



Lawrence House

School Health and

Safety Policy

Document Reference	Health and Safety Policy
Publication Date	September 2025
Review Date	September 2026
Approved Headteacher	Philip Davies
Approved Chair of Governors	Tony Nolan

1. Purpose And Scope

The health and safety of all students, staff and anyone else who visits the school is of the highest priority. The school recognises that achieving and maintaining high standards of safety requires that the school's staff, students and visitors are aware of and discharge their respective responsibilities.

This policy aims to show how the Head Teacher and all other staff members discharge their duties under the Health and Safety at Work Act 1974, which requires anyone working on school premises to conduct themselves in a way, so they pose no risk to their own or any other person's health and safety.

The Head Teacher and senior management team are committed to ensuring the Health and Safety of everybody involved in the school. We aim to:

- Ensure that all reasonable steps are taken to ensure the health, safety and welfare of users of the premises and all participants in school trips.
- Establish and maintain safe working procedures for staff and students.
- To provide and maintain safe school buildings and safe equipment for use in school.
- Develop safety awareness, by appropriate training, if necessary, amongst staff, students and others who work in school.
- Formulate and implement effective procedures for use in the event of fire and other emergencies.
- Investigate accidents and take steps to prevent a re-occurrence.

2. Responsibilities

The Head Teacher:

- Retains overall responsibility for the implementation of the school's health and safety policy.
- Assesses, on a daily basis, potential hazards and risks to health and safety.
- Conducts or organises regular safety inspections and risk assessments.
- Initiates action on reported hazards and accidents.
- Maintains accurate training records of all staff.
- Assists teaching staff in preparing safe working spaces and practices as appropriate to the teaching environment.
- Provides adequate statutory first aid facilities.
- Establishes and maintains effective emergency evacuation procedures.

All other staff:

- Take reasonable care of their own and others health and safety.
- Co-operate with the Head Teacher on all safety matters.

- Risk assesses the classroom environment (areas and equipment) before commencing teaching.
- Risk assessments to be carried out for all outing venues prior to the outing.
- Familiarises themselves with the young person's risk assessment and any identified behaviour management strategies.
- Wear their identification badge clearly displayed.
- Report hazards to the Head Teacher via Iris Adapt.
- Encourage students and visitors to comply with H&S policy.

Designated Safeguarding Lead and Safer Recruitment

The Designated Safeguarding Lead is: Philip Davies

All health and safety concerns that may indicate safeguarding issues (e.g., unexplained injuries, concerning behaviour, signs of neglect, patterns of absence) must be reported immediately to the DSL in line with the school's Child Protection Policy.

The school follows safer recruitment procedures in line with Keeping Children Safe in Education (KCSIE) 2025, including obtaining appropriate DBS checks for all staff engaging in regulated activity with children. The school maintains a single central record of all pre-appointment checks.

3. Risk Management

In QPC's overarching Health and Safety Policy, the aim is eliminate or reduce risks that are judged to be potentially harmful. In Risk Management we are looking to manage the person's exposure to those risks (staff, service users and other parties) that will enable them to maintain or increase their range and ability to function socially.

The QPC approach to risk taking is for use by all staff employed by QPC including education. It should also be of value to staff in relevant partner agencies (such as Education, Health, Youth Service, Project workers etc.)

Risk is a major focus of work within our organisation. Some young people become service users because of situations in their lives which can often put them at risk. Also, professionals, family members or other members of the public are sometimes at risk. Staff and service users are placed at risk in some situations, and QPC itself carries the risk of censure or legal action. We therefore aim to promote good practice which leads to recognisable benefits for people who use the services provided by QPC.

This means we need to:

- Ensure that there is a consistent approach to risk management by staff of QPC.
- Help to develop a co-ordinated approach to risk management with other agencies.
- Ensure that specific risk management issues relating to all staff and students within each school setting are addressed.
- Ensure that there is a consistent approach and review to risk management across the QPC.

We recognise that:

- The duty to protect individuals must be balanced with service users' and carers' rights to choose and to seek independence. Acceptable risk can lead to greater independence, wider choice and more freedom. Where people exercise their own choices and put themselves at risk, staff should make clear the possible consequences of their choice.

- Risk should be acknowledged and made explicit (i.e. staff to sign, to evidence their awareness of specific risks where applicable, accordingly).
- The case recording systems must include identified risks, possible consequences and the agreed action plan.
- There should be an active plan for monitoring and reviewing.

