g., electrical repairs)
- Work completed according to contractor method statement
- Area reopened once safe

5. End-of-Day Shutdown

- All appliances turned off
- Windows secured
- Waste removed
- Lights turned off
- Staffroom locked if necessary

8. Emergency Procedures

Fire

- Evacuate immediately on hearing alarm
- Do not attempt to move burning appliances
- Use nearest exit (not lifts)
- Report to assembly point
- Only trained staff use fire extinguishers if safe

Electrical Fault

- Isolate appliance at socket
- Report fault to Site Manager
- Do not attempt repairs

First Aid

- First Aid kit available nearby
- Report injuries immediately
- Record in academy accident book

9. PPE Requirements

- Cleaning staff: gloves, apron, eye protection (where required)
- Staffroom users: no mandatory PPE, but safe clothing/footwear recommended

10. Monitoring & Review

- Daily visual checks by staff
- Weekly inspection by Site Manager
- Annual review of method statement
- Review after incidents, new equipment, or layout changes

METHOD STATEMENT – CCTV Installation

1. Purpose

This Method Statement outlines the safe systems of work for the installation, testing, and commissioning of CCTV systems within a academy environment. It ensures activities are carried out in compliance with safeguarding requirements, health & safety legislation, and academy operational procedures.

2. Scope of Works

- Survey and design confirmation of CCTV system layout
- Installation of CCTV cameras (internal and external)
- Installation of cabling, conduits, trunking, and network equipment
- Integration with existing IT infrastructure (if required)
- Testing, commissioning, configuration, and handover
- Staff training and documentation provision

3. Responsibilities

Project Manager

- Oversees work, ensures compliance with academy policies and health & safety.
- Liaises with academy leadership and safeguarding officer.

Site Supervisor

- Manages onsite operatives, ensures method statement and risk assessment (RAMS) are followed.

Engineers/Technicians

- Carry out installation works safely and competently.

Academy Representative

- Coordinates access, safeguarding oversight, and areas requiring restricted entry.

4. Safeguarding Requirements

- All contractors must have **Enhanced DBS checks**.
- Contractors will be supervised by the academy where required.
- No photographing or filming students/staff unless authorised for system testing.
- Work near children must follow the academy's safeguarding policy.

5. Work Sequence / Method

5.1 Pre-Start Activities

- Attend site induction and safeguarding briefing.
- Review drawings, camera positions, and cable routing.
- Inspect work areas for hazards.
- Obtain permits (e.g., work at height, electrical isolation).
- Set up barriers and signage to segregate work zones.

5.2 Installation of Cabling

- Use designated cable routes agreed with the academy and IT department.
- Install conduit/trunking where required, avoiding exposed cable hazards.
- All drilling must be controlled—dust sheets and vacuum extraction used.
- Ceiling tiles removed and replaced carefully to prevent fibre contamination.
- External cabling weather-proofed and clipped securely.

5.3 Camera Installation

- Position cameras according to design drawings.
- Use ladders/towers/scaffolding per Working at Height regulations.
- Ensure cameras are fixed securely and do not obstruct emergency equipment.

- Angle cameras to avoid capturing private areas (toilets, private offices, etc.).

5.4 Network & Control Equipment

- Install NVRs, switches, power supplies, and patch panels in secure locations.
- Configure network settings in line with academy IT policies.
- UPS backup installed for critical systems (if required).

5.5 Testing & Commissioning

- Check image quality, camera alignment, and night-vision functionality.
- Confirm network connectivity, recording, and playback.
- Test motion detection, alerts, and remote access (if applicable).
- Ensure time/date settings are correct on all devices.

5.6 Handover

- Provide as-installed drawings and asset list.
- Issue commissioning certificates.
- Provide training to academy staff on playback, exporting footage, and system management.
- Hand over user manuals and warranty documentation.

6. Tools & Equipment

- Ladders, access towers, drills, screwdrivers, cable testers
- PPE: gloves, safety glasses, hard hats, ear protection
- NVRs, network switches, CCTV cameras, cabling
- Label printers, vacuum extraction, signage

7. Environmental Considerations

- Minimise noise during lesson times if possible.
- Remove waste daily and recycle materials when possible.
- Use low-impact routes to reduce disruption to students and staff.

8. Emergency Procedures

- Follow academy fire evacuation plan.
- First-aid kit available onsite; report injuries immediately.
- Stop work immediately if safeguarding breaches occur.

