



# ABU HANIFAH FOUNDATION

Excellence in Islamic Education

*“Where every child matters”*

## **Health & Safety Policy**

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# Health & Safety Policy

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## **Section 1**

### **Health and Safety Duties and Statement of Intent**

#### **Statutory Duties:**

1. The Health and Safety at Work Act 1974 places duties upon employers to safeguard, so far as is reasonably practicable, the health, safety and welfare of their employees (Section 2) and also the health and safety of persons not employed (such as pupils and visitors) who may be affected by work activities (Section 3). Employers also have additional duties under other health and safety legislation such as the Control of Substances Hazardous to Health Regulations, the Provision and Use of Work Equipment Regulations, the Manual Handling Operations Regulations etc.
2. Persons who have control of premises have a duty to take reasonable measures to ensure, so far as is reasonably practicable, that premises and equipment are safe for people using them who are not their employees e.g. pupils, visitors and those using premises on a lettings basis.
3. Employees have a duty to take reasonable care to ensure that they work in ways safe and without risk to health both to themselves and also to others who may be affected by their acts or omissions. They also have a duty to co-operate with their employer to enable the employers to comply with their statutory duties.

#### **General Responsibilities:**

The School Non-Executive Committee and the Local Authority continue to have statutory responsibility for health and safety. In view of this it is particularly important that the governing body, the Local Authority and individual employees work together to establish health and safety objectives and to ensure that each is aware of their own responsibilities, with the aim of minimising all risks to health and safety within the school.

## **Employee Responsibilities:**

All employees have a general duty under the Health and Safety at Work Act 1974 to:

- Take reasonable care for their own safety and also the safety of others who may be affected by their acts or omissions;
- Co-operate with their employer, so far as is necessary, to enable the employer to comply with any duties or responsibilities imposed upon them;
- Use correctly any item or equipment provided in the interest of health and safety;
- Report any defective equipment to an appropriate person i.e. Supervisor or Safety Representative;
- Report any accident or dangerous occurrence at the earliest possible opportunity;
- Be familiar with and observe at all times all safety policies and procedures;
- Take reasonable precautions to ensure the safety of all persons in their charge.

## **The Non-Executive Committee Statement of Intent for Health and Safety:**

The Non-Executive Committee shall, so far as is reasonably practicable, take all reasonable measures to ensure the health, safety and welfare of staff, students and other persons on their premises, in accordance with the Health and Safety at Work Act 1974.

To meet these responsibilities, the Non-Executive Committee will, so far as is reasonably practicable, pay particular attention to the provision and maintenance of:

- (i) The safety of plant, equipment, buildings and safe systems of work;
- (ii) Arrangements for the safe use, handling, storage and transport of articles and substances;
- (iii) Appropriate information, instruction, training and supervision to assist all employees, students and visitors to avoid hazards and contribute positively to their own health and safety whilst on school premises;
- (iv) A safe workplace with safe access and egress;

- (v) A healthy working environment;
- (vi) Procedures for emergency evacuation, first aid cover and other emergency situations;
- (vii) Adequate welfare facilities and suitable protective clothing and equipment;
- (viii) Arrangements for the safe introduction of new plant, machinery, substances and procedures.

The Non-Executive Committee will, so far as is reasonably practicable, ensure that:

- (i) Health and Safety Policy, Safety Procedural Documents and Guidance Notes are observed and compliance is monitored on a regular basis;
- (ii) A school Safety Policy, detailing all local arrangements for health and safety, is developed, brought to the notice of all employees and regularly reviewed;
- (iii) A Health and Safety Committee is established;
- (iv) The school has properly considered its health and safety obligations and has made provision for meeting those obligations;
- (v) The school staffing structure appropriately reflects the responsibilities for carrying out the stated arrangements for health and safety;
- (vi) Health and safety issues concerning the school are identified and appropriate actions taken.
- (vii) Regular safety reports are provided by the Principal or his representative so that safety arrangements can be monitored and evaluated.
- (viii) Appropriate facilities and information are provided for Safety Representatives to enable them to carry out their functions effectively.

## **Section 2**

### **Organisation for Managing Health and Safety in School**

#### **Staffing Structure and Responsibilities:**

The Principal is responsible for the day-to-day implementation and management of health, safety and welfare within the school.

Teaching and non-teaching staff holding posts / positions of responsibility have a general responsibility for the application of the schools Safety Policies within their own areas of work and are directly responsible to the Principal for the application of all health, safety and welfare measures and procedures within their own department / area of work.

Class teachers have responsibilities for the safety of students whilst they are in their charge.

More detailed lists of the responsibilities of the Principal, teaching / non-teaching staff holding posts of special responsibility and all employees are set out below.

The Principal may wish to delegate some functions to other staff or to re-allocate duties to match the staffing structure of the school. This will not affect the Principals overall responsibility for health, safety and welfare within the school.

#### **Principal (Site Manager)**

The Principal (as Site Manager) will ensure that:

- Policies and procedures with regard to health, safety and welfare matters within the school are established in writing, approved by the Governing Body where appropriate and are known, understood and followed by all members of staff, including temporary / supply staff.