Risks often arrive unexpectedly; however, the more conscious and sensitive the staff are to early warning signs, the easier it is for them to raise concerns before they become serious, and the more likely it is that serious risk can be avoided. It is therefore vital that staff are encouraged to look for early warning signs of risk as part of their day-to-day practice and report them such as: through handovers to colleagues, recording appropriately, liaising with relevant agencies, seeking advice and guidance from other professionals.

When working with vulnerable children in both assessing and responding to their needs, we recognise that there will be risks inherent in meeting them in ways that support the young persons: choice, dignity, presence in the community and opportunities to develop, grow and make a contribution.

Our practice will therefore:

- Provide a clear and accountable decision-making process.
- Have a process that can justify why decisions were made.
- Provide support to those who make decisions and manage risk situations (through supervision).
- Provide a framework for training in risk assessment and management.

Definition of high-risk activity

- Activities for young people which present significant or unusual hazards to their safety or welfare such as: horse riding, climbing and abseiling, go-carting and canoeing, require reasonable risk assessment and positive control measures.
- Any high-risk activity provided or arranged for young people must be supervised by persons holding the relevant qualifications, such as the qualification for instructing or supervising young people awarded and accredited by the recognised national body for the activity concerned.

The school recognises that students with special educational needs and disabilities (SEND) and other vulnerable groups may face additional risks and require specific reasonable adjustments under the Equality Act 2010. All risk assessments will explicitly consider the needs of:

- Students with SEND
- Socioeconomically disadvantaged students (those eligible for pupil premium)
- Students who are known (or previously known) to children's social care
- Students who may face other barriers to their learning and/or wellbeing

Risk assessments will be adapted to ensure these pupils are protected and can access all activities safely.

4. Risk Assessment

The school maintains a comprehensive set of risk assessments that cover curriculum-based activities in school and school visits.

Individual students have individual risk assessments completed by the home. Behaviour management strategies are identified to assist teachers to manage behaviour.

They are all available on the school Iris system for staff to inspect and refer to prior to commencing teaching and on-going as necessary.

The Head Teacher will ensure that staff are aware of the risk assessments appropriate to their role and will monitor compliance with control measures specified in the risk assessments.

All risk assessments should be reviewed regularly in the light of incidents and guidance. Risk assessments for school trips should be reviewed each time the trip takes place.

5. Fire And Emergency Procedures

Details of the school's procedures for fire safety and evacuation can be found in the Fire and Evacuation Policy. However, in short, the persons responsible for health and safety on the premises will complete a fire risk assessment and review annually. Fire alarm tests will take place weekly. An evacuation exercise will take place at least once a term and as soon as possible after any new intake of young people are admitted to the school, and a log of each fire practice recorded. Fire doors/and extinguishers should be freely accessible always. Fire alarms are tested weekly and the procedure in case of fire is as follows:

- a) Raise the alarms by breaking the glass (or where break glasses have been replaced at Wayside by using the key provided to sound the alarm).
- b) Evacuate the premises.
- c) Call the fire brigade by telephoning '999'.
- d) Report to the assembly point.
- e) Tackle the fire (if it is safe to do so and you have been trained to use extinguishers).
- f) Once outside, do not attempt to re-enter the premises until the Fire Brigade allows you to do so.

6. Dealing With Accidents and Administering First Aid

- A fully-equipped First Aid box is always available in the school.
- Accidents are all recorded on Iris

Details of the school's procedures for accident and first aid can be found in the First Aid Policy. However, procedures in the event of an accident are as follows:

- The first adult at the scene must take initial control of the situation. In case of minor injuries such as cuts, nosebleeds etc. any adult present can attend to a minor injury using equipment in the first aid box.
- In case of major injury such as: a bad fall, choking, major cuts, severe bleeding, etc. a first aider should administer first aid when appropriate, and the ambulance service should also be called on 999. Whilst awaiting the emergency services, the procedure laid down in the Accident and First Aid Policy should be followed.

7. Administration Of Medicines

Prescribed medication should nearly always be given to a child by their carer. Sometimes this is not possible, for example on school outings. Home remedies are not issued by school.

Some students can self-administer and carry with them their medication e.g. inhaler for asthma. This should be recorded on Iris.

