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# Health and safety

Releasing Potential Independent Special School



**Approved by:** Trustee Board **Date:** 1<sup>st</sup> September 2022

**Last reviewed on:**

**Next review due by:**

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## **INTRODUCTION**

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## 1. Statement of Intent.

Releasing Potential recognises the importance of providing a working environment which is safe and healthy for all students, employees, contractors and visiting members of the public. Releasing Potential undertakes to comply with all relevant legal requirements.

We believe that it is important to

- Involve and motivate employees in all matters concerning health and safety
- Prevent accidents, injuries and ill health, to identify and eliminate hazardous situations
- Achieve a high standard of health and safety, occupational health and hygiene
- Reduce the risks as low as is reasonably practical and control situations likely to be hazardous to health and safety at work or cause damage to people, equipment, property or services

This health and safety policy statement and associated organisational arrangements apply to all employees of Releasing Potential.

Releasing Potential aims to:

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

The governing body and CEO are ultimately responsible for providing a safe and healthy working and learning environment for staff, students and visitors, this will be achieved by implementing the health and safety objectives detailed in this policy.

Releasing Potential will ensure that there is an effective, proactive health and safety management system in place to meet our corporate responsibility.

Procedures will be laid down for the following:

- Formulation and review of effective safety policies and procedures
- Identification and allocation of resources for the planning and implementation of health and safety procedures
- Monitoring and implementation of plans and compliance with standards
- Review of policies and procedures as a result of monitoring and auditing
- For arrangements to involve all members of the Releasing Potential community, including students, in developing this health and safety policy

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- For our responsibility towards the environment and ensuring that our activities do not adversely affect it

Proactive management of health and safety based on the control of workplace risk will lead to a reduction in accidents, injuries and ill health. This will be achieved by promoting a culture where all employees consider health and safety issues to be of equal importance to other aspects of their work.

Reactive and proactive monitoring, such as accident/incident investigation will identify failures of control and, where possible, identify potential failures before an accident occurs.

These aims will be achieved by

- Regular review of the Health and Safety Policy, 2 yearly reviews as a minimum standard
- Effective communication of the Health and Safety Policy
- Risk assessment
- Effective and consistent monitoring of performance and standards
- Consultation among staff at all levels
- Quick and effective response when deficiencies in work systems are noted
- Annual Health and Safety audit of all our activities
- Relevant information, training and supervision for staff

All staff are required to read the Operational Document, which contains all operational policies on induction, and once a year at the beginning of the academic year thereafter, and to sign for having done so.

A copy of the Operational Document is kept in each site office, and an electronic copy is available on the shared area.

It is the responsibility of the H&S Lead to identify the health and safety training needs of staff, to keep a record of those who have attended training and to record the type of training given.

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## 2. Legislation.

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

- [The Health and Safety at Work etc. Act 1974](#), which sets out the general duties employers have towards employees and duties relating to lettings
- [The Management of Health and Safety at Work Regulations 1992](#), which require employers to make an assessment of the risks to the health and safety of their employees
- [The Management of Health and Safety at Work Regulations 1999](#), which require employers to carry out risk assessments, make arrangements to implement necessary measures, and arrange for appropriate information and training
- [The Control of Substances Hazardous to Health Regulations 2002](#), which require employers to control substances that are hazardous to health
- [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations \(RIDDOR\) 2013](#), which state that some accidents must be reported to the Health and Safety Executive and set out the timeframe for this and how long records of such accidents must be kept
- [The Health and Safety \(Display Screen Equipment\) Regulations 1992](#), which require employers to carry out digital screen equipment assessments and states users' entitlement to an eyesight test
- [The Gas Safety \(Installation and Use\) Regulations 1998](#), which require work on gas fittings to be carried out by someone on the Gas Safe Register
- [The Regulatory Reform \(Fire Safety\) Order 2005](#), which requires employers to take general fire precautions to ensure the safety of their staff
- [The Work at Height Regulations 2005](#), which requires employers to protect their staff from falls from height
- Part Three of the Education (Independent School Standards) (England) Regulations 2014
- Health and Safety (First Aid) Regulations 1981 (1981/917)
- First aid at work: Health and Safety (First Aid) Regulations 1981, approved code of practice and guidance.
- [www.hse.gov.uk/coshh/](http://www.hse.gov.uk/coshh/) All substances, chemicals etc. purchased and used in the organization must comply with the COSHH guidance set down by the HSE



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- HSE Control of Asbestos Regulations 2012.
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### 3. Roles and responsibilities - Catherine

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#### **4. Site security.**

All Releasing Potential staff are issued with site keys and are responsible for the security of those keys and staff must have them on them at all times during the school day. The security of the school site in and out of school hours is the responsibility of the whole school staff team but the last person out must check all doors are secure.

CCTV cameras are located on Unit 7 & 8 with footage stored on a unit in Unit 7 upstairs front office.

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## 5. First Aid

### 5.1 Introduction

Releasing Potential is committed to providing emergency first aid provision in order to deal with accidents and incidents affecting employees, children and visitors.

The arrangements within this policy are based on the results of a suitable and sufficient risk assessment carried out by Releasing Potential regarding all staff, pupils and visitors.

All staff will use their best endeavours, at all times, to secure the welfare of the pupils. Anyone on the School premises is expected to take reasonable care for their own and others' safety.

