



# ODST Operations Manual

January 2020

Version 2

OXFORD DIOCESAN SCHOOLS TRUST  
CHURCH HOUSE OXFORD, LANGFORD LOCKS,  
KIDLINGTON, OXFORD, OX5 1GF

REGISTERED NUMBER: 08143249

## Contents

<b>Data Protection</b> .....	3
Data Security – Dos and Don'ts .....	3
Privacy Notice: Parent / Carer .....	4
Privacy Notice: Employee .....	8
Privacy Notice: Pupil .....	12
<b>Health &amp; Safety</b> .....	16
Practical guidance on Risk Assessment .....	16
Identifying hazards .....	16
Identifying controls.....	18
Response to an incident or emergency in an ODST School.....	19
Appendix 1 – Incident Record Sheet .....	24
Appendix 2 – Incident Log Sheet .....	25
Appendix 3 – Visit / Trip Incidents – role of officer sent to incident location.....	26
School Lockdown .....	27
Lockdown Plan.....	27
Lockdown Checklist .....	29
Accident Reporting in Smartlog ( <b>Update: Jan 2020</b> ).....	30
Incident reporting in schools (accidents, diseases and dangerous occurrences) .....	36
Section 1: Overview .....	36
Section 2: Incidents to pupils and other people who are not at work.....	38
Section 3: Dangerous occurrences .....	40
Health & Safety Checklist for Classrooms .....	41
Classroom Checklist.....	43
Health & Safety Buy-Back.....	45
OCC Health & Safety DVD Library List .....	47
<b>Site Maintenance</b> .....	48
Servicing and Maintenance Schedule for Schools.....	48
<b>Building Work Funding &amp; Contractors</b> .....	50
Devolved Formula Capital (DFC) Funding.....	50
DFC Project Approval Form .....	52
School Condition Allocation (SCA) Funding.....	53
Contractor Management – Competency Assessment.....	54

<b>General Operations.....</b>	<b>56</b>
Basic Calculation for Hall / Room Safe Occupancy Figures .....	56
Safe Occupancy Rules .....	57
Calculating the Exit Capacity.....	58
Calculating the Occupant capacity .....	59
Occupant Load factor table .....	59
Training Schedule for ODST Schools' Staff .....	63

## Data Protection

### In House Guidance: Statutory Basis

#### Data Security – Dos and Don'ts

	Do	Don't
Passwords	<ul style="list-style-type: none"> <li>Use a strong password (See the National Cyber Security Centre advice)</li> </ul>	<ul style="list-style-type: none"> <li>Share your password with anyone else or write them down</li> <li>Save passwords in web browsers if offered to do so</li> </ul>
Devices	<ul style="list-style-type: none"> <li>Try to prevent people seeing you enter passwords or view sensitive information</li> <li>Log-off / lock your device when leaving it unattended</li> </ul>	<ul style="list-style-type: none"> <li>Use personal devices to view school-related or pupil data</li> </ul>
Sending and Sharing Information	<ul style="list-style-type: none"> <li>Be aware of who you are allowed to share information with. Check with your school data protection officer if you are not sure, who will check that third parties are GDPR-compliant</li> <li>Only use encrypted removable media (such as encrypted USB pen drives) if ever taking any personal or sensitive data outside your school (which should be avoided and only done with permission).</li> </ul>	<ul style="list-style-type: none"> <li>Send sensitive information (even if encrypted) on removable media (USB drives, CDs, portable drives), if secure remote access is available.</li> <li>Send sensitive information by email unless it is encrypted and use the systems that you are told to use.</li> </ul>
Accessing / Saving Data	<ul style="list-style-type: none"> <li>Only attempt to access data you are allowed to and save it on locations where your school knows that data is stored (the school must know where all data is and be able to access it)</li> </ul>	
Working Off-Site	<ul style="list-style-type: none"> <li>Only take information off-site when you are authorised to and only when it is necessary. Ensure that it is protected off-site in the ways referred to above.</li> <li>Access data remotely instead of taking it off-site, using approved secure systems.</li> <li>Make sure you sign out completely from all services you have used.</li> <li>Ensure you save to the appropriate directory to enable regular backups.</li> </ul>	<ul style="list-style-type: none"> <li>Leave sensitive information unattended; lock it away in lockable drawers or log off or lock your work station</li> <li>Let strangers or unauthorised people into staff areas</li> <li>Position screens where they can be read from outside the room.</li> </ul>

## Privacy Notice: Parent / Carer

*This document should be used in respect of all parents/carers in relation to any processing of personal data about them. The document should be communicated to them when their child first joins the school as well as being made available on the school website, internally and externally. The privacy notice directed at students should also be provided to their parents/carers.*

### **Policy Statement**

We are [insert name of school]. During your child's time with us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their "personal data". This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold your personal data for a period of time after your child has left the school. Anything that we do with an individual's personal data is known as "processing".

This document sets out what personal data we will hold about you, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

### **What information do we process in relation to you?**

We will collect, hold, share and otherwise use the following information about you:

- personal information (such as name, address, home and mobile numbers, personal email address, emergency contact details, relationship, marital status)
- financial details (such as bank account or credit card details), and other financial details such as eligibility for free school meals or other financial assistance
- CCTV footage and images obtained when you attend the school site
- your relationship to your child, including any Court Orders that may be in place

We will also use special categories of data such as gender, age, ethnic group, sex or sexual orientation, religious or similar beliefs, information about health, genetic information and biometric data. These types of personal data are subject to additional requirements.

### **Where do we get your personal data from?**

We will obtain an amount of your personal data from you, by way of information gathering exercises at appropriate times such as when your child joins the school, and when you attend the school site and are captured by our CCTV system.

We may also obtain information about you from other sources. This might include information from the local authorities or other professionals or bodies, including a Court, which might raise concerns in relation to your child.

### **Why do we use your personal data?**

We will process your personal data for the following reasons:

1. Where we are required by law, including:
  - To provide reports and other information required by law in relation to the performance of your child
  - To raise or address any concerns about safeguarding
  - To the Government agencies including the police
  - To obtain relevant funding for the school
  - To provide or obtain additional services including advice and/or support for your family
2. Where the law otherwise allows us to process the personal data as part of our functions as a school, or we are carrying out a task in the public interest, including:
  - To confirm your identity
  - To communicate matters relating to the school to you
  - To safeguard you, our pupils and other individuals
  - To enable payments to be made by you to the school
  - To ensure the safety of individuals on the school site
  - To aid in the prevention and detection of crime on the school site
  - [insert as required]
3. Where we otherwise have your consent

Whilst the majority of processing of personal data we hold about you will not require your consent, we will inform you if your consent is required and seek that consent before any processing takes place.

### **Why do we use special category personal data?**

We may process special category personal data in relation to you for the following reasons:

1. Where the processing is necessary for reasons of substantial public interest, including for purposes of equality of opportunity and treatment, where this is in accordance with our Data Protection Policy.
2. Where the processing is necessary in order to ensure your health and safety on the school site, including making reasonable adjustments for any disabilities you may have.
3. Where we otherwise have your explicit written consent.

There may also be circumstances where we need to use your information in relation to le.g.al claims, or to protect your vital interests or those of your child, and where it is not possible to seek your consent.

### **Failure to provide this information**

If you fail to provide information to us we may be prevented from complying with our le.g.al obligations.

### **How long will we hold your personal data for?**

We will hold your personal data only for as long as necessary. How long we need to hold on to any information will depend on the type of information. For further detail please see our Records Management Policy.

## Who will we share your personal data with?

We routinely share information about you with:

- Local authorities, to assist them in the exercise of their responsibilities in relation to education and training, youth support and safeguarding purposes
- The Department for Education and the Education and Skills Funding Agency, in compliance with legal obligations of the school to provide information about students and parents as part of statutory data collections
- Contractors, such as payment processing providers to enable payments to be made by you to the school
- [insert as required]

The Department for Education may share information that we are required to provide to them with other organisations. For further information about the Department's data sharing process, please visit:

<https://www.gov.uk/guidance/data-protection-how-we-collect-and-share-research-data>.

Contact details for the Department can be found at <https://www.gov.uk/contact-dfe>.

Local authorities may share information that we are required to provide to them with other organisations. For further information about [insert name of Local Authority] local authority's data sharing process, please visit:

[https://www.\[insert web address or link\]](https://www.[insert web address or link])

Contact details for [insert name of Local Authority] local authority can be found at [https://www.\[insert web address or link\]](https://www.[insert web address or link])

## Your rights in relation to your personal data held by us

You have the right to request access to personal data that we hold about you, subject to a number of exceptions. To make a request for access to your personal data, you should contact:

[insert contact details – e.g. Designated Data Protection Lead / Headteacher]

Please also refer to our Data Protection Policy for further details on making requests for access to your personal data.

You also have the right, in certain circumstances, to:

- Object to the processing of your personal data
- Have inaccurate or incomplete personal data about you rectified
- Restrict processing of your personal data
- Object to the making of decisions about you taken by automated means
- Have your data transferred to another organisation
- Claim compensation for damage caused by a breach of your data protection rights

If you want to exercise any of these rights, then you should contact [Designated Safeguarding Lead]. The law does not oblige the school to comply with all requests. If the school does not intend to comply with the request, then you will be notified of the reasons why in writing.

## Concerns

If you have any concerns about how we are using your personal data, then we ask that you contact our Designated Data Protection Lead in the first instance. However, an individual can contact the Information Commissioner's Office should you consider this to be necessary, at <https://ico.org.uk/concerns/>.

## Contact

If you would like to discuss anything in this privacy notice, please contact:

[Insert name of Designated Data Protection Lead]

*This document is available to download from the Member Area of the ODST website here:*

<https://www.odst.org.uk/gdpr>

(DP\_Privacy Notice\_Parent-Carer)



## Privacy Notice: Employee

*This document should be used in respect of all members of the school workforce and in relation to any processing of personal data about them. The document should be communicated to them when they first start working with the school as well as being made available on the school website, internally and externally.*

### Introduction

The Oxford Diocesan Schools Trust (ODST) has a number of obligations under the General Data Protection Regulation (GDPR). This privacy notice sets out the types of data we hold on you as an employee of ODST and how we use and store that information.

### Data Controller Details

ODST is the data controller for all its member schools.

Our postal address is Church House (Oxford), Langford Locks, Kidlington, Oxford, OX5 1GF.

The Data Protection Officer for ODST is Mike Bingham. He can be contacted on 01865 208289 or [dpo.odst@oxford.anglican.org](mailto:dpo.odst@oxford.anglican.org).

### Data Protection Principles

In relation to your personal data, we will:

- process it fairly, lawfully and in a clear, transparent way;
- collect your data only for reasons that we find proper for the course of your employment in ways that have been explained to you;
- only use it in the way that we have told you about;
- ensure it is correct and up to date;
- keep your data for only as long as we need it;
- process it in a way that ensures it will not be used for anything that you are not aware of or have consented to (as appropriate), lost or destroyed.

### Types of data we process

We process personal data for employment purposes to assist in the running of ODST and to enable individuals to be paid.

This personal data includes identifiers such as:

- personal information (such as name, employee or teacher number, national insurance number);
- It will also include sensitive personal data such as ethnic group, medical information and trade union membership (if you choose to supply this information to us);
- contractual information (such as start dates, hours worked, post, roles and salary information);
- work absence information (such as number of absences and reasons);
- qualifications and training records;
- documentation relating to your right to work in the UK.

We collect data about you in a variety of ways and this will usually start during a recruitment exercise, such as an application form completed by you and interview notes made on behalf of ODST. In some cases, we may also collect data from third parties such as when taking up references from former employers. Personal data is kept in personnel files or within ODST's HR and IT systems.

### **Why we process your data**

The law on data protection allows us to process your data for certain reasons only:

- in order to perform the employment contract that we are party to;
- in order to carry out legally required duties;
- in order for us to carry out our legitimate interests;
- to protect your interests; and
- where something is done in the public interest.

All of the processing carried out by us falls into one of the permitted reasons. Generally, we will rely on the first three reasons set out above to process your data.

By way of example, the personal data that is provided by you, or requested from you, during a recruitment process will enable us to perform the employment contract that we are party to (e.g. pay you), carry out our legally required duties (e.g. ensure you have the right to work in the UK) and carry out our legitimate interests (e.g. ensure that in line with safeguarding procedures the appropriate checks have been made before you commence employment with us). Any data that is collected to adhere to the various safeguarding requirements in schools also has a pupil, and public, interest angle.

When we collect personal information on our forms, we will make it clear whether there is a legal requirement for you to provide it, and whether there is a legal requirement on the Trust to collect it. If there is no legal requirement then we will explain why we need it and what the consequences are if it is not provided.

### **How we share your information with third parties**

We will not share information about you with third parties without your consent unless the law allows us to.

We are required, by law, to pass on some of the personal data which we collect to:

- the relevant local Council in the areas we operate;
- the Department for Education (DfE).

The collection of this information will benefit both national and local users for example by:

- improving the management of workforce data across the sector;
- enabling development of a comprehensive picture of the workforce and how it is deployed;
- informing the development of recruitment and retention policies;
- supporting the work of Teachers' Review Bodies.