Prescribed medication can only be given to students by teachers when it is provided by carers, with their prior written consent and where the teacher has completed Administration of Medication Training. The written consent is evident by the completion of the Medication Authorisation Form by carers, and it must include details of symptoms, severity and frequency of symptoms and full details (name, dose, frequency) of prescribed/recommended medication needed.

Carers are responsible for updating the school with any changes to prescribed medication or medical conditions when they happen.

8. Control Of Hazardous Substances

The use of hazardous substances in school will be kept to a minimum.

The Home Manager will complete a COSHH assessment for all hazardous substances used on the premises. The COSHH folder is kept in the house office.

9. Electrical Safety

All staff are expected to visually check equipment before use and report damage and remove from the area with a notice saying, "Fault Do Not Use".

In addition, a risk assessment is carried out on an annual basis and appliances tested by a contractor and a certificate held listing all tested and serviceable equipment.

Staff should note, particular care needs to be taken with extension leads, to avoid trailing wires.

No electrical equipment should be introduced into school from home without being PAT tested and the prior agreement of the Head Teacher.

10. Reporting Hazards

All staff are responsible for reporting hazards and repairs. In school rooms within Children's Homes repairs should be recorded on Iris after daily checks or damage occurs.

No teaching is to take place in a hazardous environment if risks cannot be mitigated by measures such as removing the item or making it temporarily safe.

11. Food Technology

Cooking equipment including ovens and hobs will only be used if fire precautions and appropriate risk assessments are in place.

Staff must be satisfied that the tasks undertaken are appropriate for the students concerned.

Close supervision will be appropriate for riskier parts of the cooking process, i.e. taking food in or out of hot ovens and the use of knives.

Students who have a history of self-harm will be very closely monitored when using a knife and all knives will be kept in a locked cupboard in the House Office when not in use.

Any food preparation must be done in compliance with health and hygiene regulations.

12. Stress At Work

To reduce the build-up of stress we note and appreciate the work of all staff both individually and collectively through:

- Staff meetings in which achievements are noted and commended.
- Individual discussions between the Head Teacher and a member of staff.
- An open discussion of stress as an issue in staff meetings and individual discussion.
- Every stress issue raised is taken seriously and a solution found.
- Appropriate monitoring of sickness absence is recognised as an essential early warning measure of increased stress.

13. Security Including Visitors and Intruders

- All staff and students are encouraged to be aware of strangers on the premises.
- Entrances to the building are to be kept closed at all times.

Visitors

- If a visitor is unknown, identification should be requested.
- Visitors are requested to enter only by the front door. They must ring the bell and wait to be granted access after producing identification.
- Where the person is a legitimate visitor the member of staff should do the following.
 - Identify the person and determine their purpose or need for being on the premises.
 - Escort the person to reception and make sure that they check in as a visitor and that they are aware of the procedures for visiting in future.
- If a visitor has not followed the correct procedure, then whoever is signing them in should report the incident to the person responsible for security arrangements.
- Visitors must be signed into the visitor's book at each premises and visitors' badges issued where appropriate.

Intruders

An intruder on the premises can present a significant risk and may or may not be a safety hazard. Not all intruders will mean harm or intend to act maliciously. Some intruders may merely be individuals who have not followed established visitor procedures. To protect the young people who are in our care, QPC staff will make every effort to keep the premises secure from intruders and make sure that all staff, young people, visitors, volunteers and parents/carers are aware of procedures in the event of an intruder being found on the premises.

Any member of staff who observes an individual who appears suspicious or out-of-place should approach the individual (if safe to do so) and ask their name and purpose. Wherever a member of staff feels that an intruder may present a safety threat they should arrange for back-up and approach the person in pairs. While determining the status of an intruder, every effort must be made to ensure that the young people in our care are safe, feel secure and continue to be engaged in their routine activities.

Where the intruder is a stranger who may pose a safety hazard, staff should do the following:

- Politely challenge the intruder and ask why they are on the premises.
- If they are not a legitimate visitor, ask them to leave.
 - If the person refuses to leave the building in a peaceful manner inform them that the police will be called.