### 5.2 Aims of this Policy

- To ensure that the School has adequate, safe and effective first aid provision in order for every pupil, member of staff and visitor to be well looked after in the event of any illness, accident or injury; no matter how major or minor.
- To ensure that all staff and pupils are aware of the procedures in the event of any illness, accident or injury.
- To ensure that medicines are only administered at the School when express permission has been granted for this.
- To ensure that all medicines are appropriately stored.
- To promote effective infection control.
- Nothing in this policy should affect the ability of any person to contact the emergency services in the event of a medical emergency. For the avoidance of doubt, staff should dial 999 for the emergency services in the event of a medical emergency before implementing the terms of this Policy and make clear arrangements for liaison with ambulance services on the School site.

To achieve the Policy Aims, the School will:

- Have suitably stocked and up-to-date first aid boxes (responsibility of the individual tutors and First Aid Appointed Persons).
- Carry out a suitable and sufficient assessment of the risks posed to persons in the event that they suffer an accident, injury or ill health (equipment will be regularly monitored in order to minimise the likelihood of accident or injury).
- All RP delivery staff will be qualified by training to take charge of first aid. The certification will be reviewed every three years to ensure that it is current. RP will maintain a record of employees who have undergone first aid training.
- Provide information to employees, pupils and parents on the arrangements for first aid.
- Have a procedure for managing accidents, including immediate liaison with emergency services, medic staff and parents.

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- Ensure that an accident record file is maintained in the office of each site and every incident that requires first aid is recorded and filed including any treatment given. The forms will be reviewed and analysed for patterns regularly and remedial action put in place.
  - Staff completing accident/incident forms will contact parents to inform them of the events and treatment given.
  - Ensure that a holder of a current First Aid certificate accompanies all trips, walks and field trips. A portable first aid kit will be taken on all such trips.
  - Ensure that appropriate hygiene is observed at all times and rubber surgical gloves will be provided and used in any instance involving blood.
  - Review and monitor arrangements for first aid on as appropriate on a regular basis (and at the very least on an annual basis).

### **5.3 First Aid Boxes and First Aid Travel Kits**

The first aid boxes are located in all school sites as identified by the First Aid risk assessment.

All delivery staff are required to carry a First Aid kit and are responsible for ensuring that it is kept up to date and complete.

### **5.4 First Aiders**

The main duties of First Aiders are to give immediate first aid to students, staff or visitors when needed and to ensure that an ambulance or other professional medical help is called when necessary.

Releasing Potential will provide training to ensure that all delivery staff carry up to date qualifications in First Aid, and that a qualified first aider will be on site at all times.

### **5.5 Emergency Procedure in the event of an accident, illness or injury**

If an accident, illness or injury occurs, the member of staff in charge will assess the situation and decide on the appropriate next course of action, which may involve calling immediately for an ambulance.

The First Aider will assess the situation and take charge of first aid administration. In the event that the First Aider does not consider that he/she can adequately deal with the presenting condition by the administration of first aid, then he/she should arrange for the injured person to access appropriate medical treatment without delay.

Where an initial assessment by the designated First Aider indicates a moderate to serious injury has been sustained then one or more of the following actions will be taken:

- Administer emergency help and first aid to all injured persons. The purpose of this is to keep the accident victim(s) alive and, if possible, comfortable,

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before professional medical help can be summoned. Also, in some situations, action now can prevent the accident from getting more serious, or from involving more victims.

- Call an ambulance or a doctor or take the accident victim(s) to a doctor or to a hospital. Moving the victim(s) to medical help is only advisable if the person doing the moving has sufficient knowledge and skill to make the move without making the injury worse.
- Make sure that no further injury can result from the accident, either by making the scene of the accident safe, or (much easier if they are fit to be moved), by removing people from the scene.
- See to any student who may have witnessed the accident or its aftermath and who may be worried, or traumatised, in spite of not being directly involved. They will need to be taken away from the accident scene and comforted. Younger or more vulnerable children may need parental support to be summoned immediately.
- When the above action has been taken, the incident must be reported to:
  - a) CEO or SEO
  - b) The parents (or other closest relatives) of the victim(s), and
  - c) The police, if a criminal offence may have occurred.
- Allocate staff resources carefully between helping the victim(s) (e.g. by accompanying them to hospital), dealing with the direct aftermath of the accident and looking after pupils not affected by the accident. All three activities are important.
- Require (in so far as it is reasonable to do so) all adult witnesses and older children who are witnesses (including those arriving on the scene after the accident), to write down in their own hand and in their own words exactly what they saw and heard. This first-hand evidence can be invaluable, if litigation follows the accident.
- Complete an 'Accident/Incident/ Report Form'
- If the accident is serious, the CEO or SEO will report the matter to the school trustees and the school's insurers. Report it also to the local authority, which may be able to give advice and assistance, especially if there is media interest shown.
- Decide whether the whole school needs to be informed and, if so, what to say in class or assembly and when to say it.
- Without delay, begin to consider ways of preventing such an accident from happening again and implement those preventative measures.
- If the accident is very serious, or fatal, report the matter to the Health and Safety Executive.
- Make arrangements for the return to school of the accident victim(s) and of those worried or traumatised by the accident.
- If the initial assessment indicates that a minor injury has taken place then one or more of the following actions will be taken:
  - a) First Aid administered as necessary by qualified First Aider.
  - b) Complete a 'Accident/Incident/Illness Report Form' (Appendix 1).
  - c) Parents informed (generally at the end of the day).

