Support'ed Education Services

Health & Safety Policy

Alternative Education Provision / Education Service

Document owner	**Robin Vacquier - Director / Health & Safety Lead / Competent Person**
Applies to	Support'ed Education Services, including Alternative Education Provision, off-site learning, community-based learning and school-commissioned support
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Next review	June 2027, or earlier following significant incident, legislative change, premises change, or change in service model
Approved by	Directors of Support'ed Limited

Version	**Date**	**Summary of change**	**Approved by**
1.0	December 2014	Original general health and safety policy created	Directors
2.0	January 2025	Policy reviewed	Directors
3.0	June 2026	Full education-service rewrite; named Competent Person added; legislation updated; school QA and education-specific arrangements added	Directors

Contents

1. Policy statement
2. Scope and application
3. Legal and guidance framework
4. Governance and named responsibilities
5. Competent Person / Health & Safety Lead
6. Risk assessment and risk management
7. Learner safety and safeguarding interface
8. Premises, classrooms and learning environments
9. Fire safety, emergency evacuation and lockdown
10. First aid, medication, infection prevention and wellbeing
11. Accident, incident, near miss and RIDDOR reporting
12. COSHH and hazardous substances
13. Manual handling and moving/assisting
14. Display screen equipment and staff workstations
15. Personal protective equipment
16. Work equipment, educational resources and electrical safety
17. Educational visits, off-site and community-based learning
18. Transporting learners and vehicle safety
19. Lone working and outreach work
20. Behaviour-related risk, violence and aggression
21. Sport, physical activity, gym, boxing and martial-arts related activities
22. Contractors, visitors and site security
23. Staff induction, supervision and training
24. Monitoring, audit and quality assurance
25. Policy links and document review

Appendix 1 - Training matrix
Appendix 2 - Audit and monitoring schedule
Appendix 3 - Incident reporting and escalation flow
Appendix 4 - Minimum risk assessment register
Appendix 5 - Director approval record

1. Policy statement

Support'ed Education Services is committed to providing a safe, healthy and supportive learning and working environment for learners, staff, visitors, contractors and school/commissioning partners. The organisation will take all reasonably practicable steps to prevent injury, ill health, avoidable harm and unsafe practice arising from its education activities.

The policy supports a sensible and proportionate approach to health and safety. It is not intended to prevent meaningful learning, community participation, physical activity or positive risk-taking. It is intended to ensure that real risks are identified, assessed, managed, reviewed and communicated clearly.

- Health and safety is a leadership responsibility and a shared staff responsibility.
- Risk management must be proportionate to the learner, activity, environment and presenting circumstances.
- Safeguarding and health and safety must work together, particularly where learners have SEND, social, emotional and mental health needs, trauma histories, anxiety, behaviour support needs or medical vulnerabilities.
- Learning activities must be planned so that foreseeable risks are reduced to an acceptable level without removing appropriate learning opportunities.
- Incidents, near misses and concerns must be reported and used as learning, not hidden or normalised.

2. Scope and application

This policy applies to Support'ed Education Services and all education-related activity delivered by or on behalf of the organisation. It is specifically written for the education service and is not a CQC or supported-living policy.

- Alternative Education Provision and school-commissioned support.
- One-to-one, small group and bespoke learning packages.
- Learning delivered at Support'ed premises, school premises, partner venues and community settings.
- Off-site educational activities, including sport, gym, boxing, martial arts, outdoor learning, work-related learning, travel training and community participation.
- Staff, employed workers, sessional workers, volunteers, visitors, contractors and learners while engaged in Support'ed education activity.

Where Support'ed delivers activity on a school site or partner premises, Support'ed staff must follow the host site's emergency, safeguarding, visitor, fire and health and safety procedures in addition to this policy. Any conflict or concern must be escalated to the Education Lead and Health & Safety Lead.

3. Legal and guidance framework

The organisation will maintain arrangements in line with current UK health and safety law and relevant education-sector guidance. Key legislation and guidance includes, but is not limited to:

- Health and Safety at Work etc. Act 1974.
- Management of Health and Safety at Work Regulations 1999, including Regulation 7 regarding appointment of competent health and safety assistance.
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR).
- Control of Substances Hazardous to Health Regulations 2002 (COSHH).
- Regulatory Reform (Fire Safety) Order 2005.
- Health and Safety (First-Aid) Regulations 1981.
- Electricity at Work Regulations 1989.
- Provision and Use of Work Equipment Regulations 1998 (PUWER).
- Manual Handling Operations Regulations 1992.
- Workplace (Health, Safety and Welfare) Regulations 1992.
- Health and Safety (Display Screen Equipment) Regulations 1992.
- Personal Protective Equipment at Work Regulations 1992, as amended.