- If the intruder appears agitated, irrational or threatening, try to calm them by talking in a calm reassuring voice while a colleague calls the police.
- Depending on the circumstances and the attitude of the intruder, the police should be called to report the incident.
- If the police are called and the individual leaves or attempts to leave prior to the police arriving, staff should not attempt to physically detain or restrain the person but should inform the responding officers that the individual has left the building, the direction they took and means of transport.
- Review security immediately.
- Log the incident and actions as soon as possible.
- Always approach the intruder in pairs wherever possible or arrange for 'back-up' and never allow themselves to become isolated with the intruder.

Where there is a suspicion that the intruder may be armed or pose a serious safety hazard staff should do the following:

- Alert all staff members to the danger, including the most senior person on duty.
- Contact the police as soon as possible to report the incident, giving the operator all the relevant information including the location of the intruder, a physical and clothing description, and a description of the weapon involved.

When confronting the intruder always try to work in pairs, and:

- Arrange for a third staff member who is not involved to contact the most senior person on duty.
- Determine who will initiate contact with the intruder and who will be the back-up person.
- If the intruder appears agitated, irrational or threatening, try to calm them by talking in a low reassuring voice – never try to meet aggression with aggression.
- Try to direct the intruder away from areas occupied by children.
- Break off contact and leave when it is safe to do so.
- Remain calm and do not attempt to disarm the person.

Once the police arrive, provide them with information on the location of the intruder, their appearance, any known weapons and any statements made by the intruder. All other staff members and official visitors should remain in their designated area/room with the young people unless otherwise directed by the police, reassuring and engaging the young people as appropriate.

In all events involving an intruder, there should be a thorough investigation of the incident and a report made by all staff involved.

All relevant parties involved with young people should be informed of the incident where appropriate and included in the subsequent investigation, with due regard to confidentiality.

14. Manual Handling

Workplace (Health, Safety and Welfare) Regulations 1992 and the Manual Handling Operations Regulations 1992 cover lifting and related activities such as holding, carrying, lowering, pushing and pulling. They also extend to lifting and assisting people.

Common hazards are the manual movement of loads and frequent forced or awkward movements of the body, leading for example, to back injuries and severe pains in the hand, wrist, arm or neck – repetitive strain injury. Moving materials mechanically is also hazardous and people can be crushed or struck by material when it falls from a lifting or moving device or is dislodged from a storage stack.

All staff will therefore make sure that:

- Design of tasks suit the work to the person, not the person to the work where possible so that manual handling is avoided where a safer way is practical or there is risk of injury.
- A risk assessment will be carried out on any significant manual handling tasks.
- Employees who complete manual handling tasks will have suitable and sufficient training.
- Assessment is made of the risk of injury from any manual handling operation that can't be avoided.
- The risk of injury is reduced so far as is reasonably practicable.
- Where appropriate individual programme area Health and Safety Policy statements will reflect the above guidance on Manual Handling for staff, young people and visitors and include arrangements for safe working practice, instruction and training if necessary.

15. Training And Records

The school will ensure that all staff have suitable and sufficient training to complete the tasks required of them.

The school will ensure all training is recorded and up-date training is completed where required.

16. Violence At Work

Violence at Work includes any incident in which an employee is abused, threatened or assaulted, physically or verbally, by any person in circumstances arising out of, or during his or her employment.

The difficulties relating to violence, which employees may experience whilst performing duties at work are recognised by QPC and this procedure gives practical support with the aim of reducing incidents.

QPC has duties and responsibilities under the Health and Safety at Work Act 1974 and the management of Health and Safety at Work regulations 1992. Therefore, for the safety and well-being of its employees we must take steps to ensure that, as far as is reasonably practicable employees are protected from violence including:

- Verbal or physical abuse of employees, including any form of harassment.
- Threats made to employees when carrying out their duties.
- Physical assault upon employees during the exercise of their duties.
- Attacks on or damage to the property of employees resulting from the exercise of their duties.

Specific steps for the Head Teacher

- Assess the extent of the problems faced by employees.
- Identify areas of risk.
- Review and if necessary, modify systems of work.
- Ensure that employees at risk receive training to defuse potentially violent situations.

- Ensure that employees who have been assaulted or abused are debriefed and where appropriate, given access to trained counsellors.
- Monitor and analyse violent incidents taking appropriate action as necessary.