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## 5.6 Ambulances

The designated First Aider is to always call an ambulance on the following occasions:

- In the event of a serious injury;
- In the event of any significant head injury;
- In the event of a period of unconsciousness;
- Whenever there is the possibility of a fracture or where this is suspected;
- Whenever the first aider is unsure of the severity of the injuries;
- Whenever the first aider is unsure of the correct treatment.

If an ambulance is called then the First Aider in charge should make arrangements for the ambulance to have access to the injured person. Arrangements should be made to ensure that any pupil is accompanied in an ambulance, or followed to hospital, by a member of staff until one of the pupil's parents, guardians or their named representative is present. A member of staff will remain with the pupil until one of the pupil's parents, guardians or a named representative appointed by a parent arrives at the hospital.

Procedure in the event of contact with blood or other bodily fluids

First Aiders should take the following precautions to avoid risk of infection:

Cover any cuts and grazes on their own skin with a waterproof dressing;  
Wear suitable disposable gloves when dealing with blood or other bodily fluids;  
Use suitable eye protection and a disposable apron, where splashing may occur;  
Use devices such as face shields, where appropriate, when giving mouth to mouth resuscitation; wash hands after every procedure.

If a First Aider suspects that they or any other person may have been contaminated with Blood and/or other bodily fluids which are not their own, the following actions should be taken without delay:

- Wash splashes off skin with soap and running water;
- Wash splashes out of eyes with tap water and/or an eye wash bottle;
- Wash splashes out of nose or mouth with tap water, taking care not to swallow the water;
- Record details of the contamination;
- Take medical advice (if appropriate).

## 5.7 Reporting to parents

In the event of accident or injury to a pupil, at least one of the pupil's parents must be informed as soon as practicable. Parents must be informed in writing of any injury to the head, minor or major, and be given guidance on action to take if symptoms develop. In the event of serious injury or an incident requiring emergency medical treatment, the pupil's class teacher, will telephone the pupil's

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parents as soon as possible. All delivery staff should always carry the parental consent/medical forms of all students in their group.

### **5.8 Visits and events off site**

Before undertaking any off-site events, the tutor organising the trip or event will assess level of first aid provision required by undertaking a suitable and sufficient risk assessment of the event and persons involved. The Standard Operating Procedures for all regular off-site activities can be found in the Operational Document.

### **5.9 Storage of medication**

Medicines are always securely stored in accordance with individual product instructions, save where individual pupils have been given responsibility for keeping such equipment with them. All medicines shall be stored in the original container in which they were dispensed, together with the prescriber's instructions for administration and properly labelled, showing the name of the patient, the date of prescription and the date of expiry of the medicine. All medicines will be returned to the parent when no longer required to arrange for safe disposal.

Parental consent/Medical forms should be updated each year at the beginning of Autumn term. Parents should advise the school when a child has a chronic medical condition so that staff can be trained to deal with any emergency in an appropriate way. Examples of this would be epilepsy and diabetes.

In general, staff will not administer any form of medication unless there is an emergency and then on the advice of the emergency services/on-call doctor.

### **5.10 Illness**

A quiet area will be set aside for withdrawal and for pupils to rest while they wait for their parents/guardians to arrive to pick them up (This area has easy access to a toilet and hand washing facilities. Pupils will be monitored during this time. When a child becomes ill during the day the parents/guardians will be contacted and asked to pick their child up from school as soon as possible.

Parents will be asked to complete and sign a Medical Consent Form when a child is admitted to the school, which includes emergency numbers and consent for the administration of emergency first aid. These forms will be updated annually. Details of allergies and chronic conditions will be included on this form.

Staff always aim to act and respond to accidents and illness based on what is reasonable under the circumstances and will always act in good faith while having the best interests of the child in mind.

Our first aid arrangements take into consideration the types of activities undertaken at Releasing Potential, and their levels of risk.



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First Aid kits are available in the office at each site, and each delivery staff member is issued with their own first aid kit. Individual staff are responsible for ensuring that their own first aid kit is complete and in date. First Aid kits must be replenished after use and staff should inform the office if stocks get low. The person responsible for checking and maintaining the contents of first aid kits is Karl Stepney.

All staff receive accredited first aid training. Delivery staff are required to undertake a 16-hour course, other staff are required to undertake an 8-hour course. First aid qualifications are updated on a 2-year cycle.

If an ambulance is required, the emergency 999 service should be used. Delay in calling an ambulance can be very serious. The opinion of a first aider is sufficient to authorize an ambulance being called and should take place without delay.

It may be appropriate on occasions to transport a student or member of staff to an A&E department without the ambulance service but it should be noted that this should always be on a voluntary basis.

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## 6. Accident Reporting

Accidents must be reported in writing using the Releasing Potential Accident Form as soon as possible after the accident occurs by the member of staff or first aider who dealt with it.

Completed forms should be sent to the Operations Manager who will keep them in a file for 3 years in accordance with regulation, then securely disposed of.

It is the responsibility of the CEO/SEO to sign off an accident form. The incident should also investigate the accident and suggest action to prevent recurrence. Accidents/Incidents/Near Misses is a standing agenda item at Whole Team meetings.

