



**Greenvale School
Health and Safety Policy**

**Signed: November 2016
Next Review date:**

GREENVALE SCHOOL

Health and Safety Policy

STATUS: Agreed

AGREED

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Reviewed November 2016

GREENVALE SCHOOL

HEALTH AND SAFETY POLICY November 2016

ROLES OF THE GOVERNING BODY, HEADTEACHER, STAFF AND SAFETY REPRESENTATIVES OF GREENVALE SCHOOL

The Staff

Head Teacher: Lynne Haines

Deputy Head teachers: Ann Sharp and Felicia Hughes

Facilities Manager & Safety Representative: Bill Poore

School Nurse: Charlotte Egelnick

Special needs nursing assistant: Marilyn Rogers

Qualified First Aider: Rebecca Pyke
Jade Bowes
Gail Sanford
Stephanie Delfino

The Governors

Lisa Palin (Chair of Governors)

Alice Cairns

Angela Halliday

Tim Warner

Jane Alltimes

John Cope

Anne Haire

Rupert Bateson

Thomas Webb

Adelere Adedeji

Edleen John

Summary of Duties and Responsibilities

The LA

- Must ensure that schools meet their responsibilities under health and safety.
- Must produce a "Statement of Policy on health and safety at work"
- Will provide policy documents including operational procedures for school such as:

The Council's Statement of Health and Safety Policy.

Education directorate's policy statement procedures/codes of practice.

- Ensure that all Health and Safety Policy documents are kept up to date.
- Under LMS the LEA remains the employer of staff under Section 2, 3 and 4 of the Health and Safety at Work Act 1974.
- Must clearly identify and delegate premises health and safety responsibilities, as outlined in the division of responsibilities for repairs and maintenance of premises in Section G of the premises handbook, and that together with schools ensure that premises are kept safe for staff, students and visitors.
- LEA shall issue notices to Bouygues E&S if the company fail to carry out remedial work that falls within their area of responsibilities set out in Section G of the premises manual.
- LEA will carry out work where the school/Bouygues E&S ignore a notice and will charge costs to the school's delegated budget.

The Head Teacher

- To produce a written policy statement of all local arrangements for his or her establishment and to ensure that all members of staff are aware of its contents and to review and revise it as necessary.
- To be available to any member of the Greenvale staff or Bouygues E&S staff to discuss and to seek to resolve health and safety problems. This includes the appointed health and safety school representative and representation from the Bouygues E&S health safety team.
- To ensure sufficient and regular risk assessments/premises inspections and take steps to remove potential hazards and to monitor the safety and security and take steps to remove potential hazards and to monitor the safety and security of the premises with the involvement of the Governors and Bouygues E&S.

- To ensure that all areas for which they are responsible are subject to a health and safety inspection. To ensure that materials, substances and equipment purchased for use in areas within his/her control are safe and without risk to health when used.
- To ensure that all visitors, including those who undertake maintenance work on the premises are made aware of any hazard/hazardous substances on site and to liaise with the Bouygues E&S premises officer for an appropriate time when such work or activities may not affect the health and safety of others.
- To consider any ex-gratia claims made by members of staff in respect of financial loss due to an accident e.g. ('pupil trod on my glasses') at work in accordance with section 12e of the Personnel guide for Managers and schools policies.
- The Head teacher will decide (in conjunction with the Governing Body) whether or not payment should be made from the schools delegated budget. There is no central funding for this purpose.
- To ensure sufficient members of staff are qualified first aiders and are available for first aid purposes in accordance with LEA guidelines.
- To ensure that accident reporting procedures are followed and accident books CS2 and B1510 are maintained as well as HSE Statutory Document F2508. To ensure that fire drills are carried out at least once every half-term. To ensure first aid boxes are properly maintained.
- To ensure that training and relevant advice and guidance is provided to all staff managed by the Head Teacher.

Bouygues E&S

- The PFI contractor will ensure the provision of a fully comprehensive Health and safety service covering all necessary training, health and safety plans, files, policies, surveys and tests. This also includes compliance with the construction (design and management) regulation 1994 where applicable.
- Bouygues E&S will ensure that all policies and documentation will be reviewed on a regular basis and at least annually.
- Bouygues E&S will discuss with the school any health and safety matters and issues arising at the weekly client meetings.

- Bouygues E&S will ensure that the school is informed of any planned or proposed statutory maintenance tests and report back any outcomes associated with the conducted statutory health and safety tests.
- Bouygues E&S will ensure that Health and safety matters will be on the agenda when the Lewisham schools project Ltd monthly report is presented to the school. Health and safety items on the agenda will include reported incidents and Accidents, RIDDOR and any recorded hazards or reported near misses.

Staff

- Have a right to appoint a school safety representative.
- Have an opportunity to set up a safety committee as outlined in the safety representative and safety committee regulations 1977.
- Must take care of their own safety and that of other workers (Sec 7 of HSW Act 1974).
- Must act in loco parentis.
- Must have an appointed first aider available during working hours, know who the first aiders are and where first aid boxes are located.
- Must record all first aid administered.
- Must know where alarms and fire fighting equipment are located.
- Must be familiar with escape routes around the building and the designated fire assembly point outside the building.
- Must sign in on arrival at the school and sign out on departure from the building and display staff identification badge and carry a swipe card to gain access to all areas of the building.
- Must take roll call at the designated fire assembly point after each fire evacuation.
- Bouygues E&S premises officer or an appointed member of Bouygues E&S staff will test the fire alarms regularly and keep a log of them in the fire log book, reporting any failure to the appointed officer responsible.
- Must report all accidents and any near misses in accordance with the reporting of injuries, disease and dangerous occurrences regulations 1985.

Governors

- Must act in good faith and are required by Section 4 of HSW Act 1974 to take measures which are within their power to make sure that premises are safe and without risks to health.
- Have a statutory duty to comply with LA's health and safety policy, ensuring that a school policy exists, and that codes of practice and any other directions regarding the health and safety of staff, pupils and visitors are followed.
- With the Head teacher, monitor safety and security of premises.
- Should receive regular reports from the Head teacher and the facilities Manager on health and safety matters.
- Must ensure all activities under delegated budgets are carried out in a safe manner i .e. school equipment maintenance and repairs, handling and transport of articles and substances.

Procedures for Elimination of Hazards

So that health and safety hazards are dealt with correctly and promptly, and minimised in the future, head teachers should to follow the procedures set out below:

- Matters which are the responsibility of the school, and the cost can be met from a delegated budget, should be put in hand by the Head teacher.
- Other premises matters identified as the responsibility of Bouygues E&S or the responsibility of the LA will be referred to the Bouygues E&S Help desk or the service unit manager - Estate management. Statutory health and safety requirements are the responsibility of Bouygues E&S.
- The statutory health and safety requirements will be monitored by the school at weekly and monthly meetings with Bouygues E&S to ensure that all the requirements are completed on time and to be alerted to any possible failures that may require prompt action.
- Head teachers will consult with Bouygues E&S or the LA before making any decision regarding any area/apparatus reported as hazardous or possible health and safety implications for staff and students.

- There should be constant reassessment of the safety of premises / equipment / working practices and ongoing communication between Greenvale and Bouygues E&S staff
- There is no Asbestos at Greenvale School and a copy of the Asbestos register Ref No JFO/GMC/LEW/GV/L/2221/6096 is available from the facilities manager in the main office.
- It is the policy of the school that Greenvale staff should never work alone within the school building.
- Greenvale Staff are not to attempt to work from height within the school or grounds. Foot stools are available in all areas for staff to use with display work.
- Health and safety advice can be obtained where necessary by contacting the Health and Safety Advisory Section (Estate Management unit). Steve Carey of the Bouygues E&S health and Safety Team. Bill Poore the facilities manager is available to assist staff with any health and safety issues that may raise concern.

Safety Representatives

Safety Representatives from the school and Bouygues E&S will be consulted about the reviewed health and safety policy

School's health & safety policy statement. An important task of the safety Representative is to encourage co-operation between the school leadership, the representatives of Bouygues E&S and staff in the arrangements for health, safety and welfare on the school premises and elsewhere students are under the supervision of the school staff.