If you require more information about how the local authority and / or DfE store and use your personal data please visit:

<https://www2.oxfordshire.gov.uk/cms/public-site/access-data-and-information>

[https://www3.rbwm.gov.uk/info/200413/freedom\\_of\\_information/939/access\\_to\\_information/1](https://www3.rbwm.gov.uk/info/200413/freedom_of_information/939/access_to_information/1)

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

Other organizations with whom we may share your personal data include:

- the Disclosure and Barring Service for the purposes of carrying out checks on your suitability for work with children;
- our payroll provider- e.g. national insurance number and bank account details- to enable you to be paid;
- HMRC in conjunction with your legal obligation to pay income tax and make national insurance contributions;
- a child-care voucher provider where you have decided to become part of that scheme so that they can provide the vouchers to you;
- a pension provider, such as Teachers' Pensions or the Local Government Pension Scheme in order to make sure that you pay the correct amount and maintain your entitlement to a pension upon your retirement.

Our disclosures to third parties are lawful because one of the following reasons applies:

- the disclosure is necessary for the performance of your employment contract;
- the disclosure is necessary for the performance of a legal obligation to which ODST is subject, for example our legal duty to safeguard pupils;
- the disclosure is necessary to protect the vital interests of others, i.e. to protect pupils from harm;
- the disclosure is necessary for the performance of our education function which is a function in the public interest.

We do not share your data with bodies outside of the European Economic Area.

### **How long we keep your personal information**

We only keep your information for as long as we need it or for as long as we are required by law to keep it. This will be at least for the duration of your employment with us though in some cases we will keep your data for a period after your employment has ended. Retention periods can vary depending on why we need your data and ODST will comply with retention guidelines issued by the [Information Commissioner's Office](#). By way of example HR data will be retained for a minimum of 6 years after the end of your employment with us.

### **Your rights**

You have the right to:

- ask for access to your personal information;
- ask for rectification of the information we hold about you;
- ask for the erasure of information about you;
- ask for our processing of your personal information to be restricted;
- data portability;
- object to us processing your information.

If you want to use your rights, for example, by requesting a copy of the information which we hold about you, please refer to the Subject Access procedure which can be found in our Data Protection Policy on our [website](#).

More information about your rights is available in our Data Protection Policy.

### The right to withdraw consent

Whilst you have the right to withdraw consent at any time, as one of the key reasons for processing your data is to allow us to carry out our duties in line with your contract of employment, if you do not provide us with the data needed to do this, we may not be able to carry out those duties- e.g. ensuring you are paid correctly. Similarly, we may also be prevented from confirming, or continuing with, your employment with us in relation to our legal obligations if you do not provide us with information confirming your right to work in the UK.

If at any time you are not happy with how we are processing your personal information then you may raise the issue with the ODST Data Protection Officer (contact details can be found at the beginning of this privacy notice). If you are not happy with the outcome you may raise a complaint with the Information Commissioner's Office:

*Information Commissioner's Office  
Wycliffe House  
Water Lane  
Wilmslow  
Cheshire  
SK9 5AF*

Tel: 0303 123 1113 (local rate) or 01625 545 745 if you prefer to use a national rate number.

### Updates to the ODST Privacy notice

We reserve the right to update this privacy notice at any time, and we will provide you with a new privacy notice when we make any substantial updates. We may also notify you in other ways from time to time about the processing of your personal information.

### Declaration

I have read the above privacy notice and understand the rights of ODST and my own rights under the GDPR.

**Name of employee:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*This document is available to download from the Member Area of the ODST website here:*  
<https://www.odst.org.uk/gdpr>  
(DP\_Privacy Notice\_Employee)

## Privacy Notice: Pupil

*This document should be used in respect of all pupils and in relation to any processing of personal data about them as well as their parent / carer, especially where a child is under the age of 12 years. The document should be communicated to the child and/or parent/carers when the child first joins the school as well as being made available on the school website, internally and externally. For slightly younger children you should consider how the information in this document could also be shared with them in another format.*

*We would advise that the school also has a process for explaining this document to pupils, for example during an assembly or in a class. A session about the importance of keeping personal data safe would be advisable, with a record kept of when this took place.*

### **Why do we collect and use pupil information?**

We collect and use pupil information under the General Data Protection Regulations 2018. Particularly under Article 6, where the information is collected and used because it is required by our academies in order to carry out the task of educating and ensuring the welfare of our pupils and students.

We also collect and use pupil information in order to help pupils with additional special needs and requirements, so that we can ensure we offer the best possible support and resources to them (and their parents and carers) during their time in our academies.

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing

### **The categories of pupil information that we collect, hold and share include:**

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Relevant medical information
- Assessment information
- Special educational needs information
- Exclusions/behavioural information
- Biometric information used in our High Schools for catering services
- Post-16 learning information

### **Collecting pupil information**

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

## **Storing pupil data**

We hold pupil data for Primary pupils until they leave our Primary Academies and for Secondary students we store data up until their 25<sup>th</sup> birthday.

## **Who do we share pupil information with?**

We routinely share pupil information with:

- schools that the pupil's attend after leaving us
- the local authority
- the Department for Education (DfE)
- Pupil Asset
- NHS
- Examination boards

## **Aged 14+ qualifications**

For pupils enrolling for post 14 qualifications, the Learning Records Service will give us a pupil's unique learner number (ULN) and may also give us details about the pupil's learning or qualifications

## **Why we share pupil information**

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

## **Data collection requirements:**

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

## **Youth support services**

### **What is different about pupils aged 13+?**

Once our pupils reach the age of 13, we also pass pupil information to our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- youth support services
- careers advisers

A parent / guardian can request that **only** their child's name, address and date of birth is passed to their local authority or provider of youth support services by informing us. This right is transferred to the child / pupil once he/she reaches the age 16.

### **Our pupils aged 16+**

We will also share certain information about pupils aged 16+ with our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- post-16 education and training providers
- youth support services
- careers advisers

For more information about services for young people, please visit our local authority website.

### **The National Pupil Database (NPD)**

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the pupil information we share with the department, for the purpose of data collections, go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

### **Requesting access to your personal data**

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact in writing the Headteacher/Principal of your academy outlining your request.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

### **Contact:**

If you would like to discuss anything in this privacy notice, please contact:

- ODST Data Protection Officer  
Mike Bingham  
The Oxford Diocesan Schools Trust  
Church House Oxford  
Langford Locks  
Kidlington  
Oxford OX5 1GF  
Email: [dpo.odst@oxford.anglican.org](mailto:dpo.odst@oxford.anglican.org)  
Telephone: 01865 208 289

*This document is available to download from the Member Area of the ODST website here:*

<https://www.odst.org.uk/gdpr>

(DP\_Privacy Notice\_Pupil)



## Health & Safety

### Practical guidance on Risk Assessment In House Guidance: Statutory Basis

Risk assessment has one purpose: to assess and prevent inherent hazards in the workplace from causing harm to people.

All risk assessments have two fundamental component parts:

1. Identifying hazards which could be harmful to people and assessing the likelihood of those hazards becoming real
2. Identifying any controls through which those hazards can be eliminated or reduced sufficiently to provide a safe environment or a safe system of work

Higher level risk assessments, such as fire and water, are now well understood and the principles above are clearly visible in the various systems and processes that have been imposed and are carried out to ensure the fire and water hazards prevailing at your site are tightly controlled. The obvious value of those risk assessments is that they have produced a set of procedures which, when followed, confirm that the hazards remain controlled to an acceptable level. Bear this last part in mind when you are producing your own risk assessments- the assessments are most effective when they produce procedures to be followed.

#### Identifying hazards

A structured approach to hazard identification is helpful to prevent the process becoming confusing, frustrating and leaving you uncertain that you have covered everything.

There are four assessment perspectives that will help you feel that you may have fully captured the hazards which could cause issues for you.

The four elements are:

- a) **The people who will be involved** Whatever the activity, there is likely to be a variety of people with differing levels of understanding being involved – whether this is a classroom activity, a sports day, a fund-raising event, an off-site activity and so on.
- Considering how people are likely to influence what is going on will be very helpful for you.
- Do they need instruction?
  - Do they need supervision?
  - Will they behave predictably?
  - Are there any prevailing medical conditions to take account of?
  - Do you need to restrict where they can go or what they do?
  - Are there sensory or physical impairments to consider?
  - Have you a clear understanding of how many people you can manage or cope with?
  - Are special/exceptional arrangements necessary?

These suggestions are not exhaustive.

- b) **The activity being carried out**
- Does the activity present any hazards for you?
  - Has the likelihood of slips, trips and falls increased?
  - Is there a need for people to work at height or manually handle items?
  - Does the activity involve any products, equipment or process that presents a risk?
  - Will the activity present any hazardous challenges for those involved?
  - How much control of the activity will be needed?
  - Does the activity present issues that will need addressing? – i.e. enhanced first aid provision or increased supervision levels for example?
- c) **The place where the activity is being carried out**
- Will the place the activity is taking place in present any inherent issues (forest school, swimming, sports day, people numbers at a parents' evening, crossing the road with children, children being dropped off and picked up etc)?
  - Will the place present issues for the people being there (fire evacuation, travelling to and from off-site places etc)?
  - Off-site activities – is enough known about what may have to be considered or assessed?
  - Do you need to consider contingency plans?
  - Will the time of day become an issue?
  - Will the weather become an issue?
  - Will the ambient temperature need to be considered?
  - Accessing and egressing the place – does this need consideration?
  - Are all the facilities appropriate?

Again, this list is not exhaustive – carefully consider how the place may have an impact. An obvious example: playing football on tarmac is most likely to produce a different outcome from playing football on grass.

- d) **The equipment or products being used**
- Is all equipment safe, serviced and well maintained?
  - Do items like paints, cleaning products and glues need specific risk assessments?
  - Do staff or children need further instruction on using the equipment or products?
  - Do the equipment or products need consideration on how accessible they are?
  - Do you need to consider secure or managed storage arrangements?

It is worth remembering that slips, trips and falls produce most accidents and incidents on school premises.

It is also helpful to get second opinions when assessing risks.

You will notice that once you have established what you feel are your primary risks- a change in any of these four elements (i.e. a change in the people, a different venue etc.) will alter your findings. The example about playing football above is a case in point.

### Identifying controls

Once you have established what you feel are your notable risks (the HSE use the word 'significant'), there is a hierarchy of control measures you may wish to apply. This element of risk assessment is where you are identifying ways in which the risk posed can be prevented from affecting people.

They are:

- |  |  |
|--|--|
| a) <b>Eliminate the risk</b>                               | <ul style="list-style-type: none"> <li>• Can the risk be entirely removed from what you are trying to do?</li> <li>• Would it be safer to change the process?</li> <li>• If you redesigned your activity – would that be safer?</li> </ul>   |
| b) <b>Substitute the risk for something less hazardous</b> | <ul style="list-style-type: none"> <li>• Can the obvious risk element in your process be replaced with something less hazardous?</li> <li>• Cleaning chemicals are a good example – can you replace the product with something less hazardous?</li> </ul>  |
| c) <b>Engineered / managed solutions</b>                   | <p>This is perhaps the more common means of risk control and prevention.</p> <ul style="list-style-type: none"> <li>• Do you need to use barriers?</li> <li>• Do you have to separate people from the risk element in some other way?</li> <li>• Do you need to apply greater supervision?</li> <li>• Is the need to share information important?</li> </ul> |
| d) <b>Warning systems</b>                                  | <ul style="list-style-type: none"> <li>• Where the risk cannot be affected – for example, a recently mopped floor or an uneven pathway that must be used – can you use signs, instructions or labels to highlight the risk?</li> </ul>   |
| e) <b>Personal protective equipment</b>                    | <p>This is the last resort measure where all other options above have been exhausted. The difficulty with PPE is that if it is not fit for purpose, it can impair the wearer's ability to carry out the task and if it fails the wearer is exposed to the full effect of the hazard.</p>   |

These examples given are not exhaustive and you are encouraged to think broadly when assessing the risks in your workplace and the activities you wish to do. Finally, when you feel you have captured and addressed all the risks, don't forget the value of monitoring the effectiveness of your protective measures.

## Response to an incident or emergency in an ODST School

### In House: Practical Guidance

(September 2018)

#### Introduction

This document is intended to be used by officers and board members of the Oxford Diocesan Schools Trust (ODST) as guidance on the reaction and co-ordination of any response to a school<sup>1</sup> emergency. Such incidents may include:

- Death or serious injury of a pupil / adult while on school premises
- Death or serious injury of a pupil / adult while on / at a school organised event
- Outbreak of an infectious disease which will curtail the journey / visit or close a school.
- Incident / emergency on a school trip including overseas.
- School journey incident involving any use of local emergency services (fire, police, ambulance, coast guard etc.)
- Coach, bus or other vehicle crash where pupils are involved (visits and/or school transport)
- Fire on a school premises
- Flooding of school's premises

#### Response to an emergency – overview

All schools are expected to have a school emergency plan. In the event of an incident or emergency the school will activate its emergency response plan. This will incorporate the requirement to contact the ODST Duty Officer to co-ordinate any response.

The school will inform ODST either indirectly through a call to the ODST office or directly to the relevant Officer through their individual out-of-hours contact numbers. Officers will liaise with the school and will provide support to the school; she / he can then call on support from other facets of the Diocesan Church House structure if required.

If required owing to the severity of the emergency, the ODST officer will notify the Director of Schools or Chief Operating Officer who may direct attendance at the school site and contact with board members.