In the case of minor accidents to staff and non-staff, where there are no issues of liability and there have been no contributory failures of premises, procedures or equipment, accidents should be reported and stored in the Accident Book kept by the SEO.

Certain injuries should be reported to the HSE under the RIDDOR Regulations

### Reporting to the Health and Safety Executive

The Head of School will keep a record of any accident that results in a reportable injury, disease, or dangerous occurrence as defined in the RIDDOR 2013 legislation (regulations 4, 5, 6 and 7).

The Head of School will report these to the Health and Safety Executive as soon as is reasonably practicable and in any event within 10 days of the incident.

Reportable injuries, diseases or dangerous occurrences include:

- Death
- Specified injuries. These are:
  1. Fractures, other than to fingers, thumbs and toes
  2. Amputations
  3. Any injury likely to lead to permanent loss of sight or reduction in sight
  4. Any crush injury to the head or torso causing damage to the brain or internal organs
  5. Serious burns (including scalding)
  6. Any scalping requiring hospital treatment
  7. Any loss of consciousness caused by head injury or asphyxia

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8. Any other injury arising from working in an enclosed space, which leads to hypothermia or heat-induced illness, or requires resuscitation or admittance to hospital for more than 24 hours
- Injuries where an employee is away from work or unable to perform their normal work duties for more than 7 consecutive days
  - Where an accident leads to someone being taken to hospital
  - Where something happens that does not result in an injury, but could have done
  - Near-miss events that do not result in an injury, but could have done. Examples of near-miss events relevant to schools include, but are not limited to:
    1. The collapse or failure of load-bearing parts of lifts and lifting equipment
    2. The accidental release of a biological agent likely to cause severe human illness
    3. The accidental release or escape of any substance that may cause a serious injury or damage to health
    4. An electrical short circuit or overload causing a fire or explosion

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

How to make a RIDDOR report – <http://www.hse.gov.uk/riddor/report.htm>

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## 7. Fire and emergency arrangements

It is the duty of all members of staff to be aware of the fire and emergency procedures, for ensuring that all escape routes are kept clear and to report any defective equipment, damage to extinguishers and any other equipment.

A formal check of the premises fire arrangements will be made regularly by an externally contracted inspector. Fire risk assessment of the premises will be reviewed regularly. Records of the inspection will be kept and issues addressed by the Health and Safety Lead.

Fire Alarms will be tested regularly and recorded in the fire alarm log book by the site fire marshals.

Fire Drills are carried out termly at each site and the fire alarm is a loud siren.

New staff will be trained in fire safety and all staff and pupils will be made aware of any new fire risks.

In the event of a fire,

- The alarm will be raised immediately by whoever discovers the fire and emergency services contacted. Evacuation procedures will also begin immediately
- Fire marshals will confirm the building is clear and take charge of the fire assembly area.
- Fire extinguishers may be used by staff only, and only then if staff are trained in how to operate them and are confident they can use them without putting themselves or others at risk
- Staff and pupils will congregate at the assembly points. These are the car parks in front of Unit7 Havant and Chichester building.
- Form tutors/class teachers will take a register of pupils, which be checked against the attendance register.
- The Fire marshal check all staff against the sign board and visitors against the sign-in book.
- Staff and pupils will remain outside the building until the emergency services say it is safe to re-enter

The school will have special arrangements in place for the evacuation of people with mobility needs and fire risk assessments will also pay particular attention to those with disabilities.

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A fire safety checklist can be found in appendix 1.

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## 8. Control of substances (COSHH)

All substances, chemicals etc. purchased and used in the organization must comply with the COSHH guidance set down by the HSE.

Substances hazardous to health as defined by the COSHH regulations are substances classified as very toxic, toxic, harmful, corrosive or irritant.

Risk assessments and hazard data sheets must be provided for all hazardous substances and suitable records kept by the relevant Site Manager.

### 8.1 Gas safety

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

### 8.2 Legionella

- A water risk assessment has been completed on [date] by [name of individual and/or role]. [Name of individual and/or role] is responsible for ensuring that the identified operational controls are conducted and recorded in the school's water log book
- This risk assessment will be reviewed every [frequency] and when significant changes have occurred to the water system and/or building footprint
- The risks from legionella are mitigated by the following: [insert examples of controls or checks that are in place, e.g. temperature checks, heating of water, disinfection of showers, etc.]

### 8.3 Asbestos

- The CEO is responsible for ensuring that arrangements are in place for managing asbestos in accordance with procedures set out in the HSE Control of Asbestos Regulations 2012.
- Staff should be briefed on the hazards of asbestos, the location of any asbestos in Releasing Potential buildings, and the action to take if they suspect they have disturbed it.

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- Arrangements will be in place to ensure that any asbestos in Releasing Potential premises is not disturbed by contractors.
  - Contractors will be briefed in the action they should take if they discover material which they suspect could be asbestos. They should immediately stop work, evacuate the area and request advice from the HSE.
  - **We are not aware of any asbestos present in Releasing Potential buildings.**

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## 9. Equipment

### 9.1 Outdoor equipment

Releasing Potential is licensed by the Adventure Activities Licensing Service (AALS) and is inspected 2 yearly by them. It is the responsibility of the Outdoor Education Manager to check that all Outdoor kit and equipment is inspected regularly and complies with relevant standards of safety, and to arrange repair or replacement as necessary.