General risk assessment

The grounds and facilities risk assessments at Greenvale School are assessed by Bill Poore the facilities manager and Bouygues E&S. They are recorded on an on going basis throughout the school year and record areas identified with known or possible safety concerns. The assessments detail the potential hazards identified by the assessor and will grade the risk from one of the three categories which are High, Medium and low ratings. The assessor will record the area of risk, the category of risk, the safety actions and control measures that have been put in place to reduce the risk. Additional information regarding the assessment is also included in the assessment. The assessment has a contents list which includes the school building and grounds risk assessments and also include: Minibus, smoking, school journey, and pregnancy at work, moving and handling, security and many more general safety assessments.

The school risk assessments will be reviewed on an annual basis and signed and recorded by the assessor.

The risk assessment is available to view on file in the main office, the staff room and is also available to visit on computer in staff share/shared work- risk assessment.

Bouygues E&S also carry out risk assessments concerning the school building and grounds safety and the security of the premises and the assessments are available on request.

The facilities manager has carried out risk assessments.

Specialised risk assessments

Greenvale School and Bouygues E&S have produced a number of specialised risk assessments which include:

Pregnancy at work: assessed by Ann Sharp

PE: assessed by Penelope Slade Pratt

Swimming visits and working with students assessed by Penelope Slade Pratt

School Journey risk assessments will be assessed by individual class teachers following inspection visits to plan the journey.

Hydro pool (general use by students and staff): Victoria Sharman.

Hydro pool water temp, water quality, hoists, electrical & mechanical:

Bouygues E&S

Legionella (water safety) assessed by: Bouygues E&S

Lightning: assessed by Bouygues E&S

Grounds Security: assessed by Bouygues E&S

Lifts maintenance: Bouygues E&S

Electrical & mechanical: Bouygues E&S

Gas safety: Bouygues E&S

Waste management: Bouygues E&S

Fire safety systems and equipment: Bouygues E&S.

Statement of Organisation and arrangements at Greenvale School Objectives

This statement does not replace the authority's safety policy but is in addition to it for the benefit of teaching and non-teaching staff and pupils at this school. Copies of these documents, along with other codes of practice and information on health and safety matters should be located in the school's safety manual.

This statement deals with those aspects over which Bouygues E&S or Greenvale school has control and covers safety matters associated with the building structure, plant, fixed equipment and services for which they have responsibility; it describes how the Head is discharging her responsibilities in respect of students, visitors and other Greenvale employees who are present on school premises in the internal organisation, management and discipline of the school in accordance with the Articles of Government.

The aim of the statement is to ensure that all reasonably practical steps are taken to secure the health, safety and welfare of all persons using the premises which will include, where necessary, the carrying out and recording of risk assessments:

- a) To establish and maintain a safe and healthy environment throughout the school.

- b) To establish and maintain safe working procedures among Greenvale and Bouygues E&S staff and the students, and ensure that contractors also work to safety standards.
- c) To make arrangements for ensuring safety and absence of risks to health in connection with the handling, storage and transport of articles and substances.
- d) To ensure the provision of sufficient information, instruction and supervision to enable all people working on site and pupils to avoid hazards and contribute positively to their own safety and health at work and to ensure that they have access to health and safety training as and when provided.
- e) To maintain a safe and healthy place of work and safe access and egress from it, providing, where necessary, personal protective equipment.
- f) To work together with Bouygues E&S in formulating effective emergency procedures for use in case of fire and other emergencies and for evacuating the school premises.
- g) To lay down procedures to be followed in case of accidents, and comply with the council's accident reporting arrangements.
- h) To provide and maintain adequate welfare facilities.

Summary of Responsibilities in matters concerned with safety

The Head Teacher

The ultimate responsibility for all school safety organisation and activity rests with the Head, who shall:

- Be the focal point for day to day references on safety and give advice
- Co-ordinate the implementation of approved safety procedures in the school. Taking note of Lewisham borough Council's, Lewisham education's and Bouygues E&S safety policies.
- Maintain contact with officers within the council able to offer expert advice. Shall ensure that risk assessments are undertaken by both Greenvale and Bouygues E&S and report all known hazards immediately to the Bouygues E&S help desk and stop any practices or the use of any plant, tools, equipment, machinery, etc s/he considers to be unsafe, until satisfied as to their safety.
- Make recommendations to the Bouygues E&S (where the company is responsible) for additions or improvement to plant, tools, equipment and machinery, etc which is dangerous or potentially so.
- Make or arrange for inspection of premises, places of work and working practices on a regular basis and ensure that s/he is kept informed of accidents and hazardous situations and defects.
- Ensure that arrangements are in place for the procurement and management of Personal Protective Equipment.
- Review from time to time: the provision of first aid in the school and the emergency regulations

- Risk assessments compiled by Greenvale staff with special Health and safety responsibilities.
- The budget available for remedying defects/hazards on the school premises and make recommendations for improving the procedures laid down.
- Review regularly the dissemination of safety information concerning the school.
- Recommend necessary changes and improvements in welfare facilities.
- Report to the Governors on a termly basis about the safety procedures devised at Greenvale.
- Shall ensure, as far as is reasonably practicable, the provision of sufficient information, instruction, training and supervision to enable other employees and pupils to avoid hazards and contribute positively to their own safety at work.
- Encourage the appointment of trade union employee safety representatives and consult with them in the development and maintenance of measures regarding health and safety.

Obligation of all Employees

The Health and Safety at Work Act 1974 states:

"It shall be the duty of every employee while at work:

- To take reasonable care for the health and safety of himself and of any other persons who may be affected by his acts or omissions at work, and as regards a duty of requirement imposed on his employer or any other person by or under any of the relevant statutory provision, to co-operate with him so far as it is necessary to enable that duty or requirement to be performed or complied with."

The Act also states:

"No person shall intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare in pursuance of any of the relevant statutory provisions".

In order that the laws and authority policy are observed, and responsibilities to pupils and other visitors to the school are carried out, all employees are expected:

- A. To know the special safety measures and arrangements to be adopted in their own working areas and to ensure they are applied.

- B. To observe standards of dress consistent with safety and/or hygiene.
- C. to exercise good standards of housekeeping and cleanliness;
- D. To know and apply the emergency procedures in respect of fire and first aid.
- E. to use and not wilfully misuse, neglect or interfere with things provided for his/her own safety and/or the safety of others;
- F. To co-operate with other employees and members of the Bouygues E&S staff in promoting improved safety measures in their school.
- G. To co-operate with the school's appointed safety representative and the Enforcement officer of the health and safety executive or the Public Health Authority.
- H. To report immediately to their manager, or appointed representative, any discovered defect or situation that may be a risk to health or safety.

Managing stress at Greenvale:

Harmful stress reduces performance, creativity and productivity. It is therefore necessary to develop procedures, training measures and support systems to help staff understand and recognise the nature and cause of stress, and take positive steps to manage stress effectively. The School joined the Lewisham well being programme in September 2008. The programme will support the school in assisting with the responsibilities as outlined in this document.

Effective management of stress could:

- Reduce absence and increase quality of work and performance.
- Improve relationships and reduce staff turnover.

Roles and responsibilities:

Head teacher has a Legal responsibility to:

- Ensure the health safety and welfare of all staff
- Carry out risk assessments
- Develop, Implement, monitor and review arrangements to prevent / control stress
- Record and report stress related illness using the councils accident reporting form CS2
- Consult with trade unions and employees.

Employees Responsibility:

Staff must take reasonable care of their own health and Safety and that of other people. Staff should:

- Follow safety procedures and arrangements set out in the health and safety policy
- Discuss the issue with your Head teacher or others e.g. union safety representative.
- Employees have a responsibility to communicate with their managers about stress related problems- managers can not be responsible for what they do not know!
- If communication with management is a perceived difficulty, then an intermediary such as a union representative or another trusted person may be used to facilitate this.

What employees can do about Stress?