Specific Steps for teachers and teaching assistants, who must:

- Consider their own safety and that of colleagues.
- Familiarise themselves with policies and procedures, guidelines and instructions issued by QPC.
- Report all incidents of violence or threatened violence to their line manager.
- Participate in any training, which is available to them.
- Record details of incidents as required by QPC.
- Contribute to any reviews or enquiries held into incidents with which they have been involved.
- Make use of all available support and counselling as provided by QPC.

Preventing a violent situation

The best way to handle a violent situation is to prevent it from happening. Although it cannot always be anticipated, there are a number of early warning signs of which employees should be aware. The following are common signs and symptoms, which may be evident in another person prior to the onset of possible violence:

- The person becomes tense and agitated and voice pitch and volume increases.
- Replies to questions are abrupt and may be accompanied by gestures or the use of offensive language.
- The person bangs the table or their other hand with a clenched fist.
- The person shows signs of being under the influence of alcohol, drugs or solvents.
- Muscular tension in face and limbs.
- Skin colouring i.e. flush to face and neck.

Handling a Potentially Violent Situation

- Good observations and sensitivity in recognising signs of tension, frustration and anger are essential.
- Retaining the impression that the situation is under control but allowing the aggressor plenty of space, both personal and verbal.
- Being aware of body language, being controlled and confident and maintaining a relaxed stance, eye contact and a calm reassuring voice.
- Not using offensive language, threatening or using physical force. Not touching a person who is arguing with you, (in law this could amount to an assault).
- If the person cannot be calmed down, employees should remove themselves from any immediate risk, get help from colleges or alternatively, call the police.
- If the violent attack is directed at the property, control should be attempted if there is no risk.
- When it is essential for employees to defend themselves against attack, that any action must be limited to the use of reasonable restraint, sufficient to prevent their own injury or to enable escape.

Preventive Measures in the Workplace

The potential for violence can be reduced by:

- Receiving visitors in all locations courteously.
- Providing welcoming reception areas without sacrificing security.
- Ensuring that people waiting are kept informed of any delays.

- Treating member of the public professionally, fairly and with dignity.
- Giving reliable information, admitting any uncertainties and never hesitating to apologise if a mistake has been made.

Working alone in outside locations

- Wherever necessary, a means of raising the alarm should be provided to employees who work on their own in isolated situations or who frequently travel alone and are at a significant risk of violence.

Employees Travelling Alone

Mobile employees may be subject to violent situations when working outside their vehicles or following a vehicle breakdown or road traffic accident.

- Mobile employees are recommended to report at regular intervals to their base and should make effort to maintain contact in the above situations. Employees should not hesitate to contact the police should they feel in danger while away from their base.
- Employees should on no account give lifts to hitchhikers in working hours.

CPI Training

CPI training is provided to teachers in how to handle violent or potentially violent situations in work. In practical terms the training should raise awareness of:

- Causes of aggressive behaviour.
- Recognising potential violence at an early stage.
- Defusing violent or potentially violent situations.
- Self-protection techniques.
- Understanding company guidelines and policies.

Safeguarding Training:

All staff receive appropriate safeguarding and child protection training (including online safety) at induction. This training is regularly updated, and all staff receive safeguarding and child protection updates at least annually through:

- Email bulletins
- Staff meetings
- Training sessions
- Updates on local safeguarding arrangements

Training includes:

- Understanding the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- Recognising signs of abuse, neglect, and exploitation
- Understanding child-on-child abuse
- Knowing how to respond to disclosures
- Understanding the needs of vulnerable groups including pupils with SEND
- Online safety and digital safeguarding
- The school's safeguarding policies and procedures

The DSL and deputy DSLs undergo specialist training updated at least every two years, including Prevent awareness training.

Use of Reasonable Force

Staff may use reasonable force to prevent students from hurting themselves or others, damaging property, or causing disorder, in line with DfE guidance 'Use of Reasonable Force' (2015). Force will **never** be used as punishment - it is always unlawful to use force as a punishment. The school's approach to the use of reasonable force is set out in the Behaviour Policy, and all staff receive appropriate training through CPI training programmes.

The following restraint techniques are **prohibited** as they present unacceptable risk:

- The 'seated double embrace'
- The 'double basket-hold'
- The 'nose distraction technique'

Child-on-Child Abuse

The school recognises that children can abuse other children (child-on-child abuse). This can include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse and assault
- Sexual violence and sexual harassment
- Harmful sexual behaviour (HSB)
- Domestic abuse in pupils' own intimate relationships (teenage relationship abuse)

All staff are trained to recognise signs of child-on-child abuse and will report concerns immediately to the DSL following the procedures in the Child Protection Policy. The school takes a zero-tolerance approach to all forms of abuse and harassment.