### 9.2 Electrical equipment

The H&S Lead will arrange for all portable electrical equipment to be tested in accordance with PAT testing requirements and will ensure that any actions arising are addressed immediately.

All staff must visually check electrical appliances prior to use and report any defects to the site manager.

All defective equipment must be taken out of use immediately and reported to the site manager.

### 9.3 Machinery and plant

All machinery and plant will be of suitable safety specifications and will carry a CE marking which shows that it complies with European Community safety standards.

Staff using workshop spaces or machines will have the following training;

- Workshop introduction
- Core tools
- Specialist tool

Sign-off records will be kept by the Workshop lead showed which staff have completed which training.

### 9.4 Use of guards

All staff must always use all guards and other safety devices on machines and other equipment.

Under no circumstances should any guard or other safety device be removed or not used to enable a task to be done. Any operation which cannot be done with guards and other safety devices in place must not be done.

### 9.5 Maintenance of equipment



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When maintenance of equipment is carried out, all staff follow the guidelines contained in the CLEAPSS document L254 Health and Safety Maintenance of D&T Workshop Equipment. Machines must be isolated from the power supply in the black plastic boxes then the boxes locked, or the fuses removed.

A notice stating that the machine is under maintenance should be fixed to the machine. A risk assessment of the hazards involved in the task should be carried out before the work is started.

## **9.6 Personal Protective Equipment (PPE)**

The employer accepts the duty to provide eye protection, gloves, overalls and aprons for employees where the risk assessment requires it (Personal Protective Equipment at Work Regulations). Eye protection must be worn by all staff and students when using any machine or when soldering using soldering irons.

- Eye protection should be used for any operation where the risk assessment shows it is required.
- Aprons/overalls/lab coats are provided for student and staff use and laundered by the school.
- Eye protection is expected to be available for pupils / students and visitors. Safety spectacles are provided for general use, with face shields used whenever the risk assessment requires them.
- Ear protection should be used whenever the risk assessment requires them.

Anti-bacterial wipes should be provided for cleaning ear defenders before use. The condition of the eye protection is checked regularly and replaced as required.

## **9.7 Furniture and equipment**

All staff must check that furniture and equipment is regularly checked to ensure that it is functional and safe. All discovered defects must be reported to the relevant site manager who should arrange for repairs or replacement.

## **9.8 Waste disposal**

General waste and recycling bins are provided at Chichester and Havant site and they are emptied regularly by contractor. Office, room and other site bins to be emptied regularly in to the above to prevent a build-up of rubbish

Waste chemicals and equipment are disposed of in an environmentally-responsible manner in accordance with relevant legislation. Petrochemicals disposal can be done at Emsworth Outboards.

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Whenever there is any doubt on waste disposal, we consult CLEAPSS / the local authority D&T adviser /the local authority health and safety officer / adviser.

## **9.9 Spills**

Minor spills are dealt with using damp cloths/ rags and mops as required. Spills of any amount that do not give rise to toxic or flammable fumes are dealt with by Staff.

Major spills are those involving the escape of toxic vapors or flammable gases in significant concentrations. The fire service may be called.

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## **10. Manual handling and working at height.**

All regular operations involving lifting or carrying equipment, pushing trolleys, etc. will be assessed to see if any may give rise to risks of injury (Manual Handling Operations Regulations).

When it is impossible to avoid storage or display above head height, glass or other fragile items are never stored above head height and only light-weight and rarely-used items are stored there. When displaying items at high level or fetching or replacing items stored at high level, step ladders or kick stools are used; staff should never climb onto stools or benches.

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## **11. Infection prevention and control**

Releasing Potential follows the national guidance published by the UK Health Security Agency when responding to infection control issues. Staff and pupils are encouraged to follow this good hygiene practice, outlined below, where applicable.

### **11.1 Handwashing**

- Wash hands with liquid soap and warm water, and dry with paper towels
- Always wash hands after using the toilet, before eating or handling food, and after handling animals
- Cover all cuts and abrasions with waterproof dressings
- Coughing and sneezing, cover mouth and nose with a tissue
- Wash hands after using or disposing of tissues
- Spitting is discouraged

### **11.2 Personal protective equipment**

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

### **11.3 Cleaning of the environment**

- The Chichester and Havant school buildings are cleaned twice a week using external cleaners who wipe surfaces wash/vacuum floors and remove rubbish as a minimum.

### **11.4 Cleaning of blood and body fluid spillages**

- Clean up all spillages of blood, feces, saliva, vomit, nasal and eye discharges immediately and wear personal protective equipment
- When spillages occur, clean using a product that combines both a detergent and a disinfectant, and use as per manufacturer's

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instructions. Ensure it is effective against bacteria and viruses, and suitable for use on the affected surface

- Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below
- Make spillage kits available for blood spills

### **11.5 Laundry**

Washing machines are provided at Chichester and Havant school sites for use by all school staff.

- Wash laundry outside of teaching hours
- Wash soiled linen separately and at the hottest wash the fabric will tolerate
- Wear personal protective clothing when handling soiled linen
- Bag children's soiled clothing to be sent home, never rinse by hand

### **11.6 Clinical waste**

- Always segregate domestic and clinical waste, in accordance with local policy
- Remove clinical waste with a registered waste contractor
- Remove all clinical waste bags when they are two-thirds full and store in a dedicated, secure area while awaiting collection

### **11.6 Animals**

Students and staff may come in contact with animals when attending Willow Farm and if walking dogs as part of Project or work placement.