Be aware:

- Recognise early signs of stress in yourself and get help – try to identify the causes.
- Discuss the issues with your line manager. If a direct approach would cause stress, an intermediary such as a union representative or trusted colleague can be used.
- For free helpful advice and confidential support staff can contact the **Worklife support** help line 24/7 on **08000 856 148** or visit the **website goes to: www.worklifesupport.com/onlinesupport**. This programme is free to all employees and staff can obtain advice on areas concerning financial, legal, professional matters together with counselling on consumer, childcare, and management problems. The worklife support is provided by the school and is available to all employees at Greenvale. Details for new staff members will be provided during induction.
- Deal with tensions before they become too serious.
- Avoid stressful situations where it is possible and deal with problems assertively.
- Do not hide your feelings and acknowledge them to yourself and share them with others as appropriate.
- Talk problems over with a friend or partner
- Support colleagues who are experiencing any negative effects from stress
- Speak to your GP if you think your health problem is work related.
- Identify your own training and development needs and take responsibility for well being within your job.

Teaching and Non-teaching Staff Holding Posts/Positions of Special Responsibility.

- Have a general responsibility for the application of the authority's safety policy to their own department or area of work and area directly responsible to the Head for the application of existing safety measures and procedures within that department/area of work. Advice or instructions given by the authority and the Head, including the relevant parts of this statement, shall be observed.
 - Shall, where necessary, establish and maintain safe working procedures by carrying out risk assessments including arrangements for ensuring, as far as is reasonably practicable, safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances, (e.g. equipment, chemicals, boiling water, duplication fluid, guillotines).
 - Shall resolve any health and safety problem any member of staff may refer to them and refer to the Head any of these problems for which they cannot achieve a satisfactory solution within the resources available to them.
 - Shall carry out a regular safety inspection and risk assessment of the activities for which they are responsible and, where necessary, submit a report to the Head.
 - Shall ensure, as far as is reasonably practicable, the provision of sufficient information and instruction, training and supervision to enable other employees and pupils to avoid hazards and contribute positively to their own safety and health at work.
- Shall, where appropriate, seek the advice and guidance of the relevant Adviser or Officer of the authority.
- Shall propose to the Head teacher requirements for safety equipment and on repair or improvements to plant, tools, equipment or machinery which are dangerous or potentially so.

Special obligations of class Teachers

The safety of students in classrooms, laboratories and workshops is the responsibility of class teachers; teachers have traditionally carried responsibility for the safety of pupils when they are in their charge. If for any reason, e.g. the condition or location of equipment, the physical state of the room or the splitting of a class for practical work, a teacher considers s/he cannot accept this responsibility; s/he should discuss the matter with the Head before proceeding with the planned task.

Class teachers are expected:

To exercise effective supervision of the students and to know the emergency Procedures in respect of fire, bomb scare and first aid, and to carry them out.

- A. To know the special safety measure to be adopted in their own special teaching Areas and to ensure that they are applied
- B. To give clear instructions and warnings as often as necessary
- C. To follow safe working procedures personally
- D. To call for protective clothing, guards, special safe working procedures, etc Where necessary
- E. To make recommendations to their head of department, e.g. on safety equipment and on additions or improvements to plant, tools, equipment or machinery which are dangerous or potentially so.

The student

Within the reasonable limits imposed by their disability:

- A. To exercise personal responsibility for the safety of self and classmates
- B. To observe standards of dress consistent with safety and/or hygiene (this would Preclude unsuitable footwear, knives and other items considered dangerous)
- C. To observe all the safety rules of the school and in particular the instructions of Teaching staff given in an emergency
- D. To use and not wilfully misuse, neglect or interfere with things provided for His/her safety.

NB All pupils and parents should be made aware of the contents of this section.

Arrangements and Procedures

Supervision of students

General arrangements for the supervision of students are given in the staff handbook.

Accidents and incident reporting

A record of all accidents and incidents in the school will be maintained by the school.

All accidents and incidents will be reviewed on a weekly basis by the Head teacher and members of the leadership team, and any corrective measures implemented to minimise the possibility of recurrence. The Head teacher is responsible for providing an annual report of all accidents/incidents and evidence of action to the governing body. Reported accidents to students are presented each term to governors of the student services committee. The governors on the resources committee also receive a report detailing the accidents to Greenvale staff each term.

Accidents to staff and students will be logged on the official accident (CS2) form. These forms should be given to the facilities Manager in the main office. Staff must be particularly careful to report and record all personal accidents and incidents in case there are complications later. Parents will be informed about accidents in writing in the home school contact book, even if it is a minor one.

If a student has suffered a head injury. The school nurse, the special needs health care assistant or a trained first aider would examine the student and following consultation with the Head teacher, decide if further medical attention at the hospital is required.

In all cases the parents will be informed about accidents and any action to be taken such as the hospital that the student will be taken. In all cases students will be accompanied to the hospital by a member of Greenvale staff.

CS2 Forms

Staff that have been injured at work and have been absent from work for seven days or more will require in addition to the CS2 accident form a HSE's **F2508 Report of an injury or dangerous occurrence** (RIDDOR) form. This form will be sent to the Health and safety executive and a copy retained at the school which is available to staff on request.

Internal incident forms

Incident forms are available on the server or from the school main office. All members of staff may complete an incident form. This form is to record behaviour that is out of the ordinary. Completed forms are kept in the office. An incident may result in injury, property damage, and use of physical intervention or restraint, involving staff visitors or students. Events for recording may also include incidents where an individual has used verbal threats and abuse.

Physical intervention record book

The book is available in the main office and is a permanent record of physical interventions used by staff

BEHAVIOUR POLICY AND GUIDELINES **(REVIEWED FEBRUARY 2013)**

POLICY

Student behaviour covers a wide range of issues. This includes positive and socially appropriate behaviour both within the school community and within the community in its widest sense.

The Governing Body statement of Principles

The governing body believes that in order to enable effective teaching and learning to take place the encouragement of positive behaviour in all aspects of school life is necessary. It seeks to create a supportive learning environment in the school by:

- Promoting a culture of praise and encouragement in which all students can achieve
- Promoting positive behavior
- Encouraging students to work towards managing their own behaviour.
- Promoting consideration and respect for others and self
- Ensuring equality and fairness of treatment for all
- Encouraging consistency of response to both positive and negative behavior through use of a “Behaviour Support Plan”

- Promoting early intervention and encouraging the involvement of the MDT to meet the needs of the student
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school’s policy and procedures

Furthermore the school is committed to using the Team Teach approach to support behaviour management. The Team Teach approach suggests a range of positive handling risk reduction strategies, 95% of which is non physical. The remaining strategies involve physical interventions including guides, controls and holds, all of which would be classed as the positive application of force. It is only acceptable for staff to use force in the circumstances described in the section, “The Law”.

Roles and Responsibilities

- The Governing Body will establish, in consultation with the Head teachers, staff and parents, a policy for the promotion of positive behavior and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear.
- The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behavior Policy.
- The Head teacher will be responsible for developing and the implementation and day-to-day management of the policy and procedures.
- All staff teaching and support staff have the power to discipline and impose sanctions in line with the school behavior policy and individual behavior support plans. This applies both on the school premises and outside school on visits. In an extreme situation the head teacher can

decide to exclude a pupil for a fixed period or to permanently exclude them

- School staff has the right to search a pupil with their consent for any item and without their consent for prohibited items which may cause harm to them or others. Any such search should only be carried out following discussion with the SLT.

- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff has a key role in advising the head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head teachers, for creating a high quality learning environment, teaching positive behavior for learning and implementing the agreed policy and procedures consistently. The Governing Body, head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

- The school will encourage parents to work in partnership with the school to assist it in encouraging positive behavior and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

- Parents will be asked to sign the Home school agreement which outlines responsibilities including those around supporting encouragement of positive behavior and attendance

- Students are encouraged to work towards managing their own behavior and will be made aware of the school policy, rules, procedure and expectations at a level appropriate to their ability.

Rewards

- A school ethos of encouragement is at the heart of encouraging positive behavior. Rewards are an integral means of achieving this. They motivate students and play a role in helping them to realize that positive behavior, self-awareness and responsibility to self and others is valued.

- The system of rewards has an emphasis on praise both informal and formal to individuals and groups.