- Working at Height Regulations 2005, where applicable.
- Control of Asbestos Regulations 2012, where premises duties apply or where information is required from a landlord, school or premises controller.
- Keeping Children Safe in Education and statutory safeguarding guidance as it relates to safe practice, safer environments and reporting concerns.
- Department for Education health and safety advice for schools and HSE guidance for the education sector.

The Health & Safety Lead will review this framework at least annually and update the policy where law, guidance or operating arrangements change.

4. Governance and named responsibilities

The Directors retain overall accountability for health and safety. Operational responsibility is delegated through the education management structure, but accountability for ensuring adequate systems, resources and review remains with the Directors.

Role	Key responsibilities
Directors	Set health and safety direction; approve the policy; provide adequate resources; receive quarterly assurance; review serious incidents; ensure competent advice is available.
Robin Vacquier - Director / Health & Safety Lead / Competent Person (supported by Third Party SSG Traiing)	Lead the health and safety management system; provide competent advice; maintain legal compliance; oversee risk assessment standards; monitor accident and near miss reporting; coordinate audits; ensure RIDDOR decisions are made and recorded.
Education Director / Education Lead	Ensure this policy is implemented within education provision; approve higher-risk activities; check staffing ratios and competence; ensure learner-specific risks are assessed; liaise with schools and commissioners.
Education Managers / Programme Leads	Complete and review risk assessments; brief staff; ensure safe premises checks; respond to incidents; maintain local records; escalate concerns promptly.
Staff and workers	Follow training and safe systems of work; report hazards, incidents and near misses; dynamically assess risk; safeguard learners; use equipment and PPE correctly; never undertake tasks they are not competent or authorised to do.
Learners	Learners will be supported, in a developmentally appropriate way, to understand safety expectations, follow reasonable instructions, report worries and participate in positive risk-taking safely.

5. Competent Person / Health & Safety Lead

Support'ed appoints Robin Vacquier, Director, as the organisation's named Health & Safety Lead and Competent Person for the Education Service. This appointment is made to support compliance with Regulation 7 of the Management of Health and Safety at Work Regulations 1999. They are supported with compliance by a 3rd Party SSG Training and Consultancy Servies.

The Health & Safety Lead is responsible for ensuring that competent advice is available to the organisation. Where specialist technical knowledge is required, such as fire engineering, asbestos, legionella, electrical installation, building safety, occupational health or specialist educational visit advice, external competent advice will be obtained.

The Competent Person will:

- Maintain oversight of the health and safety policy and associated procedures.
- Support managers to complete suitable and sufficient risk assessments.
- Review accident, incident and near miss trends.

- Ensure statutory reporting requirements, including RIDDOR 2013, are considered and completed where required.
- Advise on safe staffing, training and supervision arrangements.
- Coordinate internal audits and ensure corrective actions are tracked to completion.
- Report material health and safety risks to Directors.
- Ensure school and commissioner QA requests are responded to with accurate evidence.

6. Risk assessment and risk management

Support'ed will complete suitable and sufficient risk assessments for its education activities. Risk assessments must be proportionate, accessible to staff and reviewed when circumstances change. Risk assessment is not a paperwork exercise; it must inform real practice.

6.1 Types of risk assessment

- Premises and classroom risk assessments.
- Learner-specific risk assessments and support plans.
- Activity risk assessments, including physical activity and vocational activity.
- Educational visit and off-site activity risk assessments.
- Transport and travel risk assessments.
- Lone working and outreach risk assessments.
- COSHH assessments.
- Fire risk assessments, where Support'ed controls premises or activity space.
- Personal emergency evacuation plans (PEEPs), where required.

6.2 Review expectations

- Formal risk assessments must be reviewed at least annually.
- Learner-specific risk assessments must be reviewed after incidents, placement changes, new information, escalation in risk, reduction in risk, or change in planned activity.
- Dynamic risk assessment must be used throughout sessions where circumstances change.
- Risk assessments must identify controls, responsible persons, review dates and any residual risk.

6.3 Positive risk-taking

Support'ed recognises that many learners require carefully supported opportunities to build confidence, independence, self-regulation and community skills. Positive risk-taking must be planned, recorded and proportionate. Staff must balance safety with educational benefit, dignity, inclusion and learner development.