- Any health and safety matters raised by the Finance and Resources Committee, and any guidance are brought to the attention of the Governing Body.
- Regular reviews of the safety performance of all areas of the school are undertaken with appropriate action when necessary, and are reported to the Governing Body.
- Accidents, incidents and dangerous occurrences are reported, investigated and, where appropriate, preventative measures are taken.
- Adequate First Aid provision is made for staff, students and other persons whilst on school premises and also when working, or on organised trips, away from the school.
- Training needs are identified and arrangements made for those needs to be met.
- Necessary arrangements are made to ensure that Safety Representatives can effectively carry out their functions, and that consideration is given to Inspection Reports etc. carried out by Safety Representatives.
- All parts of the premises, plant and equipment are regularly inspected and maintained in a safe condition.
- Goods purchased comply with relevant safety standards and all equipment is installed, used and maintained in a safe manner.
- Staff organising and taking part in visits, journeys and holiday excursions have the necessary knowledge, experience and skills so that they will be aware of, and have made arrangements to deal with, any risks involved.
- Contractors working on the premises are closely monitored and that their working practices do not endanger the health or safety of employees, students or other persons on the premises.
- Awareness and co-operation amongst staff with regard to health and safety matters is actively encouraged.

**Staff (Teaching and non-Teaching) holding posts of responsibility:**

Staff holding posts of special responsibility e.g. Heads of Department, Bursar, Site Supervisor etc. are responsible to the Principal for the implementation of the Health and Safety Policy within their own department / area of work.

To fulfil their responsibilities, they will assist the Principal:



- In the monitoring of health and safety by inspecting their areas on a regular basis to ensure that safety measures are being maintained and that safety instructions and safe working practices are being followed by staff and students, and making any necessary changes in practice and procedures.
- By informing their staff of any hazards to health and safety that they are likely to encounter in the course of their work and ensure that they have the necessary information, instruction and training to carry out their duties without risk to health or safety.
- By ensuring that staff and students are aware of the emergency procedures.
- By ensuring that personal protective clothing and equipment is provided, utilised and maintained as necessary.
- By ensuring that adequate supervision is maintained at all times.
- By ensuring that all plant and equipment is regularly inspected and maintained in safe working order and that any defective equipment is removed from use immediately.
- The Site Supervisor will assist the Principal to ensure that health and safety implications are considered in connection with the security, cleaning and maintenance of the building and also with the monitoring of contractors on site to ensure that their working practices do not endanger the health or safety of employees, students or other persons on the premises.

**Class Teachers:**

Teaching staff scheduled to be in charge of classes have the responsibility to assist the Principal by:

- Ensuring the safety of pupils in classrooms, laboratories, workshops etc. whilst in their charge.
- Being aware of, and adopting, relevant safety measures within their own teaching areas.
- Following safe working procedures and ensuring that pupils in their charge have received adequate instruction in, and always follow, safe working procedures.

- Requesting protective clothing, equipment, guarding, special working procedures etc. where necessary and ensuring that any such item provided is correctly used.
- Removing from use, and reporting to the Principal, any piece of defective or unsafe equipment. Making recommendations to the Principal on safety equipment or improvements to plant, equipment, tools, machinery etc. which is considered to be potentially dangerous.
- Being aware of emergency procedures in respect of fire, bomb alert, first aid, injury etc.

### **Site Supervisor:**

As part of their responsibilities, the Site Supervisors will, so far as is reasonably practicable:

- Take a lead role in security of the premises e.g. locking and unlocking of doors and gates, attention to alarms and security systems etc.
- Check for damage to property and respond to items brought to their notice through the 'Maintenance Reporting System'.
- Report faults or breakdowns to the Principal / Vice Principal as appropriate.
- Monitor the working practices of contractors on site.
- Clear pathways and steps (including to and from car parks) of snow and ice and treat with rock salt.
- Set up / remove items of furniture as required.
- Monitor standards of cleaning and report deficiencies to the Principal / Vice Principal.
- Carry out routine checks on fire equipment and take part in emergency evacuation procedures.

## Section 3

### Local Arrangements for Health and Safety

#### Emergency and Evacuation Procedures

##### FIRE ALERT

- If a child discovers a fire she must tell an adult, who will then raise the alarm.
- If an adult discovers a fire, s/he will break the glass in the nearest fire alarm point.
- If the fire alarm sounds leave the building, taking your class with you, by the nearest available fire exit in an orderly manner.
- If you are a teacher and you have your register with you, take it out of school, otherwise the Principal or the school admin team will collect them from the office.
- Once you have left the building you should on no account re-enter.

##### Local Arrangements for Evacuation in the event of a fire alert

In the event of the fire alarm sounding, all staff and pupils must leave the building by the prescribed exit and congregate in class order on the car park as detailed below:

##### Emergency Evacuation Procedure

1. In the event of an emergency evacuation due to a fire, the fire alarm will automatically be activated. If there is a need to activate the alarm manually, this will be accomplished by a member of the SLT.
2. On hearing the alarm, students stop working, and leave all possessions behind. All staff takes an active role in the supervision of students.
3. The designated Assembly Point is the **car park outside the building**

4. Any visitors to the school follow the students from the class that they are in, or leave by the nearest staircase. They report to Ishaq Mulla at the Assembly Point.  
**All visitors should report to receptionist on arrival, who will log their presence and pass on these instructions.**

## **First Aid**

### **FIRST AIDERS IN SCHOOL**

The Health and Safety (First Aid) Regulations 1981 recommend that there should be trained first aiders in all establishments. The DCSF has also issued guidance on first aid in schools:

- There should be qualified first-aiders in all schools.
- The number of first-aiders should vary appropriately according to the size of the school, its layout and type.
- All teachers, ancillary staff and children should be made aware of the names and locations of the school's first-aiders. This list should be displayed on the school notice board and kept updated.
- One person in the school should be designated to be responsible for the co-ordination of first aid in the school. That person must be responsible for maintaining and overseeing the first aid equipment and materials and should co-ordinate the first aid record book and accident report procedures for the school.