Sanctions

- Sanctions are sometimes needed to respond to undesirable behavior. It is essential to use sanctions which are appropriate to the student's level of understanding and which are relevant to the situation.
- Agreed sanctions will be detailed in a student's behavior plan. They will be used alongside agreed rewards and reviewed by the class team on a regular basis

Training

All new staff receives training on the behavior policy and behavior management as part of the induction programme. As detailed in the policy we are using the Team Teach approach in school. The majority of staff are trained in the Team Teach approach and have had the 12 hour training. The course is refreshed every 2 years and in addition physical interventions are practiced at staff meetings and briefings. Annie Slater is a Team Teach trainer and lead on training staff in this area.

GENERAL PHILOSOPHY

The school's philosophy with regard to behaviour will be based on working towards the individual managing their own behaviour. The main concepts should be based on consideration and respect for others and self. Development of this will be based in class group work and within the PSHE curriculum groups. Expectations should be high, but must also take account of the specific emotional needs of individual students. Following School rules is encouraged but because of the individual needs of students a level of flexibility may be necessary at times.

School Rules

Staff should take a clear lead in developing socially acceptable conduct by actively encouraging age appropriate behaviour and discouraging behaviours which are socially inappropriate to the age of the student, such as cuddling, sitting on knees or over familiarity with staff or strangers.

Assaultive or challenging behaviour, because of its "visibility" and need for immediate intervention, can be seen as the most crucial area of a behaviour policy. While appropriate strategies for managing these situations are vital, it should not detract from the importance of developing appropriate behaviour throughout the student population.

Challenging or difficult behaviour can be seen in students from across the whole range of ability at Greenvale, including those with ASD, PMLD, and even some of the most able with SLD. All students should be treated equally and with respect, regardless of their behaviour. Working with and managing such students can be extremely stressful, but it is essential that staff never take incidents of assaultive behaviour personally, or suggest that a student should know better than to behave in this way. It is the behaviour that is not acceptable NOT the student. It is vital that staff are positive and resume a normal relationship with the student when the incident has passed, and

sanctions or agreed strategies have been implemented. This will ensure that positive reinforcement is received for acceptable behaviour.

Staff must be aware of the need to respect the preferences of students, particularly those who are post 16. Where student's express clear preferences, these must be referred to the SLT, so that appropriate strategies and arrangements can be made, which both meet the needs of the student and are practical for the school to deliver.

In the Key Stage 5, the Student Forum forms part of the strategy for developing the skills of individual students in managing their own behaviour as do the tutorial and guidance sessions. Unless there are over-riding factors relating to safety, or the student's wellbeing, the student's right to confidentiality in individual guidance sessions should always be respected.

Appropriate levels of praise should be used with all students, to reinforce progress and desirable behaviour. In this context the term "behaviour" should be taken in its widest sense and should include positive attitudes to work and care and consideration shown to others, particularly where this derives from the student's own initiative.

Incidents of bullying, whether physical or verbal, must always be addressed. Bullying is defined as actions or words that are persistent and repeated which leads to the victim feeling personally intimidated or humiliated. Each case will be addressed individually, but in all cases parents, Key Stage co-ordinators, Learning Mentors will be involved in resolving the situation. Students who are responsible for bullying should be reminded of their responsibilities to others and in the case of students in Key Stage 5, it might be appropriate to discuss issues of bullying in the forum group. Persistent bullying may require closer monitoring of the student during less structured parts of the day e.g. break time, and a structured behaviour programme may need to be implemented. There are LEA forms for recording persistent bullying (staff should seek SLT support if they think this may be appropriate).

The first strategy in the case of inappropriate behaviour should be the use of positive reinforcement of "good" behaviour. The second strategy should be to use sanctions which are appropriate to the student's level of understanding and which are relevant to the situation. These may range from ignoring the inappropriate behaviour, to withdrawal of privileges or isolation from the group. It may also be necessary, on occasions, to try to avoid the situations which trigger undesirable or inappropriate actions, in an attempt to break the cycle of negative response to the particular situation. It should be noted that ignoring behaviours or avoiding triggers should never be seen as "giving in" to the student. They are valid and often successful strategies. Any rewards /sanctions used with individual students should be detailed in the form of a "Behaviour Support Plan"

Excluding students for aggressive behaviour would only be used as a last resort in an extreme situation and only in specific circumstances. The majority of students who exhibit aggressive behaviour at Greenvale would not

understand the reason for their exclusion and so it would have no impact on their future behaviour.

Corporal punishment is not permitted under any circumstances. Guidance on restraint, should it be needed, is contained under the heading relating to corporal punishment.

GUIDELINES AND PROCEDURES

Strategies for Dealing with Challenging Behaviour

At Greenvale we are committed to using the Team Teach approach to support behaviour management. The Team Teach approach suggests a range of positive handling risk reduction strategies, 95% of which is non-physical. The remaining strategies involve physical interventions including guides, controls and holds, all of which would be classed as the positive application of force. It is however, only acceptable to use force in the circumstances described in the previous section, "The Law".

- An approach that encourages and supports good behaviour should be used, including praise and concrete rewards. Sanctions should be considered second. It is very important that the reward or sanction is understandable to the student, for instance a sanction should be carried out as soon after the incident as possible
- Parents/carers should be consulted and supported to work in partnership with school staff
- In house teams and or the MDT as appropriate should be consulted in the development of interventions / strategies
- When considering rewards / sanctions staff should be certain that it is possible to carry it out and that it fits with agreed policies and procedures
- Agreed strategies agreed will be presented in the form of a Behaviour Support Plan and shared with all staff to ensure a consistent approach. If possible the student concerned should be involved in discussion to agree rewards or sanctions for behaviour
- Staff should make expectations and consequences clear, keeping information simple or use symbols and concrete re-enforcers as appropriate.
- Staff should activate the Assistance Alarm if further assistance is required in a particular situation
- Physical intervention should only be used if an individual is a danger to themselves or others and it is considered to be more dangerous *not* to

intervene. Staff trained in Team Teach should only carry this out. When possible remove others from a volatile situation so as to avoid a physical confrontation with the agitated individual.

Behaviour Support Plans

All students have a student profile with information about their individual needs. Some students also have a Behaviour Support Plan. These have been completed for all students who may present challenging behaviour. These need to be continually reviewed and updated, particularly when;

- a) a new physical intervention is used in response to a dangerous situation
- b) the student's behaviours have changed
- c) a new strategy for defusing the situation is found to be effective

Each plan is drawn up by those working most closely with the student and takes account of our duty to keep those in our charge safe. Everyone needs to adhere to the plan for consistency and support each other fully. Staff should remember that physical intervention should only be used if the person is a danger to themselves or others. The profiles and plans are on the server in individual student files. A hard copy of the behaviour support plan can also be found in the Staff Room.

Vocabulary used

Team Teach advocates use of set "scripts" during challenging situations these will help staff respond appropriately and may help the young person calm more quickly

- Remember help scripts for staff to staff - "Help available"
"More help available"
- Remember help scripts for staff to students- "I can tell you're upset"
"Talk and I'll listen"
"I'm here to help"

Recording and Reporting

It is extremely important to record and report incidents of challenging or unusual behaviour. All forms will contribute to the on-going assessment of a student's behaviour. This information can help to indicate triggers, devise management strategies or a necessary change in strategy. It can help us to make decisions about allocating resources, to an individual or class group. It is important to remember that any additional finance from the LEA for 1:1 staffing will only be granted if we can produce evidence that is necessary. Importantly they may also show evidence of progress as the student's behaviour improves and recorded incidents diminish.

Good communication between staff, parents and other professionals is essential to developing positive behaviour throughout school. Clear information about behaviour and strategies, ensures a consistent approach.