As with all emergencies, the response will vary depending on the situation, so this guidance will focus on the initial control, coordination and communication framework of response.

#### ODST – Immediate Response

On contact from the Initial Caller (school or on-site member of school site)

- The ODST officer should establish a contact with the initial caller, reassure them that they will be supported, ensuring that they record the officer's contact number and then establish the nature and severity of the situation.
- The ODST Officer should record contact details, information and activities undertaken onto the log sheets if possible using the Incident Record Sheet (Appendix 1) and noting all contacts on the continuation sheets where necessary (Appendix 2). If on visit/trip a separate form should be completed (Appendix 3).

---

<sup>1</sup> For the purpose of this document, the term 'school' will include all provision managed by ODST regardless of its local title

### **ODST – Immediate Response**

Officers should make note of:

- The name and best contact number for the caller
- Confirm, if appropriate, that the emergency services have been called
- What has happened?
- When?
- Where did it happen?
- Who is involved from the school community and what is their condition?
- Who is responding and how?
- What is now happening?
- Contact details for adults with other members of the party (e.g. hospital)
- Adult / pupil ratios in all relevant locations
- Any specific requests to support the school?
- Contact information?

Advise the caller that:

- The should activate their school emergency plan.
- Messages home should be guided by staff at the scene.
- Pupils should be discouraged from using their own mobile phones without permission of staff and from using any Social Media (e.g. Facebook, Twitter etc) having had the reasons explained.
- A written log of all actions and conversations should be kept.
- Anyone involved should be asked to prepare a short, written account of the incident (as they saw it happen).
- Advise that you will phone back within the next 30 minutes.

**IF THE INITIAL CALL CAME FROM A GROUP ON A SCHOOL TRIP / VISIT, THEN ENSURE THAT THE SCHOOL / HEADTEACHER HAS BEEN INFORMED.**

### **Ongoing liaison with the school**

- Maintain contact with the school – phone the head teacher and, for visits, the nominated school contact(s).
- Remember to phone back to the incident location within 30 minutes for further updates, reassure the on-site staff member and to brief the school on the response so far and any relevant contact information.
- If appropriate, give the name of the officer being sent to the incident location.

## Impact Assessment

The Officer should make an impact assessment of the emergency and take action as appropriate:

### Impact assessment for school emergency

- Who is involved from the school community and what is their condition? Children, staff, parents, visitors to site; direct victims; indirect victims. How many?
- Who is responding from the emergency services? (Liaison with Emergency Services?)
- School aware? Staff members on scene; school liaison at scene; school liaison at other location? Who is responding from the school?
- What is happening now?
- Advice for responder.
- Record the adult / pupil ratios<sup>2</sup> in all locations?
- Any specific requests for support? How might these be supported?
- Remainder of the school / group. What are they doing? Where are they?
- What are the immediate consequences for the School?
- What are the immediate consequences for ODST/ODBE?
- Safeguarding?
- Education / continuation of education
- Communication with the relevant Local Authority?
- Communication team involvement? Press interest?
- Legal? Finance? Premises?
- Impact on Trust's services?
- Impact on ODST reputation.

<sup>2</sup>. 1 adult for every 6 pupils in school years 1 to 3 (under 5s reception classes should have a higher ratio); 1 adult for every 10-15 pupils in school years 4 to 6; 1 adult for every 15-20 pupils in school year 7 onwards.

### **Emergency during school trip or visit – specific considerations**

In the event of an out-of-school emergency the following may also be considered:

Provide the school visit contact with regular updates on:

- The current situation and the latest involvement (as appropriate) with local police, tour operator, mountain rescue, air ambulance.
- Any relevant telephone numbers.
- (If relevant) the name of any officer being sent to the incident location and approximate time of arrival.
- Obtain from the school staff member at the emergency their initial thoughts about returning the remainder of the party home and, if appropriate, what arrangements have been made for temporary accommodation.
- Re-emphasise the importance of managing the communication of information to parents.
- In conjunction with other Officers advise the school / Group Leader that statements should be made to the media:
  - Through prepared statements.
  - Preferably through a second party (e.g. the school, local police) with the media team's support.
- Avoid interviews by self or any of party.
- Liaise with the party member who may have gone to the hospital(s) about any injured pupils or adults.
- Maintain communications with other ODST/ODBE officers with a clear expectation that they do not get directly involved unless specifically asked to do so and ensure that they are kept up to date with significant developments, if any. Confirm the arrangements for press and other communications.
- Pupils must be protected from the media and shielded from any pressure to comment publicly or be photographed.
- Pupils should be discouraged from using social media (Facebook, Twitter etc) that may unwittingly cause suffering to members of the school community.

## **Communication Plan – Media / Parents**

The school is responsible for liaising with their parents, the wider school community and the Media.

Under NO circumstances should the lead officer's or ODST contact details be given to members of the public, including parents or the media as it is important that these are free to deal with the incident.

### Media liaison

The Media Team should be informed of any significant school incident and emergency (07880716761). The Team should provide advice and support to the school incident management team in relation to Media statements. Any requests for support should be made through DCH staff which may include:

- Advice to the Management Team.
- Assistance in the preparation of Media statements.
- Use of Media Officers to send out Media messages to their contacts.
- Support using social media.



Appendix 1 – Incident Record Sheet

<b>School:</b>		<b>Date:</b>	
<b>Party Size: Pupils, Staff / Adults:</b>			
<b>Location:</b>			
<b>Nature of Incident – Time:</b>			
<b>Mobile Phone Numbers:</b>			
<b>Group Leader:</b>			
<b>Venue / Hotel:</b>			
<b>Fax:</b>			
<b>Email address:</b>			
<b>Details of Casualties (number/names of injured / fatalities):</b>			
<b>Where injured taken:</b>			
<b>Tel No (accompanying staff):</b>			
<b>Other information:</b>			
<b>School Contact:</b>			
<b>Chief Executive (Anne Davey):</b>	<b>Mobile:</b>	<b>07801 884398</b>	
<b>Operations Manager (Mike Bingham):</b>	<b>Office:</b>	<b>01865 208289</b>	
	<b>Mobile:</b>	<b>07342 997243</b>	
<b>Deputy CEO (Ian Elkington):</b>	<b>Office:</b>	<b>01865 208241</b>	
	<b>Mobile:</b>	<b>07778 142616</b>	
<b>ODBE Premises Director (Gordon Joyner):</b>	<b>Mobile:</b>	<b>07801 884401</b>	
<b>ODST HR Manager (Mark Jones):</b>	<b>Office:</b>	<b>01865 208278</b>	
		<b>07884665366</b>	
<b>ODST Chair of Trustees (Kathy Winrow):</b>	<b>Home:</b>	<b>01635 45380</b>	
	<b>Mobile:</b>	<b>07774 212410</b>	
<b>ODBE Media Team:</b>	<b>Duty contact no:</b>	<b>07880 716761</b>	
<b>ODST central office contact number:</b>	<b>01865 208286</b>		

*This document is available to download from the Member Area of the ODST website here:*  
<https://www.odst.org.uk/members/operations-resources/operations-manual>  
 (H&S\_Incident Report Sheet)



## Appendix 3 – Visit / Trip Incidents – role of officer sent to incident location

In the event that the incident does not happen at the school site, then there may be a requirement to send a separate ODST officer to the scene of the incident / hospitals.

The role of this officer would be to provide on-site coordination and information on behalf of the trust and possibly the school (the school may also send a staff member).

Some points to consider include:

### Before Departure:

- If overseas, consider the need for vaccinations.
- Collect cash, and mobile telephone, passport and specialist clothing (if needed). The ODST Finance team have access to emergency funds through a Trust's bank account.
- Confirm use of mobile / smart phones and email accessibility through ICT provider / mobile phone service provider

### On arrival:

As appropriate use local representatives, the British Embassy and other Trust contacts to find out about:

- Further medical requirements.
- Rota / routine for hospital visits.
- Routine for informing all party members of the situation and progress towards getting them home.
- For media statements to be made, keeping in contact with the Communications Officer.
- Travel by parents to incident location and other transport / return arrangements.
- With the Group Leader, arrange for written statements to be prepared by staff and pupils.
- Collect receipts of expenditure and record all costs.
- Liaise with the Trust office (01865 208286) / SIM on a daily basis / to a given routine to confirm the developing situation.

<b>Chief Executive</b> (Anne Davey):	<b>Mobile:</b>	<b>07801 884398</b>
<b>Operations Manager</b> (Mike Bingham):	<b>Office:</b>	<b>01865 208289</b>
	<b>Mobile:</b>	<b>07342 997243</b>
<b>Deputy CEO</b> (Ian Elkington):	<b>Office:</b>	<b>01865 208241</b>
	<b>Mobile:</b>	<b>07778 142616</b>
<b>ODBE Premises Director</b> (Gordon Joyner):	<b>Mobile:</b>	<b>07801 884401</b>
<b>ODST HR Manager</b> (Mark Jones):	<b>Office:</b>	<b>01865 208278</b>
		<b>07884665366</b>
<b>ODST Chair of Trustees</b> (Kathy Winrow):	<b>Home:</b>	<b>01635 45380</b>
	<b>Mobile:</b>	<b>07774 212410</b>
<b>ODBE Media Team:</b>	<b>Duty contact no:</b>	<b>07880 716761</b>
<b>ODST central office contact number:</b>		<b>01865 208286</b>

*This document is available to download from the Member Area of the ODST website here:*

<https://www.odst.org.uk/members/operations-resources/operations-manual>

(H&S\_Visit & Trips Incidents)

## School Lockdown

### Lockdown Plan

<b>Staff Responsibilities</b>	<b>Headteacher</b>	For example, make contact with emergency services
	<b>Other Staff Members</b>	For example: <ul style="list-style-type: none"> <li>• Deputy Headteacher: communicate with parents</li> <li>• Teachers and support staff: stay with pupils</li> <li>• Site Manager: ensure all access points are secured</li> </ul>
<b>Signals</b>	<b>Lockdown signal(s)</b>	For example: <ul style="list-style-type: none"> <li>• Dedicated “lockdown” alarm tone (e.g. 5x 10-second bursts of school bell)</li> <li>• Public address (PA) system</li> <li>• Internal message systems</li> <li>• Pop up on employee computers or internal messaging systems</li> <li>• Word of mouth</li> </ul> <p>If you will have partial and full lockdowns, do you have separate signals for each?</p>
	<b>All clear signal</b>	For example: <ul style="list-style-type: none"> <li>• Separate dedicated “lockdown” alarm tone</li> <li>• PA system</li> <li>• Internal message systems</li> </ul>
	<b>Evacuation signal</b>	Make sure people know this in case you need to evacuate the school.
<b>Lockdown</b>	<b>Assembly points</b>	For example, this could be classrooms, the assembly halls or offices.
	<b>Entrance and exit points</b>	Identify how to quickly secure these. Remember these may be more than just doors and gates. For example, windows and air vents.
	<b>Bringing pupils inside</b>	What steps can you put in place to ensure pupils are brought inside as quickly as possible? For example, have a means of communicating a lockdown alert to staff at break times or while outside for lessons. <p>How will you track pupils entering the building? How will this be logged centrally?</p> <p>Who will be responsible for tracking this?</p>

<b>Lockdown (Continued)</b>	<b>Steps to increase protection from danger</b>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Lock and screen doors</li> <li>• Position children away from sightlines from external doors and windows, for example under a desk</li> <li>• Turn off lights and monitors</li> <li>• Ensure mobiles phones and electronic devices are on silent, or turned off</li> </ul> <p>If you have full and partial lockdown procedures, these may not be necessary for a partial lockdown.</p>
	<b>Internal Communications</b>	<p>What communication channels could be used for staff to communicate with each other? For example, text message. If you use a system like Parentmail, staff could be in a defined user group, which could be used to communicate with them in an emergency.</p>
	<b>Communication with parents</b>	<p>Consider how you will let parents know. A combination of text and email should work, as you're using more than one channel to communicate with them.</p> <p>You could also ask parents not to call the school, as this will tie up lines that would be used to contact emergency services, and not to come to the school.</p>
	<b>Additional notes</b>	<p>Are there any pupils or staff with additional needs who need specific arrangements?</p> <p>How will an evacuation be communicated if needed?</p>

*This document is available to download from the Member Area of the ODST website here:*

<https://www.odst.org.uk/members/operations-resources/operations-manual>

(H&S\_School Lockdown Plan)