### **First-Aiders**

**Attaullah Goni**

**Irfan Ally**

**Mubarak Patel**

First Aid boxes are located on the corridor wall on both ground and first floors.

Please also see additional guidance:

## Section 3 – Accident and Incident reporting procedures

### **Medical and Health Related Issues**

The school admissions forms take account of medical matters such as family doctor, allergies, physical problems etc., and each teacher is issued with a regularly up-dated list of children with health problems. This also indicates which children should wear glasses.

**Asthma** - The school has an asthma policy - see below

See also [www.asthma.org.uk](http://www.asthma.org.uk)

**Diabetes** - The school has a diabetes policy - see below

See also [www.diabetes.org.uk](http://www.diabetes.org.uk)

### **Highly infectious diseases** (e.g. meningitis)

As soon as the school becomes aware that a pupil or member of staff is affected, we shall seek the advice of the Public Health Service and act upon it, keeping parents, staff and others informed as fully as possible.

### **Allergies**

The school should be made aware of children with allergies and this is likely to occur through the normal admissions channels. Most allergies, such as hay-fever, are controllable with inhalers, sprays and drops and the same procedures will take place as laid down in the Asthma policy. Where children have food allergies, all staff, including kitchen staff will be given a list of the children involved and the allergies they have. Where children have an allergy which produces a violent allergic reaction (such as a peanut allergy), the school will need very close liaison with the parents and local health team. While we do not wish to refuse such children at our school, the implications of the responsibility upon staff is significant. Should an occasion occur that such a child wishes to join our school it would be necessary to consider these implications very carefully and have full consultation with all parties, including the school Non-Executive Committee.

## **Aids**

If the school is informed that a pupil or member of staff, or a visitor has this disease, we will seek the advice of the Public Health Service and act upon it.

## **Pupils returning from long holidays abroad and new immigrants**

Occasionally directives and advice do arrive in school and it is important that staff are aware of these. They are read and noted by the SLT and information passed on if necessary. The directives are then kept in the above-mentioned file.

## **Head-lice**

This is an increasing and on-going problem, exacerbated by the fact that a small number of parents do not check their children's heads regularly, nor do they carry out sufficiently vigorous treatment. The school policy is:

- to send out advice on a regular basis, particularly if there are a lot of parental complaints,
- keep a close check on children during the course of the teaching day,
- send home letters to individuals who are affected, with a warning and advice on how to treat the condition and a request not to send the child back to school until treatment has begun,
- send a 'head-lice alert' notice home with children in the same class,
- educate children about personal cleanliness (including hair-brushing) within the curriculum
- **Note** - the school is not in a position to check or treat children's heads themselves nor to allow other parents to do so. Parental permission must be sought for a school nurse to check heads.

## **Asthma Policy**

Pupils with Asthma are welcome in school and will be encouraged to take a full part in all the activities of the school.

The school accepts the responsibility of advising all its staff (teachers, ancillaries and lunch-time welfare assistants etc.) in practical asthma management. We will seek to make close links with the school nursing service, who will play an important role in educating the staff in asthma management and we will encourage their involvement.

The school will undertake to ask all parents if their child has asthma or is very wheezy and if they have to use an inhaler. The school will maintain a record of all pupils with asthma and will endeavour to obtain details of every child's treatment from parents, together with 'clear guidance on correct usage'.

Pupils with asthma, who need a reliever <sup>(1)</sup> inhaler should be encouraged to have two inhalers, one at home and the other to bring to school daily.

Pupils, who need preventer <sup>(2)</sup> inhaler should also be encouraged to have two of these so that they can bring one to school, if one needs to be used during the school hours.

1. Reliever inhalers - Ventalin, Brycanyl, Salbutamal
2. Preventer inhalers - Intal, Becotide, Pulmicart

Pupils need instant access to reliever inhalers at all times. Delay in taking relief treatment can lead to a severe asthma attack and can in rare cases be fatal. The school will try to ensure that any pupil has easy access to his/her inhaler at all times whether in the classroom, the playground, the sports field, the pool, during lunch-time and breaks and on school trips.

The school will liaise with individual parents about whether the child or the teacher should hold the inhaler. The school will aim to allow the pupil with asthma to take a full part in all school activities unless the pupil is severely affected.

During games and Physical activities, the teachers will be aware of pupils with asthma who need to use an inhaler either before or during exercise. Pupils will not be forced to participate in games or exercise if they say they are too wheezy to continue. The teacher will ensure that the pupil takes the inhaler to any trips. Any teacher who feels that a pupil is becoming too over reliant on their reliever inhaler or has poorly controlled asthma must report their feelings to either the parents or the Principal, who will contact the parents. The school has in operation a no smoking policy to reduce the chance of cigarette smoke from passive smoking triggering an asthma attack.