At Greenvale information is recorded and reported by a variety of means:

- Behaviour Support Plans and ASD Passports
- Communication with parents - it is important to communicate effectively with parents or carers, and share information about student behaviour. This takes place via the home school diary, through telephone conversations, annual reviews, reports and parents evenings.
 - Internal incident form – used to record behaviour that is out of the ordinary. Completed forms are kept in the office and blank forms are kept in the office and on the server. An Incident may result in injury, property damage, **use of physical intervention or restraint**, involving staff, visitors or students. Events for recording may also include incidents where an individual has used verbal threats and abuse.
 - Physical Intervention record Book (introduced July 2008) – a permanent record of physical interventions used by staff
 - Lewisham accident form – used to record when actual bodily harm has occurred e.g. when there is tissue damage or prolonged pain. This form can be completed a day or two later if the injury appears more serious. (Some trade unions advise staff to complete an accident form if there has been a “near miss”)
 - Risk assessment – completed for each student with brief details included on curriculum group information. This will help teachers working with an individual assess the level of support necessary for in school or out of school activities.
 - Charts to record recurrent behaviour - These may be designed for the individual student or follow a prescribed format e.g. ABC chart (Antecedent/Behaviour/Conclusion). These records may help to establish a pattern or particular triggers for the undesirable behaviour. The educational psychologist may help with the design of an appropriate format for the situation.

Incidents forms are on the server (Shared work/behaviour and risk assessment)

From September 2008 all incident forms where physical intervention has taken place will be entered in a bound and numbered book so each incident form will relate to a numbered record

Physical Contact with Students

As Greenvale is a secondary school, we should encourage students to behave in an appropriate manner towards staff and visitors. It is necessary to have regular physical contact with many of the students to support them with their physical and personal needs. This is completely acceptable providing guidelines are followed. However, staff should not hold hands / link arms with students unless they have difficulty walking or there are other safety reasons.

Students should not be allowed to cuddle, kiss or sit on staff laps. Likewise staff should not engage in jokey physical contact with students.

The behaviour policy states that physical intervention is only acceptable as a final resort. If it is used, then it should be recorded in the physical intervention Bound and Numbered book in the Office. If it is used for the first time with a student then parents need to be informed and a behaviour support plan devised.

Use of Force and Corporal Punishment

In November 2007 The Department for Children, Schools and Families issued guidance for schools in England, on “*The use of force to control or restrain students*”. It can be found on the school server and on Teacher net <http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/usefulinformation/useofforceguidance/> (This guidance supersedes DfES circular 10/98, which is no longer current). The guidance is non statutory. This means there is no legal requirement for schools to follow it. However, the guidance should help schools to understand what the law means in practical terms as well as providing us with advice on good practice. There is also additional guidance for special schools relating to students who display extreme behaviour in association with learning difficulties or ASD. This can be found at www.teachernet.gov.uk/wholeschool/sen/piguide.

The Law

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is **reasonable** in the circumstances to prevent a student from doing or continuing to do any of the following:

- Committing an offence
 - Causing personal injury to or damage to the property of, any person (including self-injury)
- Causing serious disruption

There is no legal definition of when it is reasonable to use force to control or restrain a student. However there is an expectation in law that the use of force with a student should be "reasonable", "proportionate " and “necessary”. We would expect staff to use the least intrusive and least restrictive intervention for the shortest possible time to keep everyone safe.

Guidance on using force at Greenvale

Staff should be trained to intervene using safe, physical interventions or force. If physical intervention is considered necessary it should be used for as short a time as possible, using the least restrictive approach possible. At present Greenvale School staff are trained using the Team Teach approach. A12 hour training session looks at different strategies for diffusing confrontational situations and techniques to avoid getting hurt in physical confrontations in addition to safe, non-harmful physical intervention. If following discussions with the SLT, AST, Learning Mentors, ASD TLR and class teacher it is felt

that physical intervention may need to be used in a particular situation to protect the student or others from harm then it should be recorded in the student's Behaviour Support Plan, and parents and student should be consulted. If there is an unforeseen event and it is necessary to use unplanned physical intervention with a student, then this is acceptable as a one off. However following this incident a Behaviour Support Plan must be produced and students and parents consulted.

Unlawful use of force

It is always unlawful to use force to control or restrain as punishment. Corporal punishment is not permitted under any circumstances. There has to be a distinction between restraint, which can sometimes be necessary, and corporal punishment. A very rough guide would suggest that a student could be held if it is in their behaviour support plan, or as a one off in an unexpected situation to prevent them doing something that will put themselves or others at risk, but cannot be hit or smacked, or restrained as a form of punishment or behaviour modification.

Unreasonable levels of force

The following actions would almost always be deemed unreasonable.

- * Striking a student
- * Exerting excessive pressure on any part of a student's body
- * Causing actual injury to a student
- * Forcing a student's arm up her/his back
- * Squeezing a student's neck or windpipe
- * Sitting on a student
- * Shaking a student
- * Lifting a student off the floor in order to intimidate
- * Pulling a student's hair

Seclusion

Definition: The joint guidance issued by the department of Health and the Dept for Education and Skills (July 2002) determines that:

“Seclusion involves separating an adult or child against their will, restricting their freedom of movement and forcing them to spend time alone”

The use of seclusion must be seen as a restrictive physical intervention and should be recorded as such if it is used.

Greenvale staff may use “time out/quiet/thinking” room for individuals who are becoming agitated. These small group rooms adjoining the classrooms can be used for students who need to calm down away from the class group.

Students can be encouraged to see this as a positive way to manage their own behaviour. They should be encouraged to go for a short time (use timers to set limits) when they become agitated. Staff should always be able to observe the individual through the glass panel in the door.

If a student's behaviour becomes extremely aggressive in class, and others are in danger it may be possible to remove the other students but, in certain circumstances, it may be necessary for staff to take an individual to a calm, safe room using a Team Teach physical intervention.

If the student tries to force their way out of the room it may be necessary to **temporarily restrict their liberty** while help is called. Staff may need to remain on the other side of the door and hold the door closed if necessary. Students who are restricted in a room should be watched at all times and should only be left on their own for a short time. As soon as the individual seems calm, staff should ask permission to re-enter the room

Any situation where staff have had to restrict an individual's liberty should be recorded as a physical intervention on an incident report form and in the bound and numbered journal.

If it is seen to be in the best interests of the individual for staff to physically intervene, it would be written into a behaviour support plan as one of the planned reactive strategies.

References: BILD guidance on the use of seclusion 2002
DFES guidance on use of restrictive physical interventions

Inappropriate Interactions

Staff must ensure at all times that they **never** discuss the behaviour of a student in front of them or within earshot of other students.

Staff should speak to students with respect. Statements like "You're disgusting", or "you are a horrible child", "I've had enough of you today" and "Shut up" are **never** acceptable. Such phrases may reinforce negative behaviour, and we need to remember that no matter how difficult or challenging a student is, their behaviour is probably not intentional, and staff should never take it personally.

Staff should not threaten violence. Statements like, "if you pull my hair, I will pull yours", or "kick me again and I'll kick you back" are **not** acceptable.

It is always inappropriate to continue to ignore or to be cool towards a student once the incident is over and the sanction or agreed strategies have been implemented.

Staff should never push a student or pull them or their clothing or using a lifting belt in order to move them away from or to an area. If a student is refusing to move we should be encouraging them verbally, through use of

symbols or by physically guiding them as shown in Team Teach training if the situation warrants a physical intervention.

Help Available in Promoting Positive Behaviour

Promoting positive behaviour and dealing with incidents of challenging behaviour can be very stressful and needs a team approach. Learning Mentors, the Senior Leadership Team (SLT), AST for behaviour, the ASD coordinator and the in-house Team Teach trainers are available to support the class teacher in all aspects of behaviour management. If help is required during an incident staff should press the assistance alarm, located by the door in each room, or contact the office by telephone, depending on the level of urgency. Additional help is available if a student is acting out and becoming assaultive; however it remains the responsibility of the class teacher and team to deal with the low level difficult or disruptive behaviour.

The Learning Mentors and other named staff are available to discuss student's behaviour and advice on appropriate strategies to put on the Behaviour Support Plans. It is important that staff tell the SLT if they lack confidence or are worried about a particular situation, so that support can be given.

Dealing with students who present challenging behaviour or assaultive behaviour is demanding and highly stressful, the SLT, AST or Learning Mentors are always available to talk to staff after an incident and can arrange for individual staff to have some time out if they have been assaulted.