7. Learner safety and safeguarding interface

Health and safety arrangements must operate alongside safeguarding, behaviour, SEND and attendance procedures. Learners may present with anxiety, trauma histories, emotional dysregulation, communication differences, impulsivity, sensory needs, medical risks, exploitation risks or reduced awareness of danger. These factors must be considered in planning and supervision.

- Learner-specific safety information must be obtained from schools, parents/carers, social care or commissioners where relevant and lawful.
- Known medical, behavioural, environmental and emotional risks must be reflected in support plans and risk assessments.
- Staff must know how to escalate safeguarding concerns immediately in line with the Safeguarding Policy.
- Health and safety concerns that also create safeguarding risk must be treated as safeguarding concerns.
- Staff must maintain professional boundaries and safe working practice at all times.

Examples of health and safety issues that may also be safeguarding issues include absconding, unsafe contact, self-injury, peer conflict, unsafe online activity, weapon concerns, drug or alcohol concerns, unsafe home/community settings, transport vulnerability or unmanaged medical risk.

8. Premises, classrooms and learning environments

All learning environments must be safe, suitable and proportionate to the needs of learners and the planned activity. This includes premises controlled by Support'ed, school rooms, hired venues and community settings.

- Daily visual checks must be completed for Support'ed-controlled learning spaces before learner use.
- Classrooms and activity spaces must be kept free from avoidable trip, slip and obstruction hazards.
- Suitable lighting, heating, ventilation, toilets and welfare arrangements must be available.
- Staff must know emergency exits, assembly points and communication arrangements.
- Defects must be reported promptly and actioned according to risk.
- Any unsafe room, equipment or activity must be stopped until made safe or replaced with a safer alternative.

8.1 Site security and access control

Access arrangements must protect learners and staff. Visitors must be identified, signed in, supervised where appropriate and briefed on emergency arrangements. Unknown or unauthorised persons must not be allowed unsupervised access to learners.

9. Fire safety, emergency evacuation and lockdown

Support'ed will maintain effective fire and emergency arrangements. Where Support'ed uses premises controlled by another organisation, staff must follow the local fire and emergency procedures and ensure these are understood before delivery begins.

- Fire exits and escape routes must be kept clear.
- Staff must know evacuation routes, assembly points and how to raise the alarm.
- Fire drills must be completed and recorded for Support'ed-controlled premises.
- Fire risk assessments must be obtained, completed or reviewed according to premises control arrangements.
- Learners who need support to evacuate must have a PEEP where required.
- Emergency contact details must be available for off-site and community learning.
- Lockdown or invacuation procedures must be in place where appropriate to the site and risk profile.

Emergency procedures must be communicated to staff during induction and refreshed at least annually. Any failure of alarm systems, emergency lighting, fire doors, extinguishers or escape routes must be escalated immediately.

10. First aid, medication, infection prevention and wellbeing

10.1 First aid

Support'ed will ensure adequate first aid arrangements for education activities, taking into account the number of learners, staff, activity type, location, known medical needs and emergency response times.

- First aid cover must be risk assessed for each provision or activity.
- First aid kits must be available, checked and replenished.
- Staff must know who the first aider is and how to obtain emergency help.
- Accidents requiring first aid must be recorded.
- Where younger children or higher-risk activities are supported, first aid competence must be appropriate to the activity and age group.

10.2 Medication and medical information
Where Support'ed is required to support a learner with medication or medical needs, this must be agreed in writing with the commissioning school, parent/carer or responsible body. Staff must not administer or support medication unless authorised, trained where required and operating under an agreed plan.

10.3 Infection prevention
Good hygiene standards must be maintained. Staff must follow infection prevention guidance, including hand hygiene, safe management of bodily fluids, cleaning of contaminated areas and use of PPE where required. Learners or staff who are unwell must be managed according to current public health, school or organisational guidance.

10.4 Staff wellbeing
The organisation recognises that education work with learners who have complex needs can be emotionally demanding. Managers must monitor workload, lone working, exposure to aggression, incident impact and stress. Staff will be supported through supervision, debrief, reflective practice and signposting to additional support where required.

11. Accident, incident, near miss and RIDDOR reporting
All accidents, incidents, dangerous occurrences, near misses and hazards must be reported promptly using the organisation's reporting system. Reports must be factual, timely and reviewed by a manager. Learning must be shared and actions tracked.