If a child with severe asthma needs to use a nebuliser to deliver his/her drugs, the teacher will liaise with the parents and the school nurse to ensure correct management of the nebuliser.

### **Diabetes Policy**

Pupils with diabetes are welcome in school and will be encouraged to take a full part in all activities.

The school accepts the responsibility of advising all its staff (teachers, ancillaries and lunch-time welfare assistants etc.) in practical diabetes management. We will seek to make close links with the school nursing service, as necessary.

The school will also undertake to develop links with the parents of diabetic children and maintain a record of such pupils. Parents will be asked to provide details of the necessary treatment

Children with diabetes will be encouraged to bring the necessary equipment (be it a fizzy drink, glucose tablets etc.) and these will be kept in the school office or by the teacher or pupil, depending on the age of the pupil and the circumstances (the school will liaise with the parents as to the best course of action). The school will try to ensure that the pupil has easy access to whatever is required at all times, whether in the classroom, playground, sports field, swimming pool or on school trips.



The school will aim to allow the pupil to take a full part in school activities unless she is severely affected, and teachers will be aware of pupils with diabetes particularly during exercise or at the swimming pool.

### **Smoking Policy**

Smoking is not allowed on the premises.

### **Incident and Accident Reporting Procedures**

**Minor Accidents** (Note: 'Minor Accidents' in this case applies only to those accidents where the person involved does not require any medical or first aid treatment and there is no significant injury as a result of the incident).

1. Record on the School Management System

### **All Other Accidents to Staff and Students**

1. Record in the School Management System;

### **'Bumps' to Head**

1. Record in First Aid Treatment Book.
2. Hand 'Bump to Head' letter to Parent / Guardian.
3. If more than a slight bump record and report as above.

### **Visitor and Contractor Accidents**

All accidents to visitors and contractors must be reported to the Principal who should make a record and report, in line with the above procedures.

## **Off-Site Incidents**

Injuries to staff and students occurring on school sponsored or controlled activities off the school premises (e.g. field trips, sporting events, holidays etc.) must be reported if the incident arose out of, or in connection with these activities.

### **Procedure for use in the Event of a Major Incident**

If an incident is likely to be considered serious the senior member of staff on the scene should normally inform the Principal. The Principal will then make a decision as to if the incident is sufficiently serious to require outside assistance. If it does require outside assistance, or is likely to involve press interest the Principal should:

1. Ensure that the relevant outside assistance has been summoned;
2. Detail a member of staff to direct the emergency services on arrival;
3. Contact the Director of Children's Services.

If the Principal considers counselling services may be appropriate they should contact the Critical Incident Response Team.

### **Crisis Management (For information only)**

Although schools are considered to be low-risk establishments in the area of major crises, emergencies can, and do arise. At the lower end of the scale, the most common crisis faced by schools is the need to help individuals cope with bereavement after the sudden death of a pupil or member of staff. However, more recently, schools have seen many extraordinary and unthinkable crises (examples are always covered by the media). If schools are unprepared for the aftermath of such crises, the after-effects can be as

traumatic as the incident itself. Many different types of crises can affect schools and they fall broadly into two categories:

### **In-school crisis**

- Death of a pupil or staff member, through illness or accident;
- Fire;
- A deliberate act of violence such as a knife attack or the use of a fire-arm.

### **Out of school crisis**

- Deaths or serious injuries on school trips;
- National tragedies affecting many schools;
- Civil disturbances including acts of terrorism.

There is also the possibility of a local crisis (e.g. major flooding, fire etc.) where families may have to leave their homes and the school is required as a communal base. There are three stages of crisis management and these need to be considered by the management and the Health and Safety Committee.

### **Stage One - Pre-Incident Management**

The management and/or the H & S Committee should:

- Make risk assessments of activities in as many areas of school life as possible so that hazards are identified;
- Ensure that all and pupils know what to do and where to find help in an emergency;
- Establish evacuation procedures and control actions for events other than fire drills (e.g. bomb alerts) and, if possible, carry out drills and discussions with pupils and staff;
- Identify support agencies and others who can help (see previous page).

Teachers outside school borders with a group of children must leave all essential information with the school and for residential trips, that information should go home with a senior member of staff.

## **Stage Two – Incident Management**

Uncertainty leads to rumour and counter-rumour. In consequence, the first task, should a crisis occur, is to gather as much evidence as possible and to relay it to those who will be involved in controlling the flow and exchange of information, those dealing with enquiries and those who must inform relevant personnel. It is essential that the truth is told simply and without fabrication. A room should be designated as an incident centre with, if possible, telephone and fax communication.

Roles and responsibilities for staff should be established:

- One member of staff should be responsible for co-ordinating and liaison with the emergency services once they arrive;
- A different member of staff should deal with pupils and staff on site and make decisions which will keep disruption to a minimum and keep staff informed;
- Another member of staff should deal with those directly affected, being responsible for compiling lists of casualties, finding out who was involved and keeping close families informed.
- One person should be responsible for communicating with the media and it is advisable for that person to have training, as it is easy to make very public mistakes.