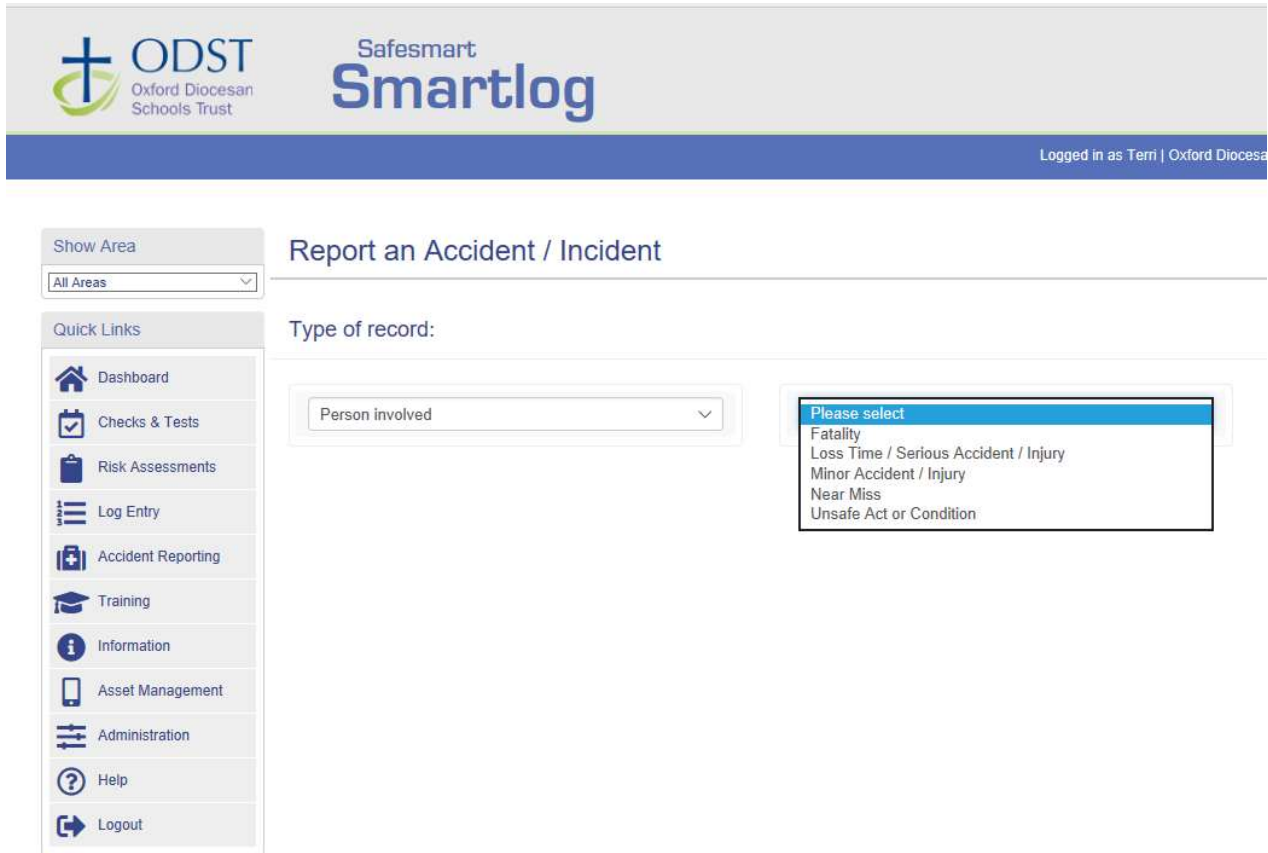
## Lockdown Checklist

Step	Check	Time	Signed
Use signal to initiate lockdown			
Ensure pupils are inside			
Secure entrance points			
Contact emergency services			
Ensure staff take action to increase protection from danger <i>[you could list specific actions that you will take in your school here, such as turning off lights and locking internal doors]</i>			
Make sure pupils and staff are aware of exit points			
If safe, check for missing pupils or staff			
Remain inside until all clear has been given or told to evacuate			

*This document is available to download from the Member Area of the ODST website here:*  
<https://www.odst.org.uk/members/operations-resources/operations-manual>  
 (H&S\_School Lockdown Checklist)

Accident Reporting in Smartlog (Update: Jan 2020)  
**In House: Practical Guidance**

Please use these guidance notes on how to successfully report an accident or incident in the Smartlog system.



**Person Involved:**

Select the appropriate drop-down option:

- For **accidents** this would likely be “person involved”
- For **near misses/ incidents** – this would like be “no person involved”

**Type of Accident/Incident:**

Select the appropriate drop-down option:

- **Fatality:** if you need to use this option, please ensure you report it to ODST Operations Manager immediately.
- **Loss Time/ Serious Accident/ Injury:** use this option if the person involved went to hospital
- **Minor Accident/ Injury:** use this option if the person involved was given first aid on site.
- **Near Miss or Unsafe Act or Condition:** this is for when an incident happens that doesn’t result in an injury. Please contact ODST Operations Manager for advice on which option to select in relation to the incident you wish to report.

Section 1: Personal Details

<p><b>Name of injured person / person involved (required field)</b></p> <input type="text" value="AN OTHER"/>	<p><b>Date &amp; time of accident / incident (required field)</b></p> <input type="text" value="14/01/2020 09:54"/>
<p><b>Gender</b></p> <p><input checked="" type="radio"/> Male</p> <p><input type="radio"/> Female</p> <p><input type="radio"/> Other</p>	<p><b>Home address of the person</b></p> <p><b>Address 1</b></p> <input type="text"/>
<p><b>Age of the person / Date of birth</b></p> <input type="text" value="6 / 12/12/2013"/>	<p><b>Address 2</b></p> <input type="text"/>
<p><b>Is the person? (required field)</b></p> <p><input type="radio"/> Employee</p> <p><input type="radio"/> Member of the public</p> <p><input checked="" type="radio"/> Student</p> <p><input type="radio"/> Contractor</p> <p><input type="radio"/> Agency Worker</p> <p><input type="radio"/> Supported Person</p> <p><input type="radio"/> On Work Experience</p> <p><input type="radio"/> Volunteer</p>	<p><b>Address 3</b></p> <input type="text"/>
<p><b>Has next of kin been contacted?</b></p> <p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p><b>Town</b></p> <input type="text"/>
	<p><b>County</b></p> <input type="text"/>
	<p><b>Postcode</b></p> <input type="text"/>
	<p><b>Contact details of the person</b></p> <p><b>Phone Number</b></p> <input type="text"/>
	<p><b>Email address</b></p> <input type="text"/>

**Person Details (Minor Accident/Injury)**

Please ensure you complete the following fields:

- Name of Injured person
- Gender
- Age
- Is the person?
- Next of kind contacted?

**Person Details (Serious Accident/Injury)**

Please ensure you complete the following fields:

- Name of Injured person
- Gender
- Age
- Is the person?
- Next of kind contacted?
- Home address of person (*especially important for RIDDOR event*)



When reporting an accident it is important that you give as much information about the injury and type of accident.

Section 2: Details of accident / incident

Please select location *(required field)*

Please Select

Which locations did the accident occur

Please select department (if required)

No departments setup

Details on specific location of accident / incident

Section 2: Details of accident/incident

Select your school from the **select location** field.

When reporting a **serious accident** you should also provide details of the **specific location of accident / incident** as this would be useful information to have should a personal injury claim be received in future and would facilitate any further investigations required by a claims adviser allocated via the RPA team.

Type of injury sustained (please choose)

None selected -

- Administer medication
- Asphyxia / poisoning
- Breathing difficulties
- Bruising / contusion
- Bumped heads
- Burns / scolds
- Chemical burn / irritation
- Concussion
- Crush injury
- Dislocation without fracture
- Effects of heat / cold
- Electric shock
- Eye injury (non-chemical burn)
- Fracture
- Hearing loss/hearing defect
- Ill health
- Internal injuries
- Loss of consciousness
- Loss of sight
- Natural causes
- Not Applicable
- Overcome by gas / fumes
- Penetrating injury / puncture wound
- Scalping
- Shock / trauma
- Skin cut (laceration, graze or puncture)
- Skin irritation/dermal reaction
- Sprain / Strain (incl. torn muscle / ligament)
- Swelling
- No

Type of Injury Sustained

Please select an option from the drop-down list.

To ensure that we can undertake trend analysis for accidents across the Trust we would ask that you use the following:

Type of accident (please choose)

None selected -

- Accident
- Act of violence
- Administer medication
- Burn / scold with flame / hot surface / hot liquid
- Collisions
- Contact with biological / chemical agent
- Contact with cold surface / substance / material
- Contact with electricity or electrical discharge
- Contact with hot surface / substance / material
- Contact with moving part(s) of machinery
- Contact with sharp object e.g glass / metal / tools
- Crush
- Explosion
- Exposure to / inhalation of gas / dust / fumes
- Exposure to ionising / non-ionising radiation
- Fall from height (e.g ladders / scaffolding / stairs)
- Fire
- Hand tool injury
- Incident
- Injury by animal / insect / other creature
- Knife / weapon
- Manual Handling
- Mental Health
- Miscellaneous
- Nature of physical activity (e.g. sport, dance)
- Near miss
- Needle stick injury
- No injury sustained
- Non-accident first aid
- Oxygen deprived environment
- Pastoral/existing health condition
- Physical abuse
- Power tool injury
- Skin contact with harmful substance / chemical
- Slip / trip / fall on same level
- Sporting injury
- Struck by falling object
- Struck by moving vehicle (not RTA)
- Struck by vehicle (RTA)
- Substance misuse
- Trapped by collapsed / overturned object
- Verbal abuse

## Type of Accident

Please select an option from the drop-down list.

We note that a lot of reports are inputted using “Accident” and thus require us centrally to amend to a more appropriate allocation. On average we amend 70% of reports from “Accident” to one of the following:

**Slip/Trip/Fall** – please use this allocation if a child falls in the playground, or someone slips on a wet floor, or trips on a carpet and sustains an injury

**Collisions** – please use this allocation if a child collides with another child in the playground and bumps his/her head etc

**Contact with cold/surface/substance/material** – please use this allocation if someone bumped into an object (ie wall)

To ensure that we can undertake trend analysis for accidents across the Trust we would ask that you use the following:

### Violent incident with a child or parent:

- Please use **Act of violence** option (and not physical abuse option) as ODST is required to report all incidents of Acts of Violence through its Estates, Health & Safety Committee.

### Verbal abuse from child or parent:

- Please use **Verbal abuse** option (and not Act of Violence option) as ODST is required to report all incidents of Acts of Violence through its Estates, Health & Safety Committee.

### Bumped heads:

- Please use either **Collisions** (if bumped into another child) or **Contact with cold surface/substance/material** (if bumped into a wall etc) option

### Incident:

- Please use this option if you are reporting a **near miss** or **unsafe act or condition** incident

When in doubt please contact Operations Manager for further advice before submitting a report.

Part of the body affected (please choose)

None selected ▾

- Ankle (left)
- Ankle (right)
- Arm (left)
- Arm (right)
- Back
- Ears
- Eyes
- Face
- Finger / fingers
- Foot (left)
- Foot (right)
- Groin
- Hand (left)
- Hand (right)
- Head
- Head
- Knee (left)
- Knee (right)
- Leg (left)
- Leg (right)
- Lips / Mouth
- Lower limbs
- Multiple head locations
- Multiple lower limbs
- Multiple torso locations
- Multiple upper limbs
- Neck
- Nose
- Not Applicable
- Toe / toes
- Trunk
- Upper limbs
- Wrist

### Part of the body affected

For both **minor** and **serious accidents** which have the potential to become a future personal injury claim, we require you to fill in this field, choosing the most appropriate option.

Section 3: Details of first aid administered

**Was first aid given?**

Yes

No

**Who administered first aid**

**Did the injured person go to hospital?**

Yes

No

**Your details / any other witness details**

Please specify full name, department, contact details and employee / student number

**Details of accident / incident**

Please give as much detail as possible. Include details like was PPE worn, what was the weather and lighting conditions like, what happened in the run up to the incident.

**Attach photos/documents of the incident**

Allowed image formats: JPG/PNG  
Allowed document formats: PDF/DOC

Drop image file(s) here or click to add!

**First Aid Administered**

Please ensure you record who administered first aid so we have it for the record.

It is very important that you also record if the injured person is sent to hospital as this could be helpful information if a personal injury claim is later submitted.

**Witness Details**

Please provide as much information as possible here. If the investigation produces any witness statements, please ensure these are uploaded onto Smartlog as you report the incident.

This ensures that all necessary evidence is available should a personal injury claim be submitted or the school is responsible for reporting a RIDDOR (see **pages 36-40** below for more information on RIDDOR) which is reportable to the HSE and who may wish to see evidence of an investigation undertaken at the time of the accident/incident.

**RIDDOR** – if you are still unsure, please contact the Operations Manager for further advice.

**Details of accident/incident**

Please include as much information as possible in this field, especially in the event of a serious accident, which has the potential to become a future personal injury claim.

**Photos:** Where possible please upload any photos taken during an accident investigation process (and this should include where the accident occurred and where possible immediately after the incident itself).

Again, uploading photos is more important for a serious accident when a personal injury claim or RIDDOR event is reportable to HSE.

## Incident reporting in schools (accidents, diseases and dangerous occurrences) HSE Statutory Procedure

### *Extracted from HSE Information Sheet – Education Information Sheet No1 (Revision 3)*

#### Section 1: Overview

##### **Introduction**

This information sheet gives guidance on how the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) apply to schools. Most incidents that happen in schools or on school trips do not need to be reported. Only in limited circumstances will an incident need notifying to the Health and Safety Executive (HSE) under RIDDOR. The information sheet gives practical guidance to schools about what they need to report and how to do it.

##### **What needs to be reported?**

RIDDOR requires employers and others in control of premises to report certain accidents, diseases and dangerous occurrences **arising out of or in connection with work**.

The information sheet includes examples of the incidents that sometimes result from schools' activities and are reportable under RIDDOR. The sheet contains three sections, which cover:

- injuries and ill health involving employees (Section 1);
- injuries involving pupils and other people not at work (Section 2);
- dangerous occurrences (Section 3).