- Wash hands before and after handling any animals
- Students to be always supervise when interacting with any animals.

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## **12. Infectious disease management**

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

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

- Encouraging all staff and pupils to regularly wash their hands with soap and water or hand sanitiser, and follow recommended practices for respiratory hygiene. Where required, we will provide appropriate personal protective equipment (PPE)
- Keeping rooms well ventilated
- Use of risk assessments to identify rooms or areas with poor ventilation and put measures in place to improve airflow, including opening external windows, opening internal doors and mechanical ventilation

### **12.1 Pupils vulnerable to infection**

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

### **12.2 Exclusion periods for infectious diseases**

The school will follow recommended exclusion periods outlined by the UK Health Security Agency and other government guidance.

In the event of an epidemic/pandemic, we will follow advice from the UK Health Security Agency about the appropriate course of action.

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### **13 Violence at work**

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

All staff will report any incidents of aggression or violence (or near misses) directed to themselves to their line manager/headteacher immediately. This applies to violence from pupils, visitors or other staff.

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#### **14 New and expectant mothers**

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

Appropriate measures will be put in place to control risks identified. Some specific risks are summarised below:

- Chickenpox can affect the pregnancy if a woman has not already had the infection. Expectant mothers should report exposure to an antenatal carer and GP at any stage of exposure. Shingles is caused by the same virus as chickenpox, so anyone who has not had chickenpox is potentially vulnerable to the infection if they have close contact with a case of shingles
- If a pregnant woman comes into contact with measles or German measles (rubella), she should inform her antenatal carer and GP immediately to ensure investigation
- Slapped cheek disease (parvovirus B19) can occasionally affect an unborn child. If exposed early in pregnancy (before 20 weeks), the pregnant woman should inform her antenatal care and GP as this must be investigated promptly
- Some pregnant women will be at greater risk of severe illness from COVID-19



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## 15. Risk Assessment

### Summary

Documented Risk Assessments are a requirement under the Management of Health and Safety at Work Regulations 1999. Releasing Potential is required to assess the risks to the health and safety of workers and any others who may be affected by the work carried out for the purpose of identifying measures needing be taken to comply with other legislation. Carrying out these written assessments will help to identify all the protective and preventive measures that must be taken to comply with the Regulations.

It is the responsibility of the Senior Leadership Team to ensure that risk assessments are in place for their area. They can complete the assessments themselves or instruct other staff to undertake them. Site meetings are held bi-weekly at each site and are minuted; minutes are sent to the H&S Lead who will action them as necessary. Health and Safety/Risk Assessments are a standing agenda item at SLT meetings.

Releasing Potential will follow the Health and Safety Executive's 5 stage approach to Risk Assessments:

- Step 1 – Identify the hazards.
- Step 2 – Identify who might be harmed and degree of severity.
- Step 3 – Evaluate the risks and decide on precautions.
- Step 4 – Record and implement findings.
- Step 5 – Review assessment and update if necessary.

Copies of risk assessments should be in date and signed by the Assessor and the responsible person undertaking the tasks. Risk Assessments for outdoor/offsite activities are kept in the Operational Document. Risk Assessments on individual young people are held on the cloud-based portal. The portal reminds staff completing a safeguarding concern that it is their responsibility to update the student's risk assessment if appropriate. Staff can access the information through the portal on their work mobile phone when necessary. From time to time a specific risk assessment may be required, in these cases the risk assessment is signed off by the staff member(s) concerned and their line manager, and are kept in site offices. The Operational Document is kept in site offices so that they are easily accessible to all staff, with copies held by the Health and Safety Co-ordinator ensuring they are available for inspection by the HSE, Governing Body and the outside Inspectorates as required.

Risk assessments should be reviewed and revised: -

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- Annually.
  - When there is reason to suspect the assessment is no longer valid. This may become apparent through accidents and near misses, safety complaints, ill-health trends, or the employer may become aware that a relevant piece of legislation has fallen out of date.
  - When there has been a significant change in the matters to which the assessment relates, such as the introduction of new work equipment, changes in management personnel, new markets or applications for RP's programmes, cutbacks in training etc.
- All significant findings should be recorded and brought to the attention of relevant personnel, with signatures provided as evidence that the information has been read and received by those undertaking the tasks. The School's Risk Assessment template at Appendix A gives further guidance.

### 15.1 Specific Risk Assessments

Which the School must have in place under current regulations are: -

- Fire Risk
- New and expectant mothers
- Control Of Substances Hazardous to Health
- Lone working
- Workplace equipment
- Manual Handling

All the above have specific templates that will assist in the completion of the task; these are available from, and should be completed with the Operations Manager.

Current Risk Assessments as detailed above can be found at [Appendix A](#).

### 15.2 Other Types of Risk Assessment

**Individual Student Risk Assessments** are in place for all students from their induction into the school, and are reviewed annually and on any incident or change of circumstances. The web-based portal reminds staff to update the RA when safeguarding incidents are logged.

**Generic Risk Assessments** are acceptable where activities/processes/operations are consistent across the workplace. However, these must be adapted, as appropriate, to consider particular individuals and specific

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**Specific Assessments** may be produced using a generic template, but are in place for one dedicated task or event.