## **Managing the Media**

It is important for children, parents, staff and especially the Principal to be protected from the glare of publicity which will ensue, since reporters are always looking for a story and any tiny piece of information will be used to make headlines. Rumour and supposition will be treated as fact, therefore, good, clear communications are imperative. If possible, a press officer, skilled in dealing with the press and, hopefully with some

training should be appointed to deal with media attention. Anyone emotionally involved should not talk to the press.

If possible, good relationships with the media should be built up before any crisis, so any opportunities for the school's successes to be celebrated should be used to develop the support of the press.

### **Stage Three - Post-Crisis Management**

A major crisis will have traumatic effects upon people's lives. Such an incident should not be forgotten or ignored. Anniversaries serve as a reminder, funerals and legal processes will need to be attended and people supported.

- Initially, it is important to restore a sense of security to the school and to those whose lives were affected;
- Staff should be debriefed and then normal routines returned to as soon as possible;
- Support systems should be set up for children, staff, parents and members of the community who need to talk and to share their feelings (counselling services and specialist treatment may be necessary);
- Monitoring the situation on a regular basis is important. 'Survivor' guilt and major behavioural changes due to post-traumatic stress disorder must be watched for, while young children may show signs of regressive or anti-social behaviour.

Those most likely to be affected by a crisis are:

- Those whose lives were at greatest risk;
- Those who witness death and carnage (either a violent act or accident);
- Children from unstable homes;
- Less able children;
- Very young children who may continue to relive the event until they are mature enough to cope with it.

## **Staff Training**

Staff should:

- Be aware of the contents of this policy and be given opportunities to discuss it;
- Be given opportunities to discuss various scenarios and how to deal with them;
- Practise and test procedures until they work;
- Know and understand their roles and that of others;
- Be given alternative roles in the case of staff being made unavailable by the crisis;
- Where possible, be trained to handle their responsibilities.

## **Important Actions**

- Don't panic;
- Do not accept liability;
- Do not say anything in the heat of the moment which might incriminate yourself or others, or invalidate insurance. "We regret this incident has occurred and a full investigation is being carried out" is a safe stock phrase;
- Get help;
- Keep people informed.

## **Risk Assessment**

### **General**

Assessments of the risk to the health and safety of the staff, pupils and other visitors to the school site will be carried out in accordance with the guidance notes issued by the Corporate Health and Safety Unit. Training in risk assessment techniques etc. is available from the Corporate Health and Safety Unit on request.

A school safety risk assessment is carried out each half term.

### **Display Screen Equipment**

The provision, use and assessment of all workstations and display screen equipment shall be in accordance with the Safety Procedural Documents

### **Manual Handling**

Where any task requires persons to carry, lift or otherwise handle a load where there may be a significant risk of injury an assessment will be made.

Any member of staff who may be required to participate in any type of manual handling operation will receive training in assessment and manual handling techniques. Training can be arranged through the Corporate Health and Safety Unit.

Schools should ensure that:

- There are adequate means of detecting fire;
- There are adequate means of raising the alarm;
- All escape routes and fire exits are available and unobstructed;
- All fire doors and fire exits are adequately maintained and not wedged open, or otherwise retained;

- All fire safety systems are regularly tested and also inspected by a 'competent person';
- All personnel are aware of the fire procedures, evacuation routes and assembly points;
- All personnel should take part in a fire drill at least once every term;
- Combustible waste materials should not be allowed to accumulate inside or outside;
- External waste bins are adequately secured away from the building;
- All operations or equipment that may provide a source of ignition are adequately controlled.

### **Control of Substances Hazardous to Health**

These can include

- Substances supplied which are labelled very toxic, toxic, harmful, corrosive or irritant;
- Substantial concentrations of dust of any kind;
- Micro-organisms that can cause illness;
- Substances not covered by the above categories but which present similar hazards.

The presence of any of these substances must be kept to a minimum, less harmful alternatives provided where possible and suitable control measures adopted i.e. potentially harmful substances should be kept locked away to prevent access by children and only used in strict accordance with the manufacturers guidelines.

An inventory of all potentially harmful substances used in school should be compiled and maintained. Only substances that are included on the inventory and for which suitable safety information has been obtained (i.e. hazard data sheets), and appropriate control measures developed, should be used in school.

### **Managing Contractors**

Contractors on site must observe their own Health and Safety Code of Practice (or equivalent) whilst having due regard for the Health and Safety of all staff, students, pupils and visitors within the school.



## Local Rules

- Contractors must be informed of any particular hazards that exist in the school (e.g. asbestos, fragile roof materials, location of services etc.) prior to starting work.
- Contractors must only enter the school premises at times and in the manner agreed with the Principal/ Deputy Principal/ Finance and Resources Manager or Site Supervisor.
- In the event of any work being carried out which may increase the risk of fire or make any escape route unavailable (even temporarily), a full assessment of the risks must be carried out and suitable additional control measures must be put in place and all members of staff informed.
- The Principal must be kept regularly informed of progress or difficulties encountered and any changes to the agreed plan of work.
- Contractors must exercise extreme caution when moving vehicles on site.
- At all times the contractors working area must be maintained in a safe condition and wherever possible segregated from the rest of the school's activities. Where segregation of the area is not reasonably practicable, adequate measures must be taken to ensure that staff and pupils are adequately protected.
- Appropriate materials, equipment and safe working practices must be employed at all times.
- Tools and equipment must not be left unattended where they may be accessible to the children.
- Any potentially hazardous substances used for the task must be adequately controlled and securely stored away when not in use.
- School equipment must not be used by the contractors.
- Contractors must not have contact with, or speak to, any of the pupils other than if pupils have, or are about to, put themselves in danger.
- Contractors must ensure that they are aware of the school emergency procedures and abide by them at all times.