##### **Who should report?**

The duty to notify and report rests with the 'responsible person'. For incidents involving pupils and school staff, this is normally the school. The education pages on HSE's website at [www.hse.gov.uk/services/education](http://www.hse.gov.uk/services/education) provide information about who the employer is in different types of schools.

Reporting is delegated to the school management team. The health and safety policy sets out the responsibilities and arrangements for reporting in each school.

Incidents involving contractors working on school premises are normally reportable by their employers. Contractors could be, e.g. builders, maintenance staff, cleaners or catering staff.

If a self-employed contractor is working in school premises and they suffer a specified injury or an over-seven-day injury, the person in control of the premises will be the responsible person. (See HSE's RIDDOR web pages at [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor) for more detail on the reporting arrangements for self-employed people.)

##### **Who do I report to?**

For general advice about how to report, see HSE's RIDDOR web pages. You can report all incidents online and there is a telephone service for reporting **fatal and specified injuries only**. Reporting details for out of hours incidents are available from HSE's out of hours web page at [www.hse.gov.uk/contact/](http://www.hse.gov.uk/contact/) contact.htm.

For incidents on school premises involving members of staff, pupils or visitors, HSE is the enforcing authority and you should submit your reports to them. HSE is also the enforcing authority for nursery provision provided and operated by local authorities. For privately run nursery schools, the local authority is the enforcing authority.

## What records must I keep?

You must keep records of:

- any reportable death, specified injury, disease or dangerous occurrence that requires reporting under RIDDOR;
- all occupational injuries where a worker is away from work or incapacitated for more than three consecutive days. **From 6 April 2012 you don't have to report over-three-day injuries, but you must keep a record of them.** Employers can record these injuries in their accident book.

You must keep records for at least three years after the incident.

### Section 1: Injuries and ill health to people at work

Under RIDDOR, the responsible person must report the following work-related accidents, including those caused by physical violence, if an employee is injured, wherever they are working:

- accidents which result in death or a specified injury must be reported without delay (see 'Reportable specified injuries');
- accidents which prevent the injured person from continuing their normal work for more than seven days (not counting the day of the accident, but including weekends and other rest days) must be reported within 15 days of the accident.

The responsible person must also report any case of a work-related disease, specified under RIDDOR, that affects an employee and that a doctor confirms in writing (see 'Reportable diseases'). You can find detailed guidance about RIDDOR reporting and online reporting procedures at [www.hse.gov.uk/riddor/report.htm](http://www.hse.gov.uk/riddor/report.htm).

You are also required to report any work-related deaths and certain injuries to self-employed people that take place while they are working at the premises.

### Reportable specified injuries

These include:

- fractures, other than to fingers, thumbs and toes;
- amputations;
- any injury likely to lead to permanent loss of sight or reduction in sight;
- any crush injury to the head or torso causing damage to the brain or internal organs;
- serious burns (including scalding), which:
  - cover more than 10% of the body; or
  - cause significant damage to the eyes, respiratory system or other vital organs;
- any scalping requiring hospital treatment;
- any loss of consciousness caused by head injury or asphyxia;
- any other injury arising from working in an enclosed space which:
  - leads to hypothermia or heat-induced illness; or requires resuscitation or admittance to hospital for more than 24 hours.

### Physical violence

Some acts of non-consensual physical violence to a person at work, which result in death, a specified injury or a person being incapacitated for over seven days, are reportable. In the case of an over-seven-day injury, the incapacity must arise from a physical injury, not a psychological reaction to the act of violence.

Examples of reportable injuries from violence include an incident where a teacher sustains a specified injury because a pupil, colleague or member of the public assaults them while on school premises. This is reportable, because it arises out of or in connection with work.

### Reportable occupational diseases

Employers must report occupational diseases when they receive a written diagnosis from a doctor that their employee has a reportable disease linked to occupational exposure. (See [www.hse.gov.uk/riddor](http://www.hse.gov.uk/riddor) for details of the reporting arrangements for self-employed people.)

These include:

- carpal tunnel syndrome;
- severe cramp of the hand or forearm;
- occupational dermatitis, e.g. from work involving strong acids or alkalis, including domestic bleach;
- hand-arm vibration syndrome;
- occupational asthma, e.g. from wood dust and soldering using rosin flux;
- tendonitis or tenosynovitis of the hand or forearm;
- any occupational cancer;
- any disease attributed to an occupational exposure to a biological agent.

### Stress

Work-related stress and stress-related illnesses (including post-traumatic stress disorder) are not reportable under RIDDOR. To be reportable, an injury must have resulted from an 'accident' arising out of or in connection with work.

In relation to RIDDOR, an accident is a discrete, identifiable, unintended incident which causes physical injury. Stress-related conditions usually result from a prolonged period of pressure, often from many factors, not just one distinct event.

### Section 2: Incidents to pupils and other people who are not at work

Injuries to pupils and visitors who are involved in an accident at school or on an activity organised by the school are only reportable under RIDDOR if the accident results in:

- the death of the person, and arose out of or in connection with a work activity; or
- an injury that arose out of or in connection with a work activity **and** the person is taken directly from the scene of the accident to hospital for treatment (examinations and diagnostic tests do not constitute treatment).

The lists of specified injuries and diseases described in Section 1 only apply to employees. If a pupil injured in an incident remains at school, is taken home or is simply absent from school for a number of days, the incident is **not reportable**.

### How do I decide whether an accident to a pupil 'arises out of or is in connection with work'?

The responsible person at the school should consider whether the incident was caused by:

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

So, if a pupil is taken to hospital after breaking an arm during an ICT class, following a fall over a trailing cable, the incident would be reportable. If a pupil is taken to hospital because of a medical condition (e.g. an asthma attack or epileptic seizure) this would not be reportable, as it did not result from the work activity.

This means that many of the common incidents that cause injuries to pupils at school tend not to be reportable under RIDDOR, as they do not arise directly from the way the school undertakes a work activity. Remember, in all these cases, you only need to consider reporting **where an accident results in a pupil's death or they are taken directly from the scene of the accident to hospital for treatment. There is no need to report incidents where people are taken to hospital purely as a precaution, when no injury is apparent.**

### **What about accidents to pupils during sports activities?**

Not all sports injuries to pupils are reportable under RIDDOR, as organised sports activities can lead to sports injuries that are not connected with how schools manage the risks from the activity.

The essential test is whether the accident was caused by the condition, design or maintenance of the premises or equipment, or because of inadequate arrangements for supervision of an activity. If an accident that results in an injury arises because of the normal rough and tumble of a game, the accident and resulting injury would not be reportable. Examples of reportable incidents include where:

- the condition of the premises or sports equipment was a factor in the incident, e.g. where a pupil slips and fractures an arm because a member of staff had polished the sports hall floor and left it too slippery for sports; or
- there was inadequate supervision to prevent an incident, or failings in the organisation and management of an event.

### **What about accidents to pupils in a playground?**

Most playground accidents due to collisions, slips, trips and falls are not normally reportable. Incidents are only reportable where the injury results in a pupil either being killed or taken directly to a hospital for treatment. Either is only reportable if they were caused by an accident that happened from or in connection with a work activity.

This includes incidents arising because:

- the condition of the premises or equipment was poor, e.g. badly maintained play equipment; or
- the school had not provided adequate supervision, e.g. where particular risks were identified, but no action was taken to provide suitable supervision.

### **Physical violence**

Violence between pupils is a school discipline matter and not reportable under RIDDOR, as it does not arise out of or in connection with a work activity.

### **Other scenarios**

***Injuries to pupils while travelling on a school bus:*** If another vehicle strikes the school bus while pupils are getting on or off and pupils are injured and taken to hospital, this is normally reportable under RIDDOR.

However, you do not have to report deaths and injuries resulting from a road traffic accident involving a school vehicle travelling on the public highway under RIDDOR. These are classed as road traffic incidents and are investigated by the police.



**Incidents involving pupils on overseas trips:** RIDDOR only applies to activities which take place in Great Britain. So, any incident overseas is not reportable to HSE.

**Incidents to pupils on work experience placements:** If pupils are on a training scheme or work placement, they are deemed to be employees for the period of the placement. In these circumstances, the employer, as the responsible person, should report a death, injury or disease to a pupil, which arises out of or in connection with work. This means the wider range of reporting categories for employees is applicable.

### Section 3: Dangerous occurrences

These are specified near-miss events, which are only reportable if listed under RIDDOR.

Reportable dangerous occurrences in schools typically include:

- the collapse or failure of load-bearing parts of lifts and lifting equipment;
- the accidental release of a biological agent likely to cause severe human illness;
- the accidental release or escape of any substance that may cause a serious injury or damage to health; an electrical short circuit or overload causing a fire or explosion.

### Reporting requirements of other regulators

There may be other reporting requirements placed on schools by other regulators in the education sector. The requirements of these other regulators are separate to, and distinct from, the legal duty to report incidents under RIDDOR.

### Further information

For information about health and safety, or to report inconsistencies or inaccuracies in this guidance, visit [www.hse.gov.uk/](http://www.hse.gov.uk/). You can view HSE guidance online and order priced publications from the website. HSE priced publications are also available from bookshops.

This guidance is issued by the Health and Safety Executive. Following the guidance is not compulsory, unless specifically stated, and you are free to take other action. But if you do follow the guidance you will normally be doing enough to comply with the law. Health and safety inspectors seek to secure compliance with the law and may refer to this guidance.

This information sheet is available at:

[www.hse.gov.uk/pubns/edis1.htm](http://www.hse.gov.uk/pubns/edis1.htm).

© *Crown copyright* If you wish to reuse this information visit [www.hse.gov.uk/copyright.htm](http://www.hse.gov.uk/copyright.htm) for details. First published 10/13.

## Health & Safety Checklist for Classrooms

### HSE Guidance: Non-statutory

#### How this checklist can help you

**School premises are a valuable resource for local communities and are increasingly being used for extended services.**

**Health and safety in a school is about taking a sensible and proportionate approach to ensure the premises provide a healthy and safe place for all who use them, including the school workforce, visitors and pupils.**

Because written risk assessments are not required for every classroom activity, this checklist is being made available for use as required. It is not mandatory but is intended as a helpful tool. Schools may choose other ways to comply with health and safety legislation and ensure staff and children are safe.

School-wide measures should be in place to deal with the real risks, so that teachers and support staff do not need to produce written assessments for an ordinary classroom – unless new activities lead to additional risks.

Members of staff can use this checklist to help ensure ordinary classrooms meet minimum health and safety standards. However, the results and findings from completed checklists will provide a useful resource to the school management team when reviewing their whole-school risk assessments.

The checklist is a tool for school staff to raise awareness of areas of concern in a classroom. Employers in the education sector, whether they are a local authority, governing body, trust or proprietor, have wider responsibilities under health and safety law (see [www.hse.gov.uk/services/education](http://www.hse.gov.uk/services/education) for further advice).

#### Using the checklist

This checklist covers the most common areas of concern/risk in ordinary classrooms but is not exhaustive. It does not cover drama and sports facilities or specialist classrooms, including laboratories, art, IT, design and technology facilities or pupil referral rooms.

It can be used by class teachers, teaching assistants, premises staff or department heads – those running the school can decide how best to use the checklist in their school. It can be used as required, for example at the start of a term to provide reassurance to teaching staff that the most common areas of risk in the classroom are being adequately controlled.

It is designed to be helpful and quick and easy to use but there is no obligation on staff to use it. If an issue is not relevant to a classroom, simply mark it as 'N/A' (not applicable) and move to the next question. There is space at the end to list any additional issues.

#### Further information

HSE's homepage ([www.hse.gov.uk/](http://www.hse.gov.uk/)) has information on general topics to help employers and teaching staff comply with health and safety law. We have specific web pages for education, which provide guidance on the common types of risks within the sector ([www.hse.gov.uk/services/education](http://www.hse.gov.uk/services/education)).

The Department for Education has guidance for schools on health and safety:

- **England:** [www.education.gov.uk/schools/adminandfinance/healthandsafety](http://www.education.gov.uk/schools/adminandfinance/healthandsafety)

The Health and Safety Executive has developed this checklist, through a public consultation, to help schools comply with health and safety law. It has been produced in consultation with:

- Department for Education (DfE), England;
- Department for Children, Education, Lifelong Learning and Skills (DCELLS), Welsh Government;
- Learning Directorate, People and Places (LDSG), Scottish Government;
- Department for Communities and Local Government (DCLG), England;
- trade unions.