9. Quality Control

- All installations inspected against design drawings.
- Cameras labelled and recorded in asset register.
- Final system checked and signed off by Project Manager and academy representative.

METHOD STATEMENT: Operation and Management of Medical Rooms

1. Purpose

To ensure the safe, hygienic, and effective operation of medical rooms within a academy environment, supporting the welfare of pupils, staff, and visitors. This method statement outlines procedures for first aid provision, infection control, medication handling, record-keeping, and emergency response.

2. Scope

This method statement applies to:

- All designated medical/first aid rooms within the academy
- First aiders, health officers, and authorised staff
- Students, staff, contractors, and visitors who may require medical attention

3. Responsibilities

3.1 Academy Leadership Team

- Ensure medical rooms meet statutory standards (ventilation, hygiene, equipment).
- Appoint and train sufficient first aiders.
- Ensure policies align with local education authority and health regulations.

3.2 Designated First Aiders / Medical Lead

- Manage the daily operation of the medical room.
- Maintain cleanliness, stocks, and equipment checks.
- Provide first aid and administer authorised medication.
- Keep accurate, secure medical records.

3.3 All Staff

- Report medical incidents promptly.
- Escort children safely to the medical room when needed.
- Follow infection-control protocols.

4. Medical Room Requirements

The medical room should include:

- Sink with hot and cold water
- Wipe-clean couch with disposable paper roll
- Lockable medicine cabinet
- First aid kits (BS 8599 compliant if in the UK)
- PPE: gloves, aprons, masks
- Sharps box (if needed)
- Waste disposal bins, including clinical waste
- Communication device (landline or internal phone)

5. Access and Use Procedures

5.1 Normal Use

1. Students report to reception or a teacher to request medical attention.
2. A staff member escorts younger pupils to the medical room.
3. The first aider assesses and treats the pupil in accordance with first aid training.
4. For head injuries, parents are notified as per academy policy.
5. Students remain supervised at all times.

5.2 Emergency Situations

1. Activate emergency procedures and call 999 if needed.
2. Provide immediate first aid until help arrives.
3. Delegate a staff member to meet emergency services at the entrance.
4. Record incident details after the event.

6. Infection Control Measures

- Clean treatment surfaces before and after each use.
- Dispose of clinical waste in designated bags/bins.
- Wash hands before/after treatment; use gloves and PPE as required.
- Sanitise the room at the end of each day or after any contamination.
- Isolate pupils showing symptoms of contagious illness until parent collection.

7. Medication Management

7.1 Storage

- All medication stored in a locked cabinet or refrigerator (if required).
- Controlled medicines stored per regulations and logged.

7.2 Administration

1. Medication only administered with written parental consent.
2. Two staff members verify medication type, dose, and pupil identity.
3. Record all administration in the medication log.
4. Return long-term medications to parents at end of term as necessary.

8. Equipment and Stock Management

- Weekly stock checks of first aid supplies.
- Replace expired or depleted items immediately.
- Maintain service logs for medical devices (defibrillators, thermometers, etc.).

9. Record Keeping

Maintain accurate records for:

- Injuries and treatments (accident log)
- Medication administered
- Emergency responses
- Parental notifications

Records must be stored securely and in line with data protection regulations.

10. Lone Working Restrictions

The medical room should **not** be operated by a lone worker when treating a child if the door must be closed.
If one-to-one privacy is needed, another adult must be within sight/earshot unless the child is in immediate medical distress.

11. Review and Monitoring

- Review the method statement annually or after incidents.
- Update procedures according to new regulations or academy needs.

METHOD STATEMENT: Lone Working

1. Purpose

This method statement sets out the safe working procedures for staff who work alone on academy premises. Its aim is to ensure that risks are minimised and that staff have clear guidance on how to work safely without direct supervision.

2. Scope

This applies to all academy employees and authorised contractors who may be required to work alone, including:

- Site staff and caretakers
- Cleaners
- Administrative staff working outside normal hours
- Teachers preparing classrooms or resources
- External contractors working during holidays or evenings

It covers both planned lone working and situations where staff may temporarily find themselves alone.

3. Responsibilities

Academy Leadership

- Ensure lone working risks are assessed and appropriate controls are in place.
- Provide staff with training, communication tools, and emergency procedures.
- Maintain secure premises and ensure access arrangements are safe.

Staff Working Alone

- Follow all lone working procedures and use communication systems correctly.
- Report hazards, security concerns, or incidents immediately.
- Avoid tasks that are not permitted during lone working periods.