Procedures for dealing with assaults

- All incidents should immediately be reported to the Head Teacher.
- Should the employee not wish to involve the police, full consideration will be given to the reason for their decision, however the possible effects on the organisation of not involving the police will also be considered, (recurrence of the event, concerns of other employees etc.). A decision will be taken by the service Manager/Directors on the appropriate course of action.
- In the event of any physical injury or shock, treatment should be sought for the victim as soon as possible.
- The Head Teacher should investigate the assault, collect evidence and prepare a factual account of events, which should be recorded on Iris.
- Iris should be completed as soon as it is possible giving details of the incident, date, time, circumstances etc. The incident must be recorded even if there is no injury.
- Where the assault on an employee was carried out by a fellow employee, QPC's disciplinary procedure will be invoked.

After care

- A sympathetic and supportive attitude must be displayed towards victims of violence.
- Counselling or referral to a counselling service should be offered via QPC personnel section.
- The victim's line manager and colleagues should consider the possible after effects on the victims prior to and on return to work.
- After the incident has been dealt with the manager should arrange an informal debriefing session with all employees to discuss the incident and the lessons to be learnt from it.

Monitoring

- All cases of verbal abuse, threats and assaults must be reported to the Head Teacher, as the information will enable incidents to be monitored and any necessary steps taken with

the aim of preventing a similar incident happening again.

- Analyses of incidents/accidents will be undertaken termly by the Assistant Head Teacher in order to build up a picture of violent occurrences, from which lessons may draw and appropriate action taken and this should be reported to School Governors by the Head Teacher.
- A review of preventive measures should be taken at regular intervals. Where there is no improvement alternative methods should be considered.
- The appropriate risk management groups should be involved when revising security arrangements.

17. Supervision Of Students

- Sensible, safe behaviour will be promoted to students by all members of staff
- Dangerous or risky behaviour displayed by students will be addressed and dealt within the school rules.
- Students will only be allowed into or stay in the classrooms under adult supervision.

18. Offsite Visits

The main areas for action are summarised below for action at three different levels of management in QPC but the full guidance document will be used when any offsite visit is proposed.

QPC managers must satisfy themselves that a risk assessment has been carried out, that appropriate safety measures are in place and that training needs have been addressed for the offsite visit. We will also ensure that:

- The visit has a specific and stated objective.
- Plans for the visit comply with regulations and guidelines, including QPC's health and safety policy document.
- The visit organiser reports back after the visit.
- The responsible officer at QPC is informed about less routine visits well in advance.
- Proposals for certain types of visit, which could include visits involving an overnight stay or travel outside the UK, will be properly assessed before permission is given for them to take place.

The visit organiser will make sure that:

- Visits comply with regulations and guidelines provided by QPC and the Health and Safety policy.
- Group leaders are competent to monitor the risks throughout the visit.
- They are clear about their role if taking part in the visit as a group member/supervisor.
- Follow the instructions of the group leader who will have sole charge of the visit.
- Adequate child protection procedures are in place.
- All necessary actions have been completed before the visit begins.
- The risk assessment has been completed and appropriate safety measures are in place.
- Training needs have been assessed by a competent person and the needs of the staff and young people have been considered.
- The group leader has experience in supervising the age groups going on the visit and will organise the group effectively.
- The group leader or other members of staff are suitably competent to instruct the activity and are familiar with the location/centre where the activity will take place.
- Group leaders are allowed sufficient time to organise visits properly.
- Supervisors on the visit are appropriate people to supervise the young people.
- Ratio of supervisors to young people is appropriate.

- The Head Teacher has approved the visit.
- Parents or others have signed consent forms.
- Arrangements have been made for the medical needs and special needs of all young people.
- Adequate first-aid provision will be available.
- The mode of travel is appropriate.
- Travel times out and back are known including pick-up and drop-off points.
- There is adequate and relevant insurance cover.
- The organiser has the address and phone number of the visit's venue and a contact name.
- A QPC contact has been nominated and the group leader has details.
- The group leader, group supervisors and nominated QPC contact have a copy of the agreed emergency procedures.
- The group leader, group supervisors and QPC contact have the names of all the adults and young people travelling in the group and the contact details of parents, staff and other supervisors' next of kin.
- There is a contingency plan for any delays including a late return home.