## Classroom Checklist

Questions you should ask		Yes	Further action needed	N/A
<b>Movement around the classroom (slips and trips)</b>	Is the internal flooring in a good condition?			
	Are there any changes in floor level or type of flooring that need to be highlighted?			
	Are gangways between desks kept clear?			
	Is lighting bright enough to allow safe access and exit?			
	Are procedures in place to deal with spillages (e.g. water, blood from cuts?)			
	For stand-alone classrooms: <ul style="list-style-type: none"> <li>• Are access steps or ramps properly maintained?</li> <li>• Are access stairs or ramps provided with handrails?</li> </ul>			
<b>Work at height (falls)</b>	Do you have an “elephant-foot” stepstool or stepladder available for use where necessary?			
	Is a window-opener provided for opening high level windows?			
<b>Furniture and fixtures</b>	Are permanent fixtures in good condition and securely fastened (e.g. cupboards, display boards, shelving?)			
	Is furniture in good repair and suitable for the size of the user, whether adult or child?			
	Is portable equipment stable (e.g. a TV set on a suitable trolley?)			
	Where window restrictors are fitted to upper-floor windows, are they in good working order?			
	Are hot surfaces of radiators etc protected where necessary to prevent the risk of burns to vulnerable young people?			
<b>Manual Handling</b>	Have trolleys been provided for moving heavy objects (e.g. computers?)			
<b>Computers and similar equipment</b>	If you use computers as part of your job, has a workstation assessment been completed?			
	Have pupils been advised about good practice when using computers?			
<b>Electrical equipment and services</b>	Are fixed electrical switches and plug sockets in good repair?			
	Are all plugs and cables in good repair?			
	Has portable electrical equipment (e.g. laminators) been visually checked and, where necessary, tested at suitable intervals to ensure that it’s safe to use? (There may be a sticker to show it has been tested)			
	Has any damaged electrical equipment been taken out of service or replaced?			
<b>Asbestos</b>	If the school contains asbestos, have details of the location and its condition in the classroom been provided and explained to you?			
	Have you been provided with guidance on securing pieces of work to walls/ceilings that may contain asbestos?			
<b>Fire</b>	If there are fire exit doors in the classroom, are they: <ul style="list-style-type: none"> <li>• unobstructed;</li> <li>• kept unlocked; and</li> <li>• easy to open from the inside?</li> </ul>			
	Is fire-fighting equipment in place in the classroom?			
	Are fire evacuation procedures clearly displayed?			
	Are you aware of the evacuation drill, including arrangements for any vulnerable adults or children?			
<b>Workplace (ventilation and heating)</b>	Does the room have natural ventilation?			
	Can a reasonable room temperature be maintained during use of the classroom?			
	Are measures in place, for example blinds, to protect from glare and heat from the sun?			

This is not an exhaustive list and you should identify any other hazards associated with the daily use of the classroom in the space overleaf, including any further actions needed. If necessary, discuss this with your Headteacher or employer.



## Health & Safety Buy-Back OCC Guidance

### What is covered when you buy back Health and Safety through Oxfordshire County Council - Academies

- Annual condition inspection and report of specialist equipment undertaken by competent contractors for PE (inspection and services included), Outdoor play, D&T, ceramics, and radioactive sources
  - PE – Sportsafe
  - Outdoor play equipment – Sportsafe
  - Kilns – MSS
  - D&T equipment – MSS
  - Radiation – Dr Bowker
- Access to specialist and technical advice including CLEAPSS and the Radiation Protection Adviser (RPA) Service
- Annual pre-use inspection of school based seasonal swimming pools and annual inspection of indoor pools
- A health and safety site visit which will assist you to fulfill your statutory and delegated health and safety responsibilities, to include: advice on good practice related to your activities and processes and a site safety tour of buildings and grounds to identify any actions needed to improve health and safety
- A team of health and safety professionals who can provide technical and practical advice, assistance and support including on-site visits and advice
- Advice on keeping people safe and healthy – your employees and those who are affected by your activities i.e. pupils, contractors, members of the public, visitors
- Access to comprehensive accident/incident reporting spreadsheet and support for completion.
- Advice on maintaining safe and secure sites, buildings and equipment to meet legislative requirements
- Access to the health and safety information on the Schools Intranet
- Assistance in emergency situations such as dangerous occurrences; e.g. asbestos exposure, contamination issues, legionella, hazardous substance releases, critical incident arrangements
- Assistance with investigations into serious accidents that the Health and Safety Executive and other external bodies may involve you in. If additional visits are required in relation to significant issues an additional charge may be applicable
- Library of DVDs which can be borrowed

### Key benefits to the school

- Assistance in fulfilling statutory health and safety duties and responsibilities through improvement of safety management measures:
  - Annual monitoring
  - Objective advice based on the Trust's individual management arrangements and sharing of tools developed for academy support
  - Access to information and employee training and supportive visits
  - Dedicated helpdesk and email facility
- Documentation on key changes and considerations for Academies during conversion
- Assistance to identify previously centrally managed Health and Safety activities and actions required by the Trust to manage them
- A servicing template to use as a storage system to identify when Health and Safety activities, servicing and checks are required based on statutory requirements
- Access to a team of competent, qualified health and safety professionals, who have experience of working in and with schools

- Direct phone contact to the Health and Safety Officer assigned to your school or an alternative if they are not available
- Termly contact through phone calls, emails or visits
- We issue Safety Action Bulletins to schools advising of potential dangers of equipment and/or as a result of a HSE alert on safety measures, or as a direct result of incidents happening in Schools
- We provide specific health and safety advice for schools such as arrangements for dealing with communicable diseases and infections
- Access to data and lessons learnt from previous issues and resolutions
- Support for schools in school swimming including: Provision of Oxfordshire Safe Practice in School Swimming Policy Spring 2018. Training for Schools in Swim England Fundamentals of School Swimming and Aquatic Skills of School Swimming qualifications through the Aylesbury Vale Teaching Partnership (AVTP). Support and advice for schools in school swimming. School staff will be able to email the AVTP for advice around school swimming (email: [swimming@ahs.bucks.sch.uk](mailto:swimming@ahs.bucks.sch.uk))

### **Costs**

- Nursery and primary schools £4.68 per pupil
- Secondary schools £5.85 per pupil
- Special schools £7.73 per pupil
- Discount of 5% for Academy Groups

### **Additionally Charged**

- Pay-as-you-use £550 per day (for additional work not included in package).

### **Training Courses**

- Introduction to Health and Safety for Managers including the Selection and Monitoring of Contractors (1 Day Course)
- Caretaker Training
- Bespoke courses tailored to the needs of your school

## OCC Health & Safety DVD Library List

To borrow DVDs please contact Lynette Donaldson:

Email: [lynette.donaldson@oxfordshire.g.ov.uk](mailto:lynette.donaldson@oxfordshire.g.ov.uk)  
Tel: 01865 323387  
Mobile: 07798 504562

Safety Media DVD	Running
5 steps to risk assessment in your workplace	17 minutes
Asbestos	15 minutes
COSHH	14 minutes
DSE	20 minutes
Electrical Safety Maniac	30 minutes
Fire Safety	11 minutes
Food Hygiene	20 minutes
Health & Safety for Cleaners	17 minutes
Health & Safety in the Office	05 minutes
Health & Safety – We're all responsible	15 minutes
Introduction to Health & Safety	20 minutes
Legionella	06 minutes
Manual Handling (New Edition)	13 minutes
Manual Handling (Watch your back)	15 minutes
Risk Assessment – The Facts	09 minutes
Slips, Trips & Falls	22 minutes
Stress in the Workplace	15 minutes
Top 10 Accidents	06 minutes
Working at Heights	15 minutes
<b>HSE DVD</b>	
Kidsafe – a compilation of Child Safety films	56 minutes
Bring a Smile to Safety Training	58 minutes
<b>FPA DVD</b>	
FPA Essential 4 Disc collection – Fire / H&S	107 minutes
Fire Risk Assessment at Work	22 minutes
Fire Safety in Schools Training Pack	48 minutes
Safe Lifting and Manual Handling	13 minutes
<b>Health &amp; Safety Group DVD:</b>	
Breakaway Training – Dealing with Challenging Behaviour (for Academies)	90 minutes
<b>Safetycare</b>	
Bloodborne Pathogens – Managing the Risk (Facilitator's Guide)	15 minutes



## Site Maintenance

### Servicing and Maintenance Schedule for Schools

#### In house guidance: statutory basis

This schedule is intended to assist schools with their necessary servicing and maintenance regimes. The elements listed may not be entirely applicable to your site, but they are all sourced from a wide variety of regulations.

This schedule will hopefully assist with your future planned maintenance arrangements and allow for continuity in the event of your site manager being absent.

Daily checks can be recorded at school level. All other checks will need to be recorded through your Smartlog portal.

Frequency	Task	By Whom
Daily	Fire Alarm panel check	Locally
Daily	Fire Exits check	Locally
Daily	Fire Evacuation routes check	Locally
Daily	Play equipment	Locally
Daily	Perimeter site check	Locally
Daily	Defibrillator – battery check	Locally
Weekly	Fire Call Point test	Locally
Weekly	Self-Contained smoke/heat detectors	Locally
Weekly	Flush infrequently used outlets (such as external taps and dead-end outlets)	Locally
Weekly	Flush Showers	Locally
Monthly	Hot and cold water temperatures – including point of use water heaters	Locally
Monthly	Emergency Lighting test	Locally
Monthly	Fire Extinguisher check	Locally
2 Monthly	Defibrillator – check pads in date, wiring is in good conditions, equipment operating properly	Locally
3 Monthly	Fire Evacuation drills	Locally
3 Monthly	Clean & descale shower heads	Locally
3 Monthly	Fire alarm service	Contractor
3 Monthly	First aid kits – visual check of contents and date	Locally
End of School Holidays (not including half-terms)	Water system flushed through and brought up to temperature, ideally 7 days pre-opening	Locally
6 Monthly	CCTV service	Contractor
6 Monthly	Emergency lighting tests	Contractor
6 Monthly	Lifts & hoists (person) examination	Contractor
6 Monthly	Ladder inspection	Locally
6 Monthly	TMV Failsafe test	Locally (following training) or Contractor

Annually	<b>Asbestos:</b> Asbestos visual check and formally recorded	Locally (HT and LGB)
Annually	<b>Electricity:</b> Portable Appliance Testing (PAT)	Locally (following training) or Contractor
Annually	<b>Electricity:</b> Inspection of hard-wired electrical installation in hazardous areas (e.g. pools, floodlights)	Contractor
Annually	<b>Fire:</b> Fire alarm system service – including fire doors connected to AFA system	Contractor
Annually	<b>Fire:</b> Fire extinguishers service	Contractor
Annually	<b>Fire:</b> Emergency Lighting service	Contractor
Annually	<b>Fire:</b> Fire Safety risk assessment & action plan review	Assessment – locally (following training) or Contractor Review – locally (following training)
Annually	<b>Gas:</b> Auto shut off safety checks	Contractor
Annually	<b>Gas:</b> Maintenance of appliances and provision of gas safety certificate	Contractor
Annually	<b>Heating system:</b> Boiler service	Contractor
Annually	<b>Heating system:</b> Pressure vessels inspection	Contractor
Annually	<b>Water:</b> Seasonal pools water quality sampling & test	Locally (following training) or Contractor
Annually	<b>Water:</b> Water tanks/calorifiers water samples, inspection & temperatures	Contractor
Annually	<b>Water:</b> Water outlet temperatures	Contractor
Annually	<b>Water:</b> TMV service	Contractor
Annually	Ventilation service (kitchen extraction) including deep clean	Contractor
Annually	Lightning conductor inspection	Contractor
Annually	Design & Technology equipment inspection	Locally (following training) or Contractor
Annually	Outdoor play equipment inspection	Contractor (OCC organise)
Annually	Indoor play equipment inspection	Contractor (OCC organise)
Annually	Lifts (Goods) examination	Contractor
Annually	Automatic/powering doors/gates service	Contractor
Annually	Air conditioning service	Contractor
Annually	Display energy certificate (DEC)	Contractor
14 Monthly	Local Exhaust Ventilation (LEV) inspection and test (e.g. cooker hoods, fume cupboards)	Contractor
Bi-Annually	Water hygiene risk assessment	Contractor
Bi-Annually	Tree inspection	Contractor
5-Yearly	Fixed Electrical installation inspection	Contractor

## Building Work Funding & Contractors

### In house guidance

#### Devolved Formula Capital (DFC) Funding

##### What is Devolved Formula Capital (DFC) Funding?

Devolved Formula Capital (DFC) is a sum of money- allocated by the Education and Skills Funding Agency (ESFA) on an annual basis - to enable schools to deal with smaller 'capital' matters. The monies are sent to ODST on behalf of schools.

The amount allocated is based on a formula of £4,000 per school plus £11.25 per primary school pupil and £4,000 plus £16.88 per secondary school pupil. Please contact the ODST Finance Team for more detailed information on DFC accounts.

##### What types of work can it be used for?

DFC monies must be spent on capital projects with a minimum spend of £2,000 net of VAT. Whilst there is no straightforward definition of capital, some examples of what DFC can be spent on are shown below:

- Structural improvements to buildings, fixtures and fittings (i.e. furniture);
- The purchase of capital equipment, including ICT hardware (software /licences are not permitted);
- Total refurbishment, or improvement of classrooms, toilets and staff facilities (not just decorating, or replacing like for like individual items like carpets/curtains/cubicles);
- Installation of new boilers to improve heating;
- Refurbishment and improvement to library facilities;
- Benching/cablings/security grills/air conditioning/lighting for ICT provision and ICT equipment (hardware);
- Total replacement of roofs/windows/doors (not external decoration, or patch repair);
- Implementation of energy efficiency programmes which save money and the environment;
- Alterations to improve reception areas for parents/daytime security;
- Minor extensions to the building;
- Security fencing;
- Other long-term improvement to the school estate.