Site Management / Caretaking Team

- Ensure the building is secure and safe for lone workers.
- Maintain lighting, alarms, and access control systems.
- Monitor sign-in/out procedures.

4. Hazards Associated with Lone Working in Academy's

- Reduced ability to summon help in an emergency.
- Slips, trips, and falls in unoccupied areas.
- Confrontation with intruders or unauthorised visitors.
- Manual handling injuries when moving furniture or equipment.
- Working at height (e.g., displays, maintenance tasks).
- Medical emergencies without immediate assistance.

5. Control Measures

Pre-Work Requirements

- Lone working must be authorised by a manager or site supervisor.
- Staff must sign in and out using the agreed system.
- Staff must have access to a working phone or communication device.
- The worker must be competent and familiar with the building layout and emergency exits.

Security Measures

- All external doors must remain locked, except the designated entry point.
- Alarm systems must be set appropriately for lone working.
- Staff must not allow access to anyone who is not authorised.
- External areas should be checked for safety before entering.

Permitted and Prohibited Tasks

Permitted:

- Classroom preparation
- Administrative work
- Light cleaning
- Routine site checks

Not permitted:

- Working at height
- Heavy manual handling
- Use of hazardous chemicals
- High-risk maintenance tasks
- Any activity requiring two-person supervision

Communication Requirements

- Lone workers must maintain regular check-ins with a designated contact.
- If working after hours, the contact must know the expected finish time.
- Failure to check in triggers the escalation procedure.

Environmental Controls

- Ensure adequate lighting throughout the work area.
- Keep walkways clear and avoid entering unlit or isolated areas unnecessarily.
- Only work in areas that are safe and secure.

6. Emergency Procedures

- Lone workers must know how to contact emergency services.
- The academy's emergency contact person must be reachable during the lone working period.
- If an intruder is suspected, the worker must leave the building immediately and call for assistance.
- In the event of fire, follow the academy's evacuation procedure and report to the designated assembly point.
- If communication is lost, the escalation procedure must be activated.

7. Training Requirements

- Lone working awareness and dynamic risk assessment.
- Use of communication devices and sign-in systems.
- Security procedures and intruder awareness.
- Emergency response and incident reporting.

8. Monitoring and Review

- Lone working arrangements must be reviewed annually or after any incident.
- Staff feedback should be used to improve procedures.
- Any changes to building layout, staffing, or working patterns require reassessment.

METHOD STATEMENT: Slips, Trips and Falls

1. Purpose

This method statement outlines the safe working procedures designed to prevent slips, trips and falls within academy premises. It aims to protect pupils, staff, contractors and visitors by ensuring hazards are identified, controlled and monitored effectively.

2. Scope

This applies to all areas of the academy, including:

- Classrooms and corridors
- Entrances and exits
- Playgrounds and outdoor paths
- Dining halls and kitchens
- Sports halls and changing rooms
- Offices, staff rooms and storage areas

It covers all staff, pupils, visitors and contractors.

3. Responsibilities

Academy Leadership

- Ensure appropriate risk assessments are in place.
- Provide resources for maintenance, cleaning and hazard control.
- Promote a culture of safety and awareness.

Site Management / Caretaking Team

- Maintain floors, pathways and lighting.
- Respond promptly to reported hazards.
- Ensure cleaning schedules are followed and documented.

Staff

- Keep work areas tidy and free from obstructions.
- Report hazards immediately.
- Supervise pupils to ensure safe movement around the academy.

Pupils and Visitors

- Follow academy rules regarding safe behaviour.
- Use designated walkways and avoid running indoors.

4. Hazards Associated with Slips, Trips and Falls

- Wet or slippery floors from cleaning, spills or weather.
- Uneven surfaces, damaged flooring or loose tiles.
- Cluttered walkways, bags, coats or equipment left on the floor.
- Poor lighting in corridors, stairwells or outdoor areas.
- Trailing cables from equipment or temporary setups.
- Mud, leaves or ice brought in from outside.

5. Control Measures

Housekeeping and Cleaning

- Clean spills immediately and display warning signs.
- Use appropriate cleaning products to avoid residue.
- Ensure floors are dry before removing signage.
- Keep corridors and classrooms free from clutter.

Maintenance

- Repair damaged flooring, steps or handrails promptly.
- Maintain outdoor paths, including gritting during icy conditions.
- Ensure lighting is functional in all areas.
- Install non-slip mats at entrances during wet weather.

Behaviour and Supervision

- Encourage walking, not running, inside the building.
- Provide adequate supervision during busy periods such as arrival, lunch and dismissal.
- Teach pupils safe movement routines, especially on stairs.