Group leader

One member of staff, the group leader, will have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group. The group leader should have been appointed or approved by the responsible officer for QPC. The group leader should:

- Obtain the responsible officer's prior agreement before any off-site visit takes place.
- Make sure the visit complies with QPC regulations, guidelines and policies.
- Appoint a deputy.
- Clearly define each group supervisor's role and ensure all tasks have been assigned.
- Be able to control and lead young people of the relevant age range.
- Be suitably competent to instruct young people in an activity and be familiar with the location/centre where the activity will take place.
- Be aware of child protection issues.
- Ensure that adequate first-aid provision will be available.
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents if applicable.
- Undertake and complete a comprehensive risk assessment.
- Review regularly undertaken visits/activities and advise the responsible office for QPC where adjustments may be necessary.
- Ensure that staff and other supervisors are fully aware of what the proposed visit involved.
- Have enough information on the young people proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.
- Ensure the ratio of supervisors to young people is appropriate for the needs of the group.
- Consider stopping the visit if the risk to the health or safety of the young people is unacceptable and have in place procedures for such an eventuality.
- Ensure that group supervisors have details of the Head Teacher or a senior manager.
- Ensure that group supervisors and QPC have a copy of the emergency procedures.
- Ensure that the group's staff and other supervisors have the details of young peoples' special educational or medical needs which will be necessary for them to carry out their tasks effectively.

Alternative Provision

Where the school places students with alternative provision providers, the school remains responsible for the safeguarding of those students. The school will:

- Obtain written confirmation that appropriate safeguarding checks have been carried out on all staff working at the alternative provision
- Obtain written confirmation that the alternative provider will inform the school of any staff changes so appropriate checks can be verified
- Maintain records of the address of the alternative provider and any subcontracted provision or satellite sites the pupil may attend
- Review placements at least half-termly to provide assurance that the pupil is regularly attending and the placement continues to be safe and meets the pupil's needs
- Immediately review any placement where safeguarding concerns arise, and terminate the placement if necessary, unless or until those concerns have been satisfactorily addressed

The school will always know where a student is based during school hours.

19. Safeguarding and Health & Safety Integration

The school recognises that safeguarding and health and safety are intrinsically linked. The school is committed to establishing an open and positive safeguarding culture that puts students' interests first, in line with Keeping Children Safe in Education (KCSIE) 2025.

Key Principles:

- The school maintains an attitude of "it could happen here" - recognising that safeguarding issues might occur at any time
- All health and safety procedures support the school's safeguarding culture and whole-school approach to keeping children safe
- Staff are vigilant in identifying when health and safety concerns may indicate safeguarding issues, including neglect, abuse, exploitation, or other harms
- The school works effectively with safeguarding partners and other relevant agencies to help and protect pupils
- The school is open and transparent, sharing information appropriately with others and actively seeking expert advice when required

Reporting Procedures:

Where health and safety concerns may indicate safeguarding issues, staff will:

- Report immediately to the DSL or a deputy DSL
- Follow the procedures set out in the Child Protection Policy
- Not investigate themselves - this is the role of the DSL and external agencies

Examples of health and safety concerns that may indicate safeguarding issues include:

- Unexplained or frequent injuries
- Poor hygiene or inappropriate clothing for weather conditions
- Signs of malnutrition or being underweight
- Frequent absence or patterns of absence
- Concerning behaviour changes
- Disclosures from pupils about home circumstances

Multi-Agency Working:

The school works in partnership with:

- Local authority children's social care
- Virtual Schools
- The police
- Health services
- Other safeguarding partners as appropriate

The school contributes to multi-agency working in line with 'Working Together to Safeguard Children' statutory guidance.

Online Safety:

The school recognises that safeguarding includes protecting pupils from online harm. All staff receive training on online safety as part of their safeguarding and health and safety induction, including:

- Understanding the school's filtering and monitoring systems
- Their role in keeping pupils safe online
- How to identify and report online safety concerns
- Understanding that online concerns can be complex and may involve multiple platforms

Students are taught how to stay safe online through the curriculum, including in Relationships Education, Relationships and Sex Education, and Health Education.