11.1 RIDDOR 2013
RIDDOR reporting decisions will be made in line with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 and HSE education-sector guidance. Most minor incidents in schools or on educational visits are not reportable, but reportability must always be considered where thresholds may be met.

- Work-related fatalities.
- Specified injuries to workers.
- Over-seven-day incapacitation of a worker resulting from a work-related accident.
- Certain occupational diseases.
- Dangerous occurrences listed under RIDDOR.
- Injuries to learners, visitors or other non-workers where the incident arises out of or in connection with work and results in the person being taken directly from the scene to hospital for treatment.

The Health & Safety Lead will ensure reportable incidents are submitted to HSE within required timescales and that the rationale for reporting or not reporting is recorded.

11.2 Investigation
Managers must investigate incidents proportionately. Serious incidents, repeated patterns, avoidable harm, violence/aggression, safeguarding-linked incidents, transport incidents and near misses with serious potential must be reviewed by the Health & Safety Lead.

12. COSHH and hazardous substances
Support'ed will control exposure to hazardous substances in accordance with COSHH 2002. Education settings should avoid unnecessary hazardous substances. Where substances are required, safer alternatives must be considered.

- Maintain an inventory of hazardous substances used or stored.
- Keep safety data sheets available where relevant.
- Complete COSHH assessments for substances that may present risk.
- Store cleaning products, chemicals and hazardous materials securely away from learners.

- Ensure staff are trained in safe use, storage, PPE, spill response and disposal.
- Do not allow learners unsupervised access to hazardous substances.

13. Manual handling and moving/assisting

Manual handling risks must be avoided where possible and assessed where they cannot be avoided. Staff must not lift or move loads, equipment or resources beyond their capability or training.

- Use mechanical aids or team handling where appropriate.
- Plan room moves, furniture moves and equipment transport safely.
- Do not move a learner physically unless this is part of an agreed, trained and lawful emergency response or moving/handling plan.
- Learners with mobility needs must have appropriate support arrangements agreed before activity starts.
- Manual handling incidents or pain following activity must be reported.

14. Display screen equipment and staff workstations

Staff who habitually use display screen equipment as a significant part of their work will be supported to complete a DSE self-assessment. Managers will ensure reasonable workstation adjustments are considered for office-based, hybrid and home-working arrangements.

- Workstations should allow suitable posture, screen position and lighting.
- Staff should take regular changes of activity or short breaks from prolonged screen use.
- Eye tests will be supported in line with DSE requirements where applicable.
- Concerns about discomfort, pain or visual strain must be reported to line managers.

15. Personal protective equipment

PPE will be provided where risks cannot be adequately controlled by other means. PPE must be suitable, maintained, accessible and used correctly. Staff must not be charged for PPE required for work.

- Examples include disposable gloves, aprons, eye protection or other task-specific PPE.
- PPE requirements must be identified through risk assessment, COSHH assessment or infection prevention arrangements.
- Staff must be trained in correct use, removal and disposal where required.
- PPE is a control measure, not a substitute for safe systems of work.

16. Work equipment, educational resources and electrical safety

Equipment used for education activities must be suitable, safe and used only by staff or learners who have been instructed and supervised appropriately. This includes IT equipment, kitchen equipment, tools, sports equipment, gym equipment, art materials and specialist resources.

- Equipment must be visually checked before use.
- Defective equipment must be taken out of use and reported.
- Portable electrical equipment must be maintained through proportionate inspection and testing arrangements.
- Electrical installation testing must be maintained where Support'ed controls the premises.
- Learners must be supervised according to risk, competence and activity type.
- Higher-risk equipment or activities require specific risk assessment and staff competence.

17. Educational visits, off-site and community-based learning

Off-site learning is an important part of Support'ed education delivery. It must be planned, risk assessed and approved at a level proportionate to the risk of the activity, learner needs and environment.

- The purpose and educational benefit of the activity must be clear.
- Learner-specific risks must be considered, including absconding, anxiety, traffic awareness, peer contact, exploitation risk, medical needs and communication needs.
- Staffing ratios must be agreed and recorded.
- Emergency contact details and escalation arrangements must be available.
- Staff must carry a charged phone and know what to do if plans change.
- Higher-risk activities, unfamiliar venues, water-based activities, adventurous activities or overnight/residential activity require senior approval and specialist advice where needed.

17.1 Dynamic changes

If an off-site activity becomes unsafe due to learner presentation, weather, transport, staffing, public behaviour, venue conditions or other circumstances, staff must stop, adapt or abandon the activity and record the reason.