Educational Psychologist

It may be appropriate to refer a student to the Educational Psychologist if we feel that we need additional support. With parental permission the Educational Psychologist can offer advice and support on managing behaviour. A referral can be made via the SLT.

Medical Staff

In some circumstances it will be appropriate to discuss student behaviour with the school doctor or nurse, who may offer practical advice or suggest a referral to a Clinical Psychologist or Child and Adolescent Mental Health team (CAMHS).

MDT

The Speech and Language Therapist, Physiotherapists, and Occupational Therapist may also be able to contribute to discussions on behaviour management plans for individual students.

Team Teach

There is support and advice on Team Teach for all trained staff available on the Team Teach Website at WWW.team-teach.co.uk you can register using the details on the front of your Team Teach booklet.

DFE publications on behaviour and discipline in schools

Several guidance booklets are available on the DFE website they detail what should be in place in schools, responsibilities and the law in relation to behaviour and discipline.

Abusive behaviour on the school premises

Greenvale School serves the community. Our staff is part of this community and aim to provide fair and efficient services to all, regardless of race, gender, age, sexuality, religion or disability.

In providing these services, our staff will not tolerate any abuse, be it verbal (including telephone conversations) or physical, racist, sexist or otherwise towards any member of staff, or anyone else in the community.

Greenvale staff will challenge any such behaviour, and the local authority will support the school in taking action.

Managing aggressive adults

When it is possible, special arrangements for a meeting with a potentially aggressive adult should be made in advance. This will allow time for an appropriate safe venue to be arranged and the Head teacher or the deputy Head teacher to be informed about the meeting.

If the meeting takes place on an informal basis (i.e. spur of the moment) then efforts should be made to inform the leadership team that a meeting is about to take place.

Avoid isolated areas of the school for meetings. Ideally the room selected for the meeting should have an alternative means of exit. Avoid situations where the parent is placed between the member of staff conducting the meeting and the exit. Information about parents with known aggressive behaviour should be provided to staff.

Precautions to prevent the risk of actual injury from assault must be taken when dealing with adults that are known to be potentially violent or confrontational. This may involve another member of staff being in attendance or close by during a meeting.

A two way radio will be made available to the staff and there is an assistance button in every Classroom. A room could be designated for special consultation purposes with thought given to the layout and the furniture contents within the selected room.

At the first sign of violence or the threat of violence. Withdraw to a place of safety. The School will call the police to escort the visitor from the school building.

Pupils taking medicines

Medication must only be given by the School Nurse, Head teacher, Deputy Head teacher, a member of the senior leadership Team or specifically trained members of staff. Medication will only be given if parents/carers have given their permission in writing. Medication will only be administered from original containers which indicate that they are prescribed for the specific student. All administration of medication must be recorded on the relevant student record card which is kept with the medication. Medication must never be left unsupervised and must always be locked away after use.

Rectal Diazepam or any other invasive treatment must only be administered by the School Nurse or designated trained member of staff. In the case of

students who may require Rectal Diazepam while off site, this may be administered in emergency by a member of staff who has been appropriately trained, and agrees to accept this responsibility. As is agreed practice, male members of staff must not administer Rectal Diazepam to female students.

Contract transport

Home to school transport is provided by door 2 door and supervision of pupils while on the bus or in transit is the responsibility of door 2 door Transport. Procedures are in place for the safe arrival and departure of students using door2door transport.

In the event of a fire

If the fire alarm is activated during times when students are arriving or departing on door 2 door transport. The door 2 door staff will ensure that the students already aboard their buses will be taken to a safer location away from the school building and await further instruction. Door 2 door staff and parents bringing in students from home should not attempt to bring students into the school building once the fire alarm has been activated.

The movement of children between different parts of the building

Teachers are responsible for arranging appropriate levels of supervision when students are moving around the building. Specific guidelines on moving non-ambulant students and managing wheelchairs are contained in the staff handbook.

The action of students in Life skills rooms and other practical rooms, including the gym

Guidance on safety in these areas is contained in separate "notes of guidance".

These are entitled:

"Applying safety principles in the Gym environment"

"Safety regulations for the teaching of swimming at Greenvale"

"Safety in the Life skills Room"

Copies of these notes can be obtained from the Head teacher.

Car parking

Car parking on site is only permitted in designated secure parking areas. Vehicles must not park within the restricted yellow boxed area.

The presence on site of contractors and visitors

Contractors visiting the school and working on behalf of Bouygues E&S must obtain permission from the Bouygues E&S Premises Officer before commencing any work at the school. The Premises officer must liaise with the school before contractors can begin work that may cause disruption and disturbance during hours. Risk assessments should be carried out by contractors and control measures must be in place before work can commence within the school building or grounds. All contractors must sign the visitor's book situated in the reception area.

Work must be conducted according to the Contractor site rules prepared by Bouygues Energies and Services and the health and safety guidelines laid down in this policy.

All contractors entering the school and working within the building & grounds on behalf of the School will be required to produce risk assessments that will be kept on file in the school office. All contractors are requested to sign-in the visitor's book and wear a visitor's pass while working within the school building. The visitors pass has information on the reverse of the pass about what to do in the event of a fire and the location of the designated fire assembly point. All visitors are expected to comply with the fire evacuation procedures and await a roll call of visitors/ contractors assembled at the fire assembly point.

All persons leaving the school must sign out before they leave the building.

Contractors working on behalf of the school will be managed, controlled and monitored:

- To ensure that the quality of the work and the methods and materials are agreed;
- To ensure that agreed safety precautions are being maintained so not to expose persons on the premises and others to risks from contractors working on site
- To make sure that contractors are fully aware of the nature of the school and the vulnerability of Greenvale students
- Contractors will be required to produce safety and welfare policies and safety procedures before any agreed work can proceed
- Detailed method statements and Permit to work systems will be required for potentially hazardous procedures. The school should seek advice and guidance from estate management the school's link officer regarding potentially hazardous operations.
- To have in place Public liability insurance
- To have in place Employers Liability insurance
- To have in place Professional negligence insurance

The school has a duty of care to:

- Nominate a competent person to undertake health and safety responsibilities on behalf of the school
- To ensure that the appointed contractor is competent to undertake the work and has knowledge of relevant statutory provisions and health and safety requirements

- To make sure that contractors are aware of any health and safety risks on the school premises
- To ensure work activities do not endanger the contractors, students, employees or school visitors
- To liaise with the contractor and jointly work towards ensuring health and safety.
- To carry out a risk assessment for the proposed work
- To provide relevant copies of school health & safety policies and procedures e.g. fire and emergency safety procedures
- To ensure that contractors tendering for contracts have in place Public liability insurance
- To ensure that contractors have in place Employers Liability insurance
- To ensure that contractors have in place Professional negligence insurance

Provision of First Aid

First Aid boxes are provided in each classroom and in the medical room, staff room, main school office and the school minibus and car.

There is an appointed trained first aider who is responsible for ensuring that First Aid boxes contain only approved supplies and is kept up to date and complete.

Emergency Procedures

In the case of illness or accident, detailed guidance is given in the staff handbook.

If an ambulance is called, a member of staff should accompany the student in the Ambulance.

Accidents should be reported and recorded by the senior member of staff present when the accident occurred. Accident and incident forms are kept by the Facilities manager in the main office.

Personal protective Equipment

Arrangements are in place for two resource support assistants who will have the responsibility for the procurement, management/ distribution of personal protective equipment used in the prevention of bacterial infection. The personal protective equipment includes purchasing disposable aprons, gloves and other hygiene supplies which will be used by staff during student personal care. The school also provides protective equipment for garden maintenance, Life skills, art, hydro, arrivals and departures of vehicles, school visits and the maintenance of the school premises.

Control of hazardous Substances

Environment / Hazards

All staff has a duty to report hazards and defects. These should be reported to the facilities manager and he will report the hazard or defect to the Bouygues E&S help desk. Bouygues E&S will record the details of the hazard and appoint the appropriate staff to respond to the reported hazard or defect.