**Dynamic Risk Assessments** are constant, on the spot assessments of the situation/task that are not written down. These should not be relied on completely for a task, as there is no written evidence of the control measures in place. Dynamic risk assessments alone will not be accepted by the HSE in any accident investigation. However they can be noted in a full Risk Assessment as an on going assessment of the risk.

### 15.3 Guidelines for Written Risk Assessment

#### DEFINITIONS:

**HAZARD** – Something with the potential to cause harm

**RISK** – The likelihood of harm being realised and its severity

- A. Identify and record an activity, process or operation using Appendix A, where there is potential for injury or damage.
- B. Consider whether it is essential for the activity to continue, given that without the hazard there is no risk.
- C. Identify the hazards within the activity, eg using machinery, confined spaces, working at height, electricity, manual handling, lone working etc.
- D. Determine the risks involved and what type of incident is anticipated, e.g contact with moving/sharp equipment, asphyxiation, falls, electrocution, back injury, violence/abuse. Consider who and how many people will be affected, e.g. employees, visitors, students, contractors.
- E. Estimate the risk level without the benefit of any control measures
- F: High and medium risk levels will require control measures to reduce the risk level to as low as is reasonably practicable. This could be achieved by guarding, safety Procedures/working practices, training, mechanical assistance, contracting out etc. Personal Protective Equipment (PPE) should only be considered as the last resort when alternative control measures cannot achieve a lower risk level.
- G. Reassess (quantify) the risk level with existing control measures in place to ensure that the risk is reduced – if it is not then further controls will be needed, see below.
- H. Some additional control measures may be required to reduce the risk level further.
- I. Share and discuss with all persons involved in the activity/process/operation and obtain signatures to confirm their understanding and involvement.

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All risk assessments should be signed off and dated by the person carrying them out.

## **16. EMERGENCY PROCEDURES**

### 16.1 General Action Plan

### 16.2 Residential Venues

Pertinent medical information about course/activity attendees and instructors should be held with Releasing Potential before commencing activities. It is the duty of the group leader of the booking party to make Releasing Potential Ltd aware of any members with relevant medical conditions. This information is passed on to instructors prior to the session. A line of communication shall be implemented on sessions so that in the event of a minor/major incident, causing a late return, the instructor can contact a responsible person to carry out a sequence of calls to parents/ family/ group leaders to avoid undue worry and concern whilst waiting to collect group members.

### **16.1 General Emergency Action Plan**

#### **Action Plan**

Prior to the commencement of the activity the instructor, where possible, is to inform the group leader of the booking party of the location of the group mobile phone, if carried, and to instruct on its use. The phone has relevant phone numbers of the emergency services, the Centre and the mobile number, should any incident or accident occur to the instructor.

In the event of an accident occurring to a course member, Releasing Potential staff will use their skill, experience and judgment to:

- Ensure that the group is removed from the source of danger.

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- Treat the injured person in an approved manner, in the most suitable location to prevent further deterioration.
  - Use the available resources to summon help at an appropriate level.
  - Guard against secondary conditions whilst awaiting help.

The instructor will:

- Establish the nature and extent of the injury.
- Account for and attend to the other members of the group.
- Administer the appropriate first-aid.
- Establish and record the injured person's name and extent of the injuries, the time, date and location, time and address of the injured person (on Accident Report Form)
- Monitor their condition.

At all times the needs of the injured person and the rest of the group are of paramount importance and there should be no hesitation in calling the emergency services. However other options might be more effective, depending on the situation, and these are listed below:

- Self-help. The injured person is treated by the instructor in accordance with established first aid protocol. The decision is then made whether the injured person is to continue with the session, to be returned to the Centre for further treatment, taken home or to a casualty unit.
- Assistance from emergency/ rescue services. If the injured person is evacuated an adult is to remain with them, when possible. Releasing Potential Directors and/or group leader is to be kept informed at all times so that the parents/guardians can be notified and pertinent medical information can be passed on to the hospital etc. Instructors should record the details of an accident (names, addresses, dates, times, witnesses, circumstances leading up to, and the results of the accident, etc.) while they are fresh in the memory.

In all cases accident report forms must be filled in by the instructor, returned to the office and if appropriate copies sent to the appropriate County or HSE.

In the event of an emergency or incident, the Group Leader must make contact with the Emergency Contact as soon as is reasonably practical and advise them of the situation. If it is necessary to call the emergency services to an incident, then the Group Leader shall take responsibility for this and on contacting the Emergency Contact shall advise that this has been done.

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If the Group Leader contacts the Emergency Contact to advise of an emergency or incident, the Emergency Contact shall take responsibility for contacting parents as appropriate, as well as Releasing Potential (see contact numbers below). In the case where the emergency services have been called to the incident, then the Emergency Contact shall become the prime point of contact for the emergency services.

**In the event of a serious accident do not speak to the media. Legal liability should not be discussed or admitted, nor should the name of the casualty be divulged.**

### **Emergency Contact Numbers**

Releasing Potential Ltd offices	02392 863677
Mike King (Director)	07939 2252389
Catherine Brennan (SEO)	07708 176767

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## 17 Accessibility Plan

Releasing Potential is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the three learning communities.

To achieve this we will:

- Continually review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for students so that we can improve the access for both individuals and groups
- Work to provide an atmosphere where students feel safe and valued
- Promote the understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability
- Examine those parts of our active and extra-curricular activities which may have limited access for students with a disability and see how we can work to overcome these barriers.