## **Lone Working in Schools**

### **Identify all situations when lone working may occur**

i.e. site supervisor or cleaners during evenings & holidays, preparation work by teaching staff, late working by Principal etc.

### **Identify tasks / activities that are to be conducted:**

Prohibit 'high risk' activities for lone workers (i.e. ladder-work, excessive manual handling, late / lone meetings with parents or other potentially violent situations etc.)

### **Risk Assessment for remaining activities that are to be allowed**

With the development and implementation of appropriate control measures.

### **Additional issues to be considered in the risk assessment should include:**

- Systems for emergency communication Who? - How? - Response?
- Are an adequate number of emergency exits available in the event of a fire? i.e. not dependant on a single means of escape when rest of school is 'locked down'.
- Monitoring systems i.e. how long before someone would be reported missing?
- Are female workers especially at risk? i.e. vulnerable due to pregnancy, increased risk of risk of violence, lifting etc.
- Is any person who may be working alone medically fit to do so?
- Has the person working alone been adequately trained for the proposed task?
- Is all equipment that may be used in good condition and adequately maintained?
- Is access to hazardous substances adequately controlled? i.e. available to trained, authorised personnel only
- Is access to potentially dangerous machinery adequately controlled? i.e. available to trained, authorised personnel only

- Is there any past experience of problems with the proposed task / activity?

# **SAFETY AND SECURITY POLICY**

## **Philosophy**

A safe and secure environment is a prerequisite to quality teaching and learning. At the same time that environment needs to be warm and inviting to children, staff, parents and visitors. A legal responsibility also rests with both employers and employees

**Aim:** To create and maintain a safe and secure environment conducive to high quality teaching and learning.

## **Objectives:**

- To develop and maintain safe working practices and procedures which afford the maximum level of safety and security and minimise both personal risk to pupils, staff, parents and visitors and intrusion to school premises.
- To identify specific areas of responsibility relating to safety and security.
- To sustain relationships with parents based on confidence and trust.
- To monitor and evaluate practices and procedures in the light of experience and respond to changing circumstances.
- To maintain school premises to the highest possible standards.
- To liaise with external bodies and agencies, including Property Services, Fire and Police Services and wider community, as appropriate.

## **We shall endeavour to achieve our objectives by:**

- Agreeing guidelines for all staff which raise awareness and indicate best practice.
- Maintaining a Personal Safety Incident Log.
- Maintaining an Intrusion and Vandalism Incident Log.
- Enlisting the help of parents, neighbours and neighbouring premises and providing information for them.
- Conducting Risk Assessments as appropriate.
- Identifying safety and security matters for consideration by the safety committee.

- Maintaining good relationships with external agencies and the wider community.

## **PERSONAL RISK FROM VIOLENCE**

We define violence as:

- Any form of physical injury;
- Threatening and aggressive behaviour verbal abuse; ▪ Sexual abuse.

See Accident and Incident Reporting Procedures

## **GUIDELINES FOR WELFARE STAFF / VOLUNTEERS**

- Keep the whole play area and all the children in your sight by circulating throughout the area.
- Be aware of the position of other members of staff - occasionally they may need your assistance - **be ready to help.**
- **NEVER** allow a child to leave the premises without first checking and getting permission from Principal or Deputy Principal - even if an adult claim to be a parent or relative.
- Keep the school gates closed as far as possible.
- Be aware of members of the public (including other children and youths) using the school grounds - they may or may not be a danger to the children or staff.
- If a member of the public approaches a child makes enquiries and ask whether they need assistance.
- If a member of the public becomes abusive or aggressive get help from another welfare assistant or other member of staff.
- Try to remove children from a difficult situation.
- Try to remain calm - retaliation may make the situation worse.
- Be aware of your own safety.
- Report any suspicious person or occurrence (e.g. if a person regularly watches the children from the road) to Principal and / or Deputy Principal.

- Report any serious incident of abuse or aggression to the Principal so that action can be taken and a record kept in the Personal Safety Incident Log.
- Should a stray dog enter the school grounds send for help, try to remain calm, try to remove children from the area and be aware of your own safety.

## **GUIDELINES FOR SITE SUPERVISOR & CLEANING STAFF**

- Ensure that classroom keys are made available and / or stored, as appropriate.
- Lock / unlock doors and gates at agreed and appropriate times.
- Check that all security locks are in place before leaving the premises.
- Secure all substances hazardous to health.
- Maintain a log of incidents of intrusion and / or vandalism.
- Assist in the maintenance of the Premises Defects Log.

## **Personal Safety**

- Be aware of members of the public using the school grounds - they may or may not pose a threat.
- Ensure that school is as secure as possible whilst at work, as well as before and after the normal school day.
- The Dog Warden should be contacted for assistance in the removal of stray dogs. Other dog owners may be invited to remove their animals and the Dog Warden informed. If a parent or member of the public becomes abusive or aggressive -  
Try to remain calm retaliation may make the situation worse.
- Invite the aggressor to see the Principal.
- Be aware of your own safety.
- Report all incidents.