Risk Assessments

The Facilities Manager of Greenvale School and Bouygues E&S have identified and compiled risk assessments for all hazardous substances used within the school building and grounds. The risk assessments are printed in the 2010 risk assessment folder. The risk assessments may also be viewed on line in staff share. Bouygues E&S has prepared their own risk assessments and has safety procedures in place for controlling hazardous substances that may be seen on request.

Cleaning materials

Most of the hazardous substances used within Greenvale School are associated with cleaning; personnel hygiene and maintenance products used on a daily basis by the school and Bouygues E&S. Cleaning products should be locked in secure cupboards until required.

When potentially hazardous products are delivered to the school they will be immediately stored in secure storage and these cupboards will have appropriate safety signage indicating hazardous chemicals are stored within. The Greenvale and Bouygues E&S staff working with potentially hazardous chemicals will be provided with appropriate overalls, face masks, rubber gloves and safety shoes if required when working with products such as floor stripper or bleach solutions. A COSHH list of the hygiene products used by Greenvale staff is on file and kept in the facilities manager's office in case of emergency and a wall chart detailing Hazardous substances safety signs are displayed within the School. Bouygues E&S has also prepared risk assessments and COSHH lists that are available on request to all staff.

Hydro chemicals

Chemicals used to maintain the hydro pool are stored in a secure area at the rear of the hydro pool. This area is off limits to students and has a safety signage in place.

Personnel Hygiene Materials

All the products used at Greenvale for personnel student hygiene will be immediately stored following delivery and locked in the laundry room and other secure storage units around the school which are clearly marked with warning safety signs

The products used at Greenvale have had the COSHH details recorded and filed with the facilities Manager in case of emergency. Protective gloves and aprons and face masks are available at all times.

Science Materials

At Greenvale School the only hazardous substances used for science experiments are a limited number of cleaning products which have been recorded on the COSHH list which is filed and available in case of emergency. All science stores and equipment are kept in a secure cupboard within the

science room Protective gloves and aprons and face masks are available for use at all times.

Oxygen storage

At the present time there is no oxygen storage bottles stored at Greenvale School.

Gas

The gas oven heaters in the kitchen are inspected annually by an approved gas safety contractor appointed by Ecovert. All Gas pipes at Greenvale have been painted with yellow paint to indicate gas supply. Any report of a gas smell is immediately reported to the Bouygues E&S help desk who will immediately contact the Gas service provider for inspection.

Medicines

All drugs and medicines are labelled and are kept in a secure medical cabinet in the Medical room and supervised by the School nurse. The keys are located in the main front office.

The School has asked that all parents who are sending in drugs to be administered during the day, to hand them directly to the School bus guide who in turn will hand the drugs to a member of the classroom staff for secure storage in a class medical cupboard. The student must not play any part in the transportation of drugs or medicines. Parents are also asked to include any items such as drugs or medicine sent into school in the student home book. All medications are now sent home on the last day of term / ½ term (therefore no drugs are stored on school premises over the school holidays).

Fire safety

An annual written Fire risk assessment and school inspection of the school is conducted by Chris Giles the fire safety officer for the local authority.

If fire is discovered the nearest fire alarm should be operated. Each classroom has displayed written details of emergency exit routes and information about a fire evacuation assembly point. The school administration officer or her deputy will alert the Fire brigade and collect registers to ensure all who are on the premises are accounted for. Further details are available in the fire evacuation procedures for Greenvale.

Fire drills will take place a minimum of once each term are conducted by the Bouygues E&S team. All fire equipment is regularly inspected and maintained by an approved contractor on behalf of Bouygues E&S.

Out of School Activities

Refer to staff handbook

Electrical Safety

Only equipment which has a current Portable appliance testing label should be used in school. Electrical safety checks of portable equipment will be carried out annually by appointed qualified personnel annually and electrical fixtures within the school will be checked by a Bouygues E&S approved contractor every five years.

Working from height

Greenvale staff members are requested not to attempt to work from height. The school has provided kick steps to all areas of the school building to be used to aid staff with school display work and in the management of resources that may be sited above head height.

Asbestos

There is no Asbestos located within the school building or grounds at Greenvale School. The asbestos register details the removal of all asbestos from the present Greenvale site during the rebuild and is available in the main office for inspection.

Lifts

The two lifts used at Greenvale are inspected every three months and there is a six monthly (LOLER) Lifting Operations lifting Equipment Regulations service inspection carried out by Temple lifts. There is a weekly communication check carried out by Bouygues Energies. The school has installed a swipe card access system to prevent unauthorised access. Bouygues Energies & services premises team have received lift evacuation training. The lifts are both fitted with an assistance call alarm in case of emergency. There is an annual safety compliance inspection of the lifts carried out on behalf of the authority by a company called Bureau Veritas.

Working alone Guidelines for Greenvale School

Greenvale staff will not under any circumstances be working in the school alone.

Greenvale staff may only gain entry to the school outside the agreed normal school hours with the permission of the Head teacher and Bouygues E&S.

Staff that are on site during the school holidays or out of hours must sign in as normal and make their presence known to the duty premises officer or security staff.

The school recommends that you give the premises staff your likely working area within the school and a possible indication of your likely departure time.

Staff should not attempt to engage in work that could be considered hazardous such as working from height. Greenvale staff should switch off all electrical appliances after use and lock any external doors and windows that have opened during the day by staff.

All staff must sign out as normal and if possible inform the premises officer of your departure.

Inspections/Audits

A meeting between Greenvale and Bouygues E&S staff is held on a weekly and monthly basis to discuss premises issues, statutory maintenance and health and safety matters. These meetings are recorded. Health and safety matters are also discussed at weekly staff briefings, Leadership, class and staff meetings.

An inspection and a recorded risk assessment of the premises to identify health and safety issues will be carried out by the Bouygues E&S premises officer on a six monthly basis. There is also a daily routine safety inspection carried out by Bouygues E&S staff of all areas of the School and grounds. The school Facilities manager will make weekly inspections of the school and grounds before the weekly meeting with Bouygues E&S and report his findings.

New Staff

New staff will be subject to an induction process which will include health and safety issues. All new staff will receive copies of the health and safety policy within the staff handbook.

Information

A copy of the health and safety policy, risk assessments and safety procedures will be kept for open inspection in the staffroom and is available on line in staff share

Further advice can be obtained from the Head teacher / Head of School or the Facilities manager.

Infectious Diseases and Other Illnesses

In the case of infectious disease or other illness, the advice of the Head teacher/ Head of school or deputy head teachers must be sought.

Monitoring

This policy will be reviewed annually by the governing body

Statutory maintenance

All statutory maintenance work will be recorded by Bouygues E&S and reported to the school by Bouygues E&S at the weekly meetings held to discuss premises issues. Any failures detected following the statutory

safety inspections must be reported to the school and a plan of action should be put in place to resolve the fault as soon as possible. The school will monitor the progress of the action through weekly and monthly meetings with Bouygues E&S.

- Annual Portable electrical appliance testing and maintaining records.
- Annual maintenance programme to be in place
- Fixed wiring testing (every five years)
- Gas appliance servicing and maintaining records.
- Servicing lifts and maintaining records.
- Water safety tests

Fire Safety and Emergency planning

- Fire risk assessment to be completed signed and dated.
- Fire evacuation procedures to be in place.
- Evacuation plan for relocation to another location. Ecovert/ School joint planning.
- Fire log in place in the main office showing recorded alarm testing, evacuation drills & fire alarm and equipment servicing.
- Emergency procedures for gas leaks, burst water pipes, bomb threats.
- Bouygues E&S staff to have received appropriate fire safety training.

Fire I

If fire is discovered the nearest fire alarm should be operated. Each classroom has displayed written details of emergency exit routes and information about a fire evacuation assembly point. The school administration officer or her deputy will alert the Fire brigade and collect registers to ensure all who are on the premises are accounted for. Further details are available in the fire Evacuation procedures for Greenvale.

Fire drills will take place a minimum of once each half term are conducted by the Bouygues E&S team. All fire equipment is regularly inspected and maintained by an approved contractor on behalf of Bouygues E&S.