DFC cannot be used on revenue items. Anything that costs less than £2,000 is termed as a revenue item. Items under £2,000 can be grouped together to form a project over £2,000 although should be linked in some way (e.g. to 'Health and Safety' or 'External works')

##### How to apply to spend DFC funding?

When planning a project, check your DFC balance via the ODST Finance Team to ensure that funds are available. If DFC funds do not cover the whole amount, the project can be funded via a combination of DFC and school revenue budget.

You will be asked for your plans to spend DFC in the year ahead or if you plan to save up for larger projects.

DFC monies are subject to a three year spend rule which means that the monies from the first year need to be used by the end of the third. If such monies are not used then they can be clawed back by ESFA. Clustering – sending money to another school temporarily to avoid any claw back - is not *something which is encouraged as the purpose of DFC is to encourage continued investment in premises.*

*More substantial projects (above £25K and certainly no less than £10K) should ordinarily be managed via the Schools Condition Allocation (SCA) process rather than DFC.*

If you have plans to use DFC, you will be asked to provide an initial description of the works that you plan to use it for so that ODST can confirm for you that your DFC funds can be used. You can provide the outline description for the works in the initial section of the ODSTDFC application form (*weblink*).

*The Operations Manager will then ensure that the proposed project complies with legislative requirements and will give approval (or guidance) in writing. The project will be given a project code which should be included on all future correspondence, invoices etc. with regards to this project.*

### **How to manage DFC funded works?**

Once the Operations Manager has confirmed that your proposed project meets the criteria for DFC funding you will need to obtain three competitive quotes for the works.

To do this you will need to provide contractors with detailed works requirements to ensure that they give you quotes for the works you require.

If you have concerns regarding your ability to prepare works requirements and deal with any statutory applications (if applicable) then please contact ODST Operations Manager.

Once you have obtained the three quotes for the work, you will need to complete an ODST DFC approval form. Once approved, ODST will issue an approval letter/ email and you are able to raise a PO and book in the works.

### **How to pay for DFC funded works?**

Once your project works have been satisfactorily completed (in whole or in part) then you can advise your contractor to submit an invoice. The invoice should be addressed directly to the school. Once you have received the invoice you will be required to countersign it, date it and issue it directly to the ODST finance team for payment.

## DFC Project Approval Form

<b>School Name:</b>	
<b>School Number:</b>	
<b>Project Title:</b>	

**PLEASE NOTE CAPITAL PROJECTS SHOULD NOT BE LESS THAN £2000 NET OF VAT for DFC spend (£5000 for grants)**

<b>Tender Details (please attach quotes and plans to this form)</b>		
	Contractor / Supplier	£ Amount (excl. VAT)
1.		
2.		
3.		

Are they any modifications to the tender? Yes / No	Modification Details:		
Anticipated Start Date:		Revised Amount	£

Financial Details	Works/IT	
	VAT on above	
	Professional Fees	
	VAT on fees	
	Statutory Fees (planning etc)	
	<b>Total</b>	

Funding Streams	£ DFC	£ Other
Available DFC (100%)		
DFC spend		

<b>Balance after Project:</b>
We certify that the details submitted here are correct, that the work is in accordance with our Development Plan and that the DFC account of our School should be duly deleted. We will seek the Diocese's prior approval for any changes to the agreed figure.

Signed: ..... Headteacher Date: .....

Signed: ..... Chair of Governors Date: .....

**Please return this form to: ODST, Church House Oxford, Langford Locks, Kidlington, OX5 1GF**

<b>For office use only</b>	Project Code: <input style="width: 100%;" type="text"/>	Comment:
Date form received: <input style="width: 50%;" type="text"/>	Date approved by ODST: <input style="width: 50%;" type="text"/>	
Pre-contract meeting date: <input style="width: 50%;" type="text"/>	Application for approval deadline: <input style="width: 50%;" type="text"/>	
Approved by: _____	ODST	Finance

*This document is available to download from the Member Area of the ODST website here:*

<https://www.odst.org.uk/members/operations-resources/operations-manual>

(Bld\_DFC Project Approval Form)

## School Condition Allocation (SCA) Funding

### What is SCA Funding?

SCA stands for School Condition Allocation. SCA is for large academy trusts (more than 3000 pupils) and ODST is eligible to receive this condition funding allocation on behalf of every school member as a single funding pot from the ESFA. The funds are for major capital works.

The funding for ODST schools is issued directly to the Oxford Diocese Board of Education (ODBE) and it is the responsibility of the ODBE to plan and manage the funding on behalf of the ODST.

There is a requirement placed upon ODST and ODBE by the DfE to ensure that SCA is allocated directly in line with high priority condition work which should be reflected in individual school's Asset Management Plan (AMP) priorities and the Trust's overarching AMP priorities.

Standalone academies and smaller multi-academy trusts are eligible for funding via Condition Improvement Fund (CIF) applications rather than SCA- ODST schools are not eligible for CIF funding.

### How the SCA Programmes are planned

Each year it is intended that approximately 80% of the total funding will be allocated to the highest priority items identified within the condition surveys that we hold on file for schools across ODST.

The remaining 20% of the funding will be open to schools to bid for other projects of a capital nature where a joint funding approach is likely. These should be projects already identified in your development plan and related to school condition, improvement and/or expansion in some way.

Each year every school will be contacted and asked to submit an application form which highlights any specific items on their condition survey which they would like to be considered for inclusion on the programme from the 80% section of the pot (whilst it is not essential for a school to bid for condition items as a programme will take into account condition surveys they are very welcome to highlight areas causing them concern), or to bid for a project from the 20%.

Once all bids have been received, they are reviewed, and a programme of work is developed in consultation with the Trust for approval of the ODBE Development Committee.

### What types of work can it be used for?

Examples of projects where SCA can be used are:

- Recovering roofs, felt or tiled;
- Replacement windows/doors (not external decoration, or patch repair);
- Replacement of mechanical plant to improve heating and domestic hot water provisions;
- Replacement of electrical installations;
- Structural improvements to buildings;
- Refurbishment and improvement to library facilities;
- Implementation of energy efficiency programmes which save money and the environment;
- Alterations to improve reception areas for parents/daytime security;
- Security fencing;
- Minor extensions to the building;
- Other long-term improvement to the school estate.

### **How to apply for an SCA funded project?**

In November each school will receive an email asking them if they wish to submit an application form which highlights any specific items on their condition survey which they would like to be considered for inclusion on the programme from the 80% section of the pot, or to bid for a project from the 20%. The closing date for the return of bids is usually mid-December.

The bids are reviewed alongside existing condition survey data and asset management plans and a draft programme is prepared in January, after liaison with the Trust, for the approval of the ODBE Development Committee. Once the programme is approved schools are notified as to whether or not works projects are planned for their site in the coming financial year (for SCA this runs from April to March). This is subject to the funding allocation which is confirmed by the DfE usually by the end of March.

### **How to manage SCA funded works?**

The programme of works is managed by the ODBE. Each project will be allocated to a member of the surveying team to manage and they will liaise with individual schools.

### **How to pay for SCA funded works?**

This will be managed directly by the surveyor managing the individual projects in conjunction with the ODST finance team.

## **Contractor Management – Competency Assessment**

As an employer you are required to ensure the safety of employees and others who visit or work on your premises. When appointing contractors to complete work on your premises, it is important to understand that whilst the responsibility to work safety rests with the contractor, you also have a duty to ensure you do all that is within your control to make sure this happens.

Essentially, this means you have a duty to ensure the contractor is competent to perform the task (for which they are appointed) safely and without unacceptable risk to employers and others on site.

**Remember:** If an accident occurs on site through the incompetence or negligence of a contractor, you could also be held liable if you had not taken steps to appraise the contractor or carry out management checks to ensure that agreed standards of operation were actually being carried out correctly.

As per HSE advice, you will need to satisfy yourself that the contractor you choose can do the task safely. This means making enquiries about the competence of the contractor – do they have the right combination of skills, experience and knowledge?

Even if you have used the same contractors for the past 10 years you still need to regularly assess them in order to ensure you are adhering to your legal obligations.

The level of enquiries you make should be determined by the level of risks and the complexity of the job. Examples of questions you could ask potential contractors include:

- Do you have a written health and safety policy?
- Can you provide existing risk assessments done for similar jobs?
- If required, do you have Employers' Liability Compulsory Insurance?

- What is your recent health and safety performance?
- Are they members of a trade association or professional body?
- Will you be using sub-contractors and if so, how will you check they are competent?

The documentation provided in response to your enquiries should be held on file for as long as you use the contractor and should be refreshed regularly.

The HSE provide further useful questions and examples of checklists in relation to contractor management and competency – please see the links within the “Further Guidance” section below.

Before the work commences, you will also need to consider any risks to your employees and members of the public and visitors etc, because you have contractors on site. You must ensure you agree the measures needed to control risk with the contractor before work starts.

Ideally this should include written site rules and associated procedures (eg emergency evacuation, accident procedures and monitoring arrangements) which have been clearly communicated to the contractor.

### **Further Guidance**

The following links provide additional information which may be of use to you as you decide on your “Competent Person” and training arrangements:

HSE – “Getting Specialist Help with Health and Safety” INDG420 guidance:

<http://www.hse.gov.uk/pubns/indg420.htm>

HSE – “Health & Safety Training” INDG345 guidance:

<http://www.hse.gov.uk/pubns/indg345.pdf>

Royal Society for the Prevention of Accidents (ROSPA) – “Occupational Safety Training” overview:

<https://www.rospa.com/safety-training/work/>

HSE – “Managing Contractors” HSG159 guidance:

<http://www.hse.gov.uk/pubns/priced/hsg159.pdf>



## General Operations

### Basic Calculation for Hall / Room Safe Occupancy Figures In house advice from HMO approved standards

Two calculations, in conjunction with the type of event being held, need to be used to establish the number of persons the hall/room will accommodate and can be evacuated safely:

1. **Exit Capacity** – which is the number and width sizes of exit doors and the time it would take for persons to pass through them.
2. **Occupant Capacity** – which is the capacity of the hall in relation to its size and type of event being held.

Both calculations need to be carried out and the lowest number of the two should be regarded as the maximum occupancy figure.

Designated fire exits should be as widely spaced as possible to allow occupants to turn their backs on the fire and depart in the opposite direction to a place of safety. Exits from the premises should be via distinct and separate routes. If more than one exit discharges into a common, internal area – these exits should not be regarded as alternatives to each other. In all but the smallest premises a minimum of two well-spaced exits are normally required.

Fire exit separation is generally defined by the 45-degree rule. If from any point in a room, two exits are outside a 45-degree angle, then they may be viewed as being well separated. If from any point in a room, two exits are within a 45-degree angle, then they are not well-separated, and they should be regarded as one exit. In other words, the two exits must be far enough apart so that a fire could not make them both unusable.

The example calculations set out below are relevant to premises of a good standard of construction, with sound foundations supporting walls of block, brick, stone, or modern insulated treated wood construction, supporting a substantial roof of traditional construction.

The internal walls, floors and ceilings are to be sound, and covered by non-combustible surface coverings. Doors should be substantial and well fitting. The services and equipment should be to the required certificated standards, being tested and maintained.

Should the premises not be to these standards it may be necessary to assess that a fire could spread through the premises more quickly, therefore the time given for the evacuation of persons could be reduced. A reduction in the time to evacuate a premises or room will affect the overall occupancy limit provided.

With this in mind, premises with less than an adequate standard of construction should have the occupancies restricted by as much as 20% from the calculations shown below.

## Safe Occupancy Rules

For the capacities to be correctly calculated there are several rules that must be followed:

- Rule 1** Any calculation should allow for a complete evacuation of the hall directly to the outside within 2½ minutes.
- Rule 2** All exit doors must allow at least 40 people to exit within 1 minute.
- Rule 3** The minimum width of an exit door is 0.750m (750mm). Door widths less than 0.750m should not be included in any calculation.
- Rule 4** Exit doors that do not lead directly to the outside must not be used in the calculation except the main entrance door, which can be used.
- Rule 5** When calculating the exit capacity, assume that during a fire situation the fire will block one door. As there is no way of determining which door will be affected, in the interest of public safety it must be assumed that this will be the largest door, therefore you must exclude the largest exit width (door) when making the calculation.
- Rule 6** Where there is only 1 exit/access point, you are limited to a maximum of 60 people, irrespective of floor size, exit width or hall use. This figure is reduced if the occupancy capacity is lower than 60.
- Rule 7** Always round part figures down (e.g. 385.3 would be rounded down to 385).
- Rule 8** Both calculations must be undertaken with the lowest number calculated used as the maximum occupancy figure.
- Rule 9** Premises with less than an adequate standard of construction should have the occupancies restricted by up to 20%.
- Rule 10** Revolving or sliding doors should not be considered in the calculation of available exit widths
- Rule 11** Exits must be well separated. In this context 'well separated' is taken to mean that two exits are far enough apart so that a fire could not make them unusable. However, it should be noted that the 45-degree rule would always apply with respect to separation of fire exits.
- Rule 12** An external exit door in a corridor can be used providing, that it is a final exit door, leads to a place of safety and is opposite the hall door, this door should be the one used in the calculation not the hall door.
- Rule 13** Fire exits must never be locked. All exit doors should be easily opened from within, must never require a key to open and open in the direction of escape.
- Rule 14** Final exits should lead to a place of ultimate safety i.e. not an enclosed yard or garden.
- Rule 15** Exit doors that may be utilised by wheelchair users require a minimum width of not less than 900mm
- Rule 16** Travel distances to a final exit should not exceed 18metres in one direction or 45metres where an alternative is provided.