Monitoring and implementation:

- The plan will be evaluated regularly, informed by discussions with students with disabilities, staff and parents and analysis of data on progress and attainment of pupils with disabilities.

The detailed action plan is split into three strands as below:

- Strand A: Increasing the extent to which pupils with a disability can participate in the curriculum
- Strand B: Improving the physical environment of the locations
- Strand C: Improving the availability of accessible information to pupils with a disability

**Strand A: Increasing the extent to which pupils with a disability can participate in the curriculum**

<b>Targets</b>	<b>Strategies</b>	<b>Time frame</b>	<b>Lead</b>
<ul style="list-style-type: none"> <li>Provide information to staff regarding specific needs of named students</li> </ul>	<ul style="list-style-type: none"> <li>Raise awareness of students' needs through detailed written Risk Assessments</li> <li>Ongoing staff training on supporting SEN needs</li> <li>Progress data and other information to be up to date on the Portal</li> </ul>	<p><b>S</b></p> <p><b>S</b></p> <p><b>S</b></p>	<p><b>CB</b></p> <p><b>LP</b></p> <p><b>LP</b></p>
<ul style="list-style-type: none"> <li>Improve access to curriculum with purchase of specialist equipment for targeted students</li> </ul>	<ul style="list-style-type: none"> <li>Audit use of technologies to ensure current provision is effective</li> <li>Create safe access to IT suite and if appropriate laptops</li> </ul>	<p><b>M</b></p> <p><b>M</b></p>	<p><b>LP</b></p> <p><b>LP</b></p>
<ul style="list-style-type: none"> <li>Provide staff training to improve outcomes for students</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate staff CPD into appraisal review forms</li> <li>Training to be provided to teaching staff by specialists</li> <li>Support tutors in developing differentiation strategies</li> </ul>	<p><b>S</b></p> <p><b>M</b></p> <p><b>S/M</b></p>	<p><b>LP/CB</b></p> <p><b>LP/CB</b></p> <p><b>LP</b></p>
<ul style="list-style-type: none"> <li>Improve staff understanding of how to work effectively with children with ASD</li> </ul>	<ul style="list-style-type: none"> <li>Training from ASD specialist</li> <li>Annual training in developing on the subject as part of the school calendar of training</li> </ul>	<p><b>M</b></p>	<p><b>LP/CB</b></p>
<ul style="list-style-type: none"> <li>Improve staff knowledge and skills in differentiating materials according to student need</li> </ul>	<ul style="list-style-type: none"> <li>Staff training delivered in-house. Training to be need focused and student focused.</li> </ul>	<p><b>M/L</b></p>	<p><b>LP</b></p>



<ul style="list-style-type: none"> <li>Increase literacy/numeracy levels</li> </ul>	<ul style="list-style-type: none"> <li>Use of English and Maths tutor to work with named students.</li> <li>Maths and English consultants to be used to oversee curriculum</li> </ul>	S S	LP LP
<ul style="list-style-type: none"> <li>Consider and identify access for disabled students to adventurous activities</li> </ul>	<ul style="list-style-type: none"> <li>Consider barriers to accessing activities and work with students to consider strategies</li> <li>Work with specialists e.g. designers to develop e.g. ramps for sailing and rowing boats</li> </ul>	L	MK

### Strand B: Improving physical environment of Releasing Potential

Targets	Strategies	Time Frame	Lead
<ul style="list-style-type: none"> <li>Improve access arrangements for those with a physical disability</li> </ul>	<ul style="list-style-type: none"> <li>Allocate parking space at both locations for disabled access and ensure availability when needed</li> </ul>	M	MK
	<ul style="list-style-type: none"> <li>Acquisition of a portable ramp to enable wheelchair users to access RP locations</li> </ul>	M	MK
	<ul style="list-style-type: none"> <li>Look at feasibility of the installation of lift at Havant building to enable wheelchair access to upper floor</li> </ul>	M	MK
<ul style="list-style-type: none"> <li>Improve classroom access</li> </ul>	<ul style="list-style-type: none"> <li>Audit adjustments to classroom layouts to ensure wheelchair access is possible in some rooms in Chichester and Havant buildings</li> </ul>	M	MK

**Strand C: Improve availability of accessible information to pupils with a disability**

<b>Targets</b>	<b>Strategies</b>	<b>Time Frame</b>	<b>Lead</b>
<ul style="list-style-type: none"> <li>• Improve access for students with dyslexia</li> </ul>	<ul style="list-style-type: none"> <li>• Improve awareness of how font size, page layout, filters can support students with dyslexia</li> </ul>	<b>M/L</b>	<b>LP</b>
	<ul style="list-style-type: none"> <li>• Audit school books to ensure the availability of large font and easy read texts to improve access</li> </ul>	<b>M</b>	<b>LP</b>
	<ul style="list-style-type: none"> <li>• Audit signage around the school to ensure it is accessible to all</li> </ul>	<b>M</b>	<b>LP</b>
<ul style="list-style-type: none"> <li>• Consider improving access to students with visual impairment</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with specialist eg RNIB to establish what is needed</li> <li>• Audit</li> </ul>	<b>L</b> <b>L</b>	

**Key to time frame:**

**S: Short term - by July 2023**

**M: Medium term - significant progress towards target by December 2023**

**L: Long term - significant progress towards target by July 2024**