School Safety inspections

- Safety inspections to be completed and recorded by Bouygues E&S
- Slips trips and fall to be identified and recorded
- Inspection of the school and grounds to identify possible health and safety risks and the findings to be recorded and the documented evidence retained
- Actions/ safety control measures to be identified and completed.

Greenvale school specific health and safety responsibilities, risk assessments Safety procedures/control measures.

The risk assessments compiled by the school will be reviewed following an accident, change in personnel, building works or other incidents that could indicate that procedures are not working or require changing. Risk assessment procedures should be reviewed annually. General school risk assessments associated with the premises are compiled by the facilities Manager.

Specific areas listed below for assessment are compiled by Greenvale staff with an appointed responsibility or experience in a particular class, group or area.

Specific risk assessments, safety procedures and control measures

- Health and safety policy reviewed annually
- Policy briefed to staff.
- Educational visits RA and Safety procedures compiled by the Visits Co-ordinator Lynne Haines
- Physical education RA and safety procedures in place.
- PE equipment annual safety test certificate.
- Swimming/ Hydro RA and safety procedures in place
- COSSH RA and safety procedures
- Mobile hoist RA safety inspection and control measures
- Moving and handling risk assessment and safety procedures
- Workstation DSE assessments compiled by trained assessor.
- Office RA and safety measures
- Individual student risk assessment
- Individual staff risk assessment
- Annual self audit completed.
- Procedures for safety management
- Music and drama RA and control measures
- Minibus RA and control measures
- Life skills RA and control measures
- Art room RA and control measures
- Work skills RA and control measures
- ITC room RA and control measures
- Teacher prep room RA and control measures
- Science RA and control measures
- Interactive room RA and control measures
- Grounds RA and control measures

- Classroom and group room risk assessment and control measures
- Office RA and control measures
- Dining areas/ School meal times RA and control measures
- Manual handling of stationery supplies
- Consultation with parents RA and control measures
- General school risk assessments
- Asbestos register retained (no Asbestos action to be taken)
- Bathroom RA safety measures
- Changing room RA and safety measures
- Toilet/disabled toilet safety measures
- Shower RA and safety measures
- School ladder safety measures
- Lift safety and control measures.
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Bouygues E&S Statutory health and safety responsibilities, risk assessments and safety procedures.

Specific risk assessments and safety procedures

Risk assessment and Procedures are to be carried out by nominated members of Bouygues E&S. Risk assessments will be reviewed following an accident, change in personnel, building works or other incidents that could indicate that procedures are not working. Risk assessments procedures should be reviewed annually.

- Annual maintenance programme to be completed (AMP)
- Asbestos (no action to be taken)
- Bouygues E&S manual handling RA and procedures to be in place.
- Legionella RA to be completed and safety procedures to be in place.
- Air conditioning units six monthly maintenance and safety testing to be recorded.
- Testing drinking water annually and retaining the test data.
- COSHH RA to be completed and procedures in place.
- Security RA to be completed and safety procedures in place.
- Trespasser prevention procedures to be in place
- Procedures for after hours use of school /lettings/ holiday occupancy
- Working from height RA and safety procedures to be in place for relevant Bouygues E&S staff.
- Ladder safety training and safety procedures to be in place
- Contractors working on site risk assessment and safety procedures to be in place.
- Lone working in school RA and procedures to be completed.
- Radiation sources – local policy to be in place if appropriate to the school location.
- Playground areas to be risk assessed with safety procedures in place and routine inspections of the school grounds.
- Boiler room safety RA and control measures to be completed

- Deliveries to school to be RA: Security and manual handling/ parking issues.
- Vehicle movement on property RA/ Procedures during school hours.
- Grounds maintenance RA including the safety monitoring of trees.
- Electrical installation RA, safety procedures to be in place.
- Lightning RA and installation safety inspections to be in place.
- Pest control RA and health and safety procedures to be in place
- General maintenance and repairs RA and safety procedures for working during school hours to be in place.
- School cleaning RA, COSSH, training and safety procedures
- Electrical appliances around the school that are the responsibility of Bouygues E&S are to be maintained and safety tested by a qualified engineer.
- Lighting must be monitored and maintained and reported faults to be recorded and repaired by a qualified engineer.
- Heating and ventilation to be monitored and maintained and faults to be recorded and repaired by a qualified electrical engineer.
- Written Smoking policy for Bouygues E&S staff working at Greenvale.
- Safety procedures and risk assessment for replacing broken window panes of glass. And the general handling of glass within the school.
- Safety procedures for the temporary storage and removal of general refuse from the school.
- Safety procedures for the temporary storage and removal of recycling materials from the school site
- Hydro pool safety procedures to be in place. Daily inspections of the pool side area and water temperature and PH levels are recorded daily. Information about temperature levels are posted daily on the white board outside the pool.
- Staff safety including general RA, safety procedures, Pregnant Workers and Access for disabled workers.

Welfare of staff and students

- Appointed first aiders (Information displayed)
- Medicine policy in place with control measures
- Accident/ incident/illness statistics reviewed
- Violence and abuse statistics reviewed
- Anti bullying policy in place
- Stress audit and procedures in place
- No smoking policy in place
- Disabled access is available to all areas.
- Student sickness procedures are in the staff hand book
- Student and staff risk assessment and control/safety measures are in place

Fire Safety/ emergency planning

- Fire warden training for the evacuation of the school has been provided by Bouygues E&S for nine members of the Greenvale staff and will

work in Co-operation with the Bouygues E&S senior fire marshal and his team.

- Fire evacuation procedures have been agreed with Bouygues E&S and are in place
- Emergency business continuity plans have been prepared and confidential information and student/staff data required in an emergency has been backed-up on the server.
- Arrangements for relocation in case of an emergency evacuation have been agreed with Foster Park School.
- Regular fire drills are carried out each term.
- Emergency procedures covered are: Fire, Gas leaks, burst pipes, bomb threats and flu pandemic.
- Fire fighting equipment is annually serviced by an approved contractor and monitored by Bouygues E&S.
- Fire risk assessments for specific areas and safety measures are in place.

Minibus Safety

Safety checks are in place to ensure that all Greenvale minibus drivers:

- Has the appropriate driving licence entitlement to drive the minibus
- Undergoes initial assessment of ability to drive a minibus
- Undergoes a re-assessment if involved in a blameworthy collision, receives a fixed penalty or is prosecuted for a motoring offence or a concern about their driving is raised.
- Receives practical driver training in a minibus, as necessary under the conditions in which they are likely to drive the minibus.
- Understands his or hers responsibilities
- Has a clean driving licence
- Are medically fit to drive
- Ensure all drivers are well rested before driving and take rest breaks on longer journeys
- Always carries a suitable form of identification

Weekly safety checks are in place and conducted by an appointed member of staff to ensure that the minibus and school car are both roadworthy. Safety checks include:

- Oil level
- Coolant level
- Windscreen washer level
- Brake fluid level
- Lights
- Tyre pressures and tyre tread condition
- Doors opening and closing correctly

- Tail lift working correctly
- Mirrors in place, clean and adjusted
- All functions on the dashboard working correctly
- Breaks including hand break
- Lights and indicators
- Wipers and washers
- Fuel level
- Seat belts in good order
- Minibus seats locked in place correctly
- First aid kit in place
- Wheelchair restraints in place and in good order

An appointed member of staff will be responsible to ensure that all necessary motor vehicle statutory safety requirements are put in place and recorded.

These include:

- Vehicle licence tax for minibus and school motor vehicle
- MOT test certificate for minibus and school motor vehicle
- Servicing and repairs of the vehicles
- Tail-lift six monthly statutory thorough examination and service and weight test
- Minibus and motor vehicle insurance
- Ensure all minibus drivers have the appropriate licence to drive the school minibus and motor vehicle

An appointed member of staff will maintain all necessary documentation associated with the minibus and school motor vehicle which includes:

- Records of current minibus and car driver licences
- Tail lift examination and service sheets
- Minibus and motor car Insurance
- MOT test certification
- Service record history and repairs
- Carry out driving for work and Minibus safety risk assessments

Reviewed by:

The chair of Governors

Signed.....

Signed.....