**Rule 17** An Evacuation route from a hall through a kitchen area cannot be considered, as these areas are not a 'protected escape route' and can be extremely hazardous.

**Rule 18** In a hall with a stage, whether fixed or portable, the stage should be calculated separately.

### Calculating the Exit Capacity

To establish the number of persons the hall will accommodate in relation to the number of exit doors (i.e. the exit capacity) the following steps must be carried out:

- Measure and add together the widths of all the exit doors (in metres):
- Divide by 0.750m (minimum single door width):
- Multiply by 40 (maximum number of persons exiting per minute): and;
- Multiply by 2.5 (minutes to evacuate).

#### **Example 1**

The hall has 5 final exit doors, each door width measures:  
(Remember! Any door less than 0.750m wide should not be included in the calculation)

Exit Door 1	1.00m
Exit Door 2	0.65m
Exit Door 3	0.75m
Exit Door 4	1.00m
Exit Door 5	<u>1.14m</u>

Exit Door 2 is less than 0.750m wide and must be excluded under Rule 3 above. Exit Door 5 is the largest exit door and must be excluded under Rule 5 above.

This leaves:

Exit Door 1	1.00m
Exit Door 3	0.75m
Exit Door 4	<u>1.00m</u>

$$2.75\text{m} \div 0.750 = 3.6 \times 40 = 144 \times 2.5 = 360 \text{ persons}$$

**Total exit capacity = 360 persons**

This example does not take into consideration the size of the hall and therefore the exit capacity could exceed the occupant capacity of the hall. To ensure the occupancy is not being exceeded an occupant capacity calculation is required.

### Calculating the Occupant capacity

This is related to hall size and density of people within the available floor space.

When the hall is in use an occupant load factor value ( $m^2$  per person) is introduced, in relation to the floor area being used.

Various events, such as discos, conferences, dining facilities etc. will have different load factor values. See table below for occupant load factors.

The calculation, therefore, is the size of the hall (in square metres) divided by the occupant load factor.

**Example 2**

The same hall, as in example 1, is 16m long by 9m wide and a school intends to hold a disco, without any tables, chairs etc.

$16m \times 9m = 144m^2$ . Divide by the occupant load factor for discos, which is 0.5.

$144 \div 0.5 = 288$

**Total occupant capacity = 288 persons**

The occupant capacity of 288 shown in example 2 is less than the exit capacity of 360 shown in example 1; therefore, the lower figure must be used.

**So, in this case, the maximum number of persons allowed for the school disco would be 288, the occupant capacity.**

### Occupant Load factor table

Use of Hall / Room	$m^2$ per person
Area for standing	0.3
Amusement arcade, assembly hall, bingo hall, club concourse, crush hall, dance hall, pop concert, queuing area etc.	0.5
Bar	0.3 – 0.5 *
Bowling alley, billiard room, games & sporting activities	9.3
Conferences, dining room, restaurant etc.	1.0 – 1.5 *
Studio (radio, film, television, recording)	1.4
Common room e.g. lounge, reading room, staff room, waiting room	1.0

\* Depending upon amount of seating and tables to be provided

**Example 3**

In this example the hall for the disco increases in size to 20m x 10m with fire exit doors the same as in example 1.

20m x 10m = 200m<sup>2</sup>. Divide by the occupant load factor for discos, which is 0.5.

$$200 \div 0.5 = 400$$

**Total occupant capacity = 400 persons**

The occupant capacity of 400 shown in example 3 is greater than the exit capacity of 360 shown in example 1; therefore, the lower figure must be used.

**So, in this case, the maximum number of persons allowed for the school disco would be 360, the exit capacity.**

**Example 4**

The same Hall in example 3 is now to be used for a 'Christmas dinner', which will require bench style tables and chairs, gangways between etc.

20m x 10m = 200m<sup>2</sup>. Divide by the occupant load factor for dining rooms with high levels of seating, which is 1.5.

$$200 \div 1.5 = 133.3$$

This total must be rounded down under Rule 7

**Total occupant capacity = 133 persons**

The occupant capacity of 133 shown in example 3 is lower than the exit capacity of 360 shown in example 1; therefore, the lower figure must be used.

**So, in this case, the maximum number of persons allowed for the Christmas dinner would be 133, the occupant capacity.**

**Aisles and Gangways**

Depending on the location of the emergency exits, seating may need to be reduced to ensure aisles and gangways widths are maintained. Aisles and gangways should be at least 1.05m wide. Where tables and chairs are used there should be at least 1.5m between the backs of chairs of opposing tables.

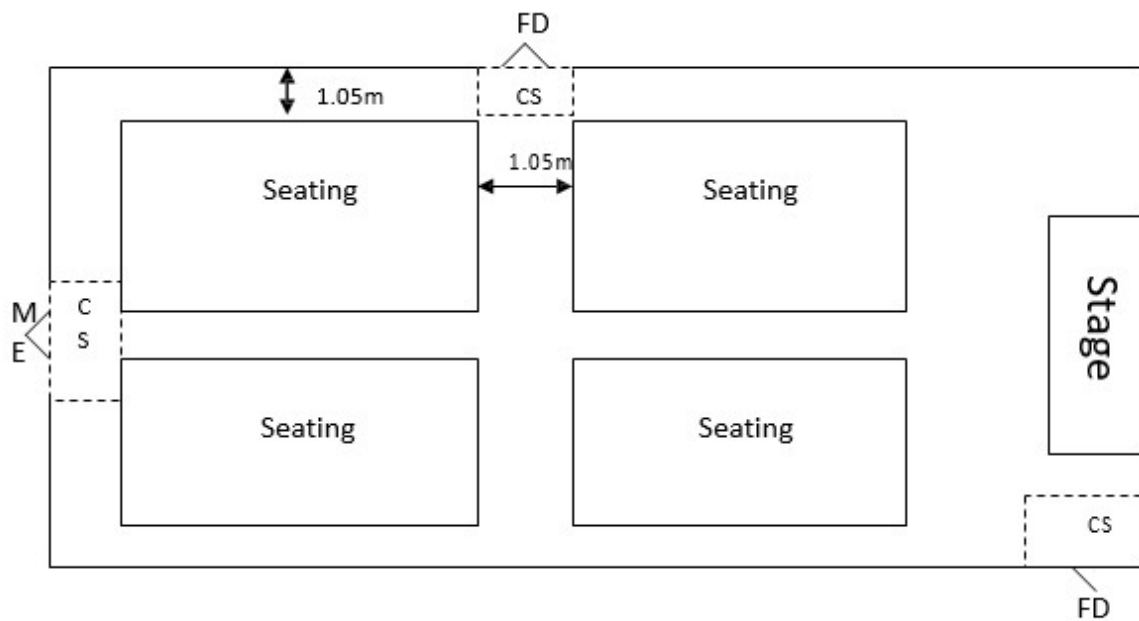
The layout of any tables, chairs, equipment etc must not block or obstruct exit doors. This is usually achieved by having a minimum clear space on either side and in front of the door of not less than the aisle width.

### Rows of Seats

Rows of seats should consist of no less than 7 seats and no more than 17 with an aisle at each end. Rows with an aisle only at one end should not exceed 4 seats. Ideally, all seats should be fixed to the floor, where this is not possible they should be tied or linked together. This can be achieved using plastic cable ties around the legs of adjacent chairs or wooden battens fixed to the back of the chairs. Chairs at tables do not require fixing.

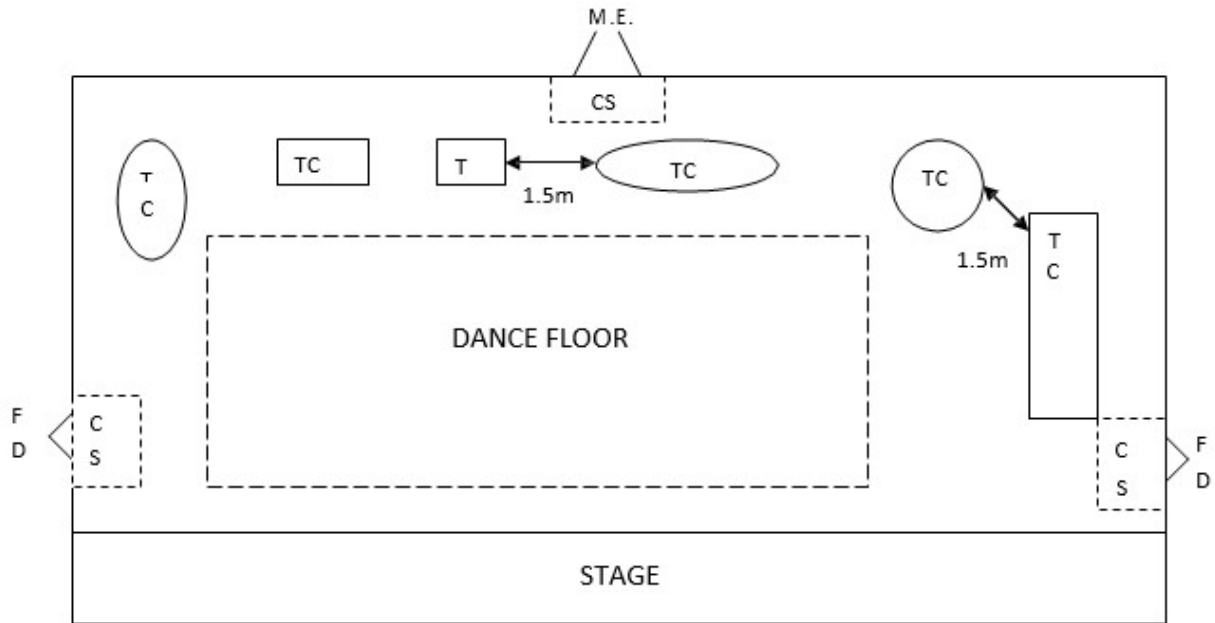
Where rows of seats are not fixed to the floor nor do they have arms, there should be a minimum of 450mm between the back of the seat and the front of the one immediately behind it.

### All Seated Audience



Legend: FD = Fire Door, ME = Main Entrance, CS = Clear Space

### School Disco with Tables & Chairs and Dance Floor



**Legend:**

FD = Fire Door, ME = Main Entrance, T or TC = Tables & Chairs, CS = Clear Space

**Training Schedule for ODST Schools' Staff**  
**In house guidance: statutory basis**

This training schedule is designed to assist schools in identifying the relevant training that staff would need to undertake to confirm competence in a variety of areas which satisfy regulatory expectations.

There are suggestions added as to who could take the training, but this is entirely a matter for each school as it is dependent on the school staffing structure and individual responsibilities within each school environment.

There may be other activities carried out in schools that are not covered in this schedule. If so, it is the school's judgement as to whether staff need to be supported with appropriate training for these activities.

All completed training should be uploaded to Smartlog system in a timely manner to ensure that an accurate training record is held.

Mandatory Training for All Staff		
Training	Frequency	Provider
Fire Awareness	Annually	Smartlog
Manual Handling	Annually	Smartlog
Slips, Trips and Falls	Annually	Smartlog
Working at Height	Annually	Smartlog
Safeguarding & Child Protection	Annually	DSL
Safeguarding Training	3 yearly renewal	Designated Safeguarding Lead/ External Provider

Mandatory Training for Task Specific Activities and/or Subject to Role			
Description of Training	Suggested Attendee(s)	Frequency	Training Provider
Basic GDPR:	All data handlers	Annually	Smartlog
GDPR Awareness:	HT or on-site Data Representative	Annually	Smartlog
Asbestos Awareness:	HT/SLT/Site Managers	Annually	Smartlog
COSHH Awareness:	All staff who use chemicals	Annually	Smartlog
Display Screen Equipment:	All DSE users	Annually	Smartlog
Equality and Diversity Awareness:	All staff	Annually	Smartlog
Food Hygiene:	All staff who handle or prepare food	Annually	Smartlog
Legionella:	Site Manager or staff who are responsible for routine water checks	Annually	Smartlog
Health & Safety at Work	All staff	Annually	Smartlog
Managing Safety	Senior managers	Annually	Smartlog
School Environmental Awareness	As appropriate	Annually	Smartlog



Personal Safety & Lone Working	Site managers and staff who may be involved with lone working	Annually	In-house specific
Lifting/Handling People and Restraint Training:	As appropriate to the school setting	Annually	External Provider
Epipen Training:	As appropriate to the school setting	Annually	External Provider
First Aid & Paediatric First Aid:	Number of staff according to risk assessment and demands of off-site activities	3 yearly renewal	External Provider
Educational Visits Co-ordinator	At least one per site	3 yearly renewal	External Provider
Fire Warden	Ideally two or more per site	3 yearly renewal	Smartlog/External Provider

<b>Optional Additional Training</b>		
<b>Description of Training</b>	<b>Frequency</b>	<b>Training Provider</b>
Introduction to Health and Safety for Managers/ Selection and Monitoring of Contractors (1-day course)	5 yearly renewal	Via OCC
Site Manager/Caretaker Training	5 yearly renewal	Via OCC
Power Tool Training- Site Managers/Caretakers	3 yearly renewal or at the time new equipment is purchased	External Provider
Swimming Pool Management Training	3 yearly renewal	External Provider