Caution should be exercised when answering an alarm call out.

**Under no circumstances must a member of staff responding to an alarm related call-out enter the premises until the emergency services are in attendance.**

## **GUIDELINES FOR ADMINISTRATION STAFF**

- Ascertain as far as possible the names and reasons for visit of all persons entering the school.
- Maintain a record of the above by ensuring that appropriate entries are made in the Visitors Book.
- Be prepared to telephone for help from Police / Ambulance / Fire Services and other sources such as the Dog Warden etc.
- Ensure that you are aware of who the school first aiders / nominated persons are, and how to contact them.
- Ensure that you are aware of the school accident / incident reporting policy and that any such incidents are reported promptly.

If a member of the public or a member of staff becomes aggressive or abusive:

- Try to remain calm retaliation may make the situation worse.
- Invite the aggressor to see the Principal.
- Be aware of your own safety.
- Report all incidents.

## **Money**

- Money should always be counted out of sight of children and members of the public.
- Never leave money unattended in the school office.
- Money must be banked regularly and not allowed to accumulate.
- **Never put your own personal safety at risk in order to safeguard money.**

## **GUIDELINES FOR TEACHING / NON-TEACHING STAFF**

### **Playground Duty / Outdoor activities / Extra Curricular Activities**

- Be aware of youths / adults using or entering the school grounds.
- Be aware of adults watching children on a regular basis and report any suspicious persons or occurrences immediately.
- Ensure that the gates remain closed whenever possible.
- If stray dogs enter the school grounds remove the children from the area and seek the help of the Dog Warden if required.

If a parent / member of the public or another member of staff becomes aggressive or abusive

- Try to remain calm, retaliation may make the situation worse.
- Try to remove children from a difficult situation.
- Invite the aggressor to see the Principal.
- Be aware of your own safety.
- Report all incidents.

### **Premises Issues**

The responsibility for the security of the premises, i.e. that the school is securely locked at night, lies, by devolution, with the Principal / Vice Principal. They will ensure that the buildings and grounds are secure each evening.

All teachers are requested to see that all windows in their classrooms are secure before leaving the premises.

If doors are not locked, locks are broken or windows will not fasten, please report these either to the head-teacher or the site-supervisor. It is important that any damage to the



building, fences, gates, out-buildings and paths etc. are reported to the Principal or site-supervisor at once, with special regard to anything which may cause injury i.e. broken steps, broken flags, missing grids etc.

## **KEYHOLDERS**

Principal: Ismail Adam

Deputy Principal: Irfan Ally

**Note: If ANY member of staff or Non-Executive Committee is called out as a result of alarms being activated they must not, under any circumstances, enter the premises until the emergency services or security personnel are also in attendance.**

## **School Trips and Educational Visits**

- All trips must be thoroughly researched in advance. It is a good idea for staff to visit the proposed venue beforehand, if possible.
- The head-teacher's approval of all trips must be sought and he/she must authorise all trips.
- A standard form must be completed by all staff for all trips and this must be counter-signed by the Principal / Deputy Principal. The form will state: -
  1. Destination;
  2. Purpose of trip;
  3. Date of trip;
  4. Time of departure from school;
  5. Time of return to school;
  6. Number of pupils involved;
  7. Names of accompanying staff and other adults;
  8. Type of transport (and name of coach or travel company if appropriate);

9. Cost per pupil.

- Information concerning the trip must be given to parents and the written approval of parents must be sought.
- The Non-Executive Committee must be informed of all trips and visits.
- The approval of the Non-Executive Committee must be sought if visits include overnight stays.
- A parents' meeting must be held if a trip is residential

For residential trips parents must be informed about:

1. Dates and times of departure and return.
2. Full address and telephone numbers of venue.
3. List of participating pupils with addresses and telephone numbers.
4. Mode of travel and name of coach or travel company.
5. Cost and what it covers.
6. Amount needed as deposit.
7. Date after which deposit cannot be refunded.
8. Pocket money.
9. Insurance cover.
10. Need to know about children with health needs.
11. Names of staff responsible for money.
12. Staff accompanying the party.
13. Staff contact at home.

## **EMERGENCY PROCEDURES FOR SCHOOL TRIPS**

When out on a trip, the member of staff in charge must ensure that a First Aid kit is taken and that the coach carries a notice, detailing the school name, address, destination and emergency phone number(s) in case of accident. He/she should also carry a list of children on the coach and the adult helpers involved.

Please see Section 7 for DfES Guidance

## **Lettings**

Abu Hanifah Foundation currently have no space to afford lettings, a policy will be devised once that changes.

See also 'Security of the Premises'

## **POLICY ON BULLYING**

### **A Definition of Bullying**

Different people within a school community may define bullying in different ways. Therefore, it is important to have a common definition of bullying that everyone in school understands and accepts.