Equipment and Layout

- Secure trailing cables using cable covers or rerouting.
- Store equipment safely and keep storage areas organised.
- Arrange classroom furniture to allow clear walkways.

Outdoor Areas

- Inspect playgrounds and paths daily.
- Remove debris such as leaves or litter.
- Ensure surfaces are suitable for weather conditions.

6. Emergency Procedures

- Provide first-aid support for any slip, trip or fall incident.
- Report incidents to the designated academy contact.
- Record details in the academy's incident log.
- Investigate causes and implement corrective actions.

- Notify parents or guardians when pupils are involved.

7. Training Requirements

- Staff induction on slip, trip and fall prevention.
- Regular refresher training on hazard spotting and reporting.
- Awareness sessions for pupils on safe behaviour.
- Training for cleaning and caretaking staff on safe floor maintenance.

8. Monitoring and Review

- Conduct regular inspections of indoor and outdoor areas.
- Review incident trends to identify recurring hazards.
- Update procedures following changes to layout, weather patterns or activities.
- Review this method statement annually or after any significant incident.

METHOD STATEMENT: Manual Handling for Academy Staff

1. Purpose

This method statement outlines safe working procedures for manual handling tasks carried out by academy staff. Its aim is to prevent injuries by ensuring that lifting, carrying, pushing and pulling activities are performed safely and in line with good practice.

2. Scope

This applies to all academy employees who may be required to handle loads, including:

- Teachers and teaching assistants
- Caretakers and site staff
- Cleaners
- Administrative staff
- Catering staff
- Support staff working with pupils who require physical assistance

It covers routine and occasional manual handling tasks.

3. Responsibilities

Academy Leadership

- Ensure manual handling risks are assessed.

- Provide appropriate training and equipment.
- Promote safe working practices across the academy.

Site Management / Caretaking Team

- Maintain handling equipment such as trolleys and sack trucks.
- Ensure storage areas are organised and accessible.
- Assist staff with heavier or awkward loads when required.

Staff

- Follow safe manual handling techniques.
- Avoid lifting loads that are too heavy or awkward.
- Report hazards, damaged equipment or unsafe storage.
- Request assistance when needed.

4. Hazards Associated with Manual Handling

- Back strain from lifting heavy or awkward items.
- Muscle or joint injuries from repetitive handling.
- Trips or falls while carrying loads.
- Finger or hand injuries from poor grip or unstable loads.
- Handling pupils or mobility equipment without proper technique.

5. Control Measures

Planning the Task

- Assess the load before lifting: weight, size, shape and stability.
- Identify the route and ensure it is clear of obstacles.
- Decide whether mechanical aids or assistance are required.
- Avoid rushing or lifting in awkward spaces.

Safe Lifting Technique

- Stand close to the load with feet shoulder-width apart.
- Bend knees, keeping the back straight and head up.
- Grip the load securely using both hands.
- Lift smoothly using leg muscles, not the back.
- Keep the load close to the body during movement.
- Avoid twisting; turn using the feet.

Using Equipment

- Use trolleys, sack trucks or handling aids whenever possible.
- Check equipment is in good condition before use.
- Do not overload equipment.
- Push rather than pull where possible.

Team Lifting

- Use team lifting for large, heavy or awkward loads.
- Agree on commands and lifting sequence before starting.
- Lift and lower together in a coordinated manner.

Handling in Classrooms

- Store heavy items at waist height where possible.
- Avoid lifting pupils unless trained and authorised.
- Use appropriate hoists or mobility aids for pupils with physical needs.
- Keep walkways clear to prevent trips while carrying items.

Catering and Cleaning Tasks

- Break loads into smaller quantities where possible.
- Use trolleys for transporting food, equipment or cleaning supplies.
- Avoid lifting heavy bins; use wheels or request assistance.

6. Emergency Procedures

- Stop work immediately if pain or discomfort occurs.
- Report any manual handling injury to the designated academy contact.
- Seek first aid if required.
- Record incidents in the academy's incident log.
- Review the task to prevent recurrence.

7. Training Requirements

- Manual handling awareness for all staff.
- Practical training for staff involved in regular lifting tasks.
- Specialist training for staff supporting pupils with mobility needs.
- Refresher training as required.

8. Monitoring and Review

- Regular inspections of storage areas and equipment.
- Review incident trends to identify problem areas.
- Update procedures following changes in tasks, equipment or staffing.