**'Bullying is the wilful, conscious desire to hurt someone else'.**

'Hurt' in this context can be in the physical sense or emotionally through verbal malice or exclusion of the victim

### **Bullying or falling out?**

Research by Childline has shown that the bully tends to focus on the younger, smaller, timid child whom they perceive as different. A 'bossy' child will boss whoever is around at the time and will, in time, grow out of their bossiness as they become more self-controlled and learn social skills of negotiation and compromise. By contrast, the bully increasingly relies on force and threat. Similarly, there are instances when children disagree and fall out, resulting in name-calling and telling tales. Such behaviour, while unacceptable, does not constitute bullying.

## Action to Combat Bullying

The important message is, that staff must investigate each and every incident or complaint.

Often, if it is not bullying, it can be sorted out quickly to everyone's mutual satisfaction.

**The emphasis should be on vigilance by staff and other adults to ensure that bullying, in its understood form does not take place.** It is vital that all allegations of bullying are taken seriously and action is taken. Very often, to bring such incidents to the attention of an adult has taken great courage on the part of the victim. To have the incident dismissed or forgotten can give the message that bullying is acceptable or not important

It is important for both victims and witnesses to recognise that the notion of 'telling' is not 'sneaking'. Silence and secrecy nurture bullying.

There is no such thing as a typical bully and it is important that we do not have any misconceptions, otherwise we will not recognise bullying. However, there are typical characteristics of bullying:

- Bullies tend to have assertive, aggressive attitudes over which they exercise little control.
- Bullies tend to lack empathy; they cannot imagine how the victim feels.
- Bullies tend to lack guilt; they rationalise that the victim somehow deserves to be bullied.
- A successful bully will carry on bullying.

Where bullying does occur, adults must ensure that the victim is supported. Since the school encourages children not to keep silent and a child has had the courage to speak out, we must take steps to stop the bullying from continuing.

While we recognise that those who bully need our help also, they must learn to accept the consequences of their actions. If necessary, parents will be invited to discuss incidents with the Head-teacher and a constructive plan of action will be drawn up.

Bullying is discussed with the children during PSE, Circle Time and Assemblies, so that all are aware of what bullying is, and that it will not be tolerated. Within the school is a variety of resources on the handling of bullying which give suggestions for 'No Bullying' zones and strategies that may be used should bullying become a serious problem.

### **Guidance for all adults**

If you come across or have bullying reported to you:

- Remain calm, you are in charge.
- Take the incident or report seriously.
- Investigate fully and take action as quickly as possible.
- Reassure the victim and offer concrete help.
- Encourage the bully to see the victim's point of view.
- If appropriate, punish the bully. However, take care, as to react aggressively or punitively can give the message that it is alright to bully if you have the power.
- Explain clearly the punishment and why it is being given.
- Inform the Principal.

If bullying is persistent, then the Principal will inform the child's parents and, between them, a constructive plan of action will be drawn up. Often, the bully needs as much help as the victim.

If schools are to combat bullying it is important that:

- Victims are encouraged to report incidents.
- Witnesses should report what they have seen, in confidence if they so wish
- Action should be taken quickly
- Children at risk should be followed up and monitored.

- We recognise that our greatest resource is the vast majority of children who find bullying unacceptable.

## **Section 4**

### **Monitoring Arrangements**

In order to assist the Principal in managing their responsibilities Health and Safety Monitoring should take place on a regular basis and Monitoring Reports should be submitted to the School Health and Safety Committee, the Governing Body (if not represented on the H&S Committee) and to the Safety Representative for the area / department.

A full review of the Health and Safety Policy, procedures and implementation will be carried out by a member of the Corporate Health and Safety Unit either at the request of the Principal or at least on one occasion during any three-year period.

### **Safety Representatives.**

As part of their 'Rights and Functions' Safety Representatives may:

1. Investigate potential hazards and dangerous occurrences and examine the causes of accidents at the workplace and make appropriate representations to the Non-Executive Committee or the LEA.
2. Carry out investigations following notification of accidents providing that it is safe to do so.
3. Investigate complaints by any employee that he / she represents relating to that person's health, safety or welfare and make representations to the employer.
4. Carry out inspections of the workplace every three months, providing that the employer is given reasonable notice of their intention to do so, and when there has been a substantial change in conditions of work regardless of whether an inspection has been carried out in the preceding three months.
5. Receive information and reports from the Health and Safety Executive when these are provided.

The employer shall provide reasonable facilities and assistance to enable the Safety Representative to carry out the above.

## **School Health and Safety Committee**

### **Constitution:**

Representative of the Non-Executive Committee	Dr Usman Master
Principal	Ismail Adam
Safety Representative(s)	Rizwan Patel
Representatives of Teaching / non-Teaching Staff	Irfan Ally

### **Terms of Reference**

- To monitor the implementation of Health & Safety Policies and safety procedures throughout the school.
- To review safety measures and to advise the Principal and Non-Executive Committee of any necessary changes to those measures.
- To advise on arrangements for the dissemination of information on health and safety matters to all staff and pupils.
- To receive reports of accidents and dangerous occurrences and to draw the attention of the Principal and Non-Executive Committee to any necessary preventative / remedial actions.
- To advise on arrangements to protect the health, safety and welfare of staff, pupils and visitors to the school, and to review / revise these as necessary.
- To review progress on specific health and safety objectives that may have been set by the Non-Executive Committee and / or the Health and Safety Committee.
- To assist in the regular reviews of the School Safety Policy.