18. Transporting learners and vehicle safety

Transport arrangements must be safe, authorised and risk assessed. Staff must only transport learners where this is agreed as part of the education package and insurance/business-use requirements are met.

- Drivers must hold a valid driving licence and appropriate business insurance where using personal vehicles.
- Vehicles must be roadworthy, taxed, insured and MOT compliant where required.
- Seatbelts must be worn unless a lawful exemption applies and has been risk assessed.
- Learner seating, supervision and behaviour risks must be considered before travel.
- Staff must not use handheld mobile phones while driving.
- Incidents, near misses, vehicle defects or unsafe learner behaviour during transport must be reported.
- Where transport is provided by another organisation, responsibilities must be clear.

19. Lone working and outreach work

Lone working may occur during travel, outreach, one-to-one learning, community support or meetings. Lone working must be risk assessed and avoided where risks cannot be managed safely.

- Managers must consider learner risk, location, time of day, staff experience and communication arrangements.
- Staff must have a working phone and clear check-in/check-out arrangements.
- Staff must know how to summon help and escalate concerns.
- Home visits or unfamiliar community locations require additional caution and prior planning.
- Staff must withdraw from situations that become unsafe and seek advice.

20. Behaviour-related risk, violence and aggression

Some learners may present with distress, dysregulation, aggression, absconding, refusal, impulsivity or unsafe behaviour. Support'ed will use trauma-informed, relational and preventative approaches. Physical intervention is not a routine behaviour management strategy and must only be used where lawful, necessary, proportionate, trained and in line with organisational policy.

- Learner behaviour support plans must identify triggers, early warning signs, proactive strategies and agreed responses.

- Staff must use de-escalation, space, communication adjustments and environmental changes wherever possible.
- Weapons, serious threats, criminal behaviour, suspected intoxication or immediate danger must be escalated urgently.
- Post-incident debrief and learning must be completed after significant events.
- Staff affected by violence, aggression or traumatic incidents must be supported.

21. Sport, physical activity, gym, boxing and martial-arts related activities

Physical activity can be valuable for engagement, confidence, regulation and wellbeing. It also creates foreseeable risks that must be managed. Activities such as gym work, boxing fitness, martial arts, climbing, swimming, running, outdoor activity and ball sports must be planned and supervised by competent staff or suitably qualified external providers.

- Activity must be matched to the learner's age, ability, medical needs, emotional presentation and risk assessment.
- Protective equipment must be used where required by the activity or provider.
- Contact, sparring, restraint-based practice or pain-compliance activities must not be used unless specifically approved, risk assessed, lawful, age-appropriate and delivered by competent instructors under agreed safeguarding controls.
- External venues must have appropriate insurance, supervision, emergency arrangements and safe equipment.
- Injuries, head impacts, chest pain, breathing difficulty, collapse, severe distress or suspected concussion must result in immediate cessation of activity and appropriate first aid/medical escalation.
- Learners must not be pressured to participate in physical activity beyond their safe capacity.

22. Contractors, visitors and site security

Contractors and visitors must be managed to protect learners and staff. Contractors must not create uncontrolled risks in learning areas.

- Visitors must sign in and follow site procedures.
- Contractors must provide evidence of competence, risk assessments, method statements and insurance where appropriate.
- Work likely to affect learners must be planned to avoid exposure to hazards.
- Tools, chemicals, ladders, hot works and work areas must be secured from learners.
- Safeguarding expectations and supervision arrangements must be clear.

23. Staff induction, supervision and training

Staff must receive induction and training appropriate to their role, activity and learner group. Training is part of the control system and must be monitored through the training matrix.

- All new staff must receive health and safety induction before working independently.
- Mandatory training must be refreshed according to organisational requirements and risk.
- Managers must ensure staff are competent for off-site, transport, physical activity and higher-risk work before allocation.
- Supervision and reflective practice must include health and safety learning where relevant.
- Training gaps must be escalated and managed.

24. Monitoring, audit and quality assurance

Health and safety performance will be monitored through routine management oversight, quarterly governance review and annual policy review. The system must provide assurance to schools, commissioners, Directors and internal QA processes.

- Quarterly Director review of health and safety indicators.
- Accident, incident and near miss analysis.
- RIDDOR review and reporting audit.
- Risk assessment quality audits.
- Training compliance audits.
- Premises and classroom safety checks.
- Educational visit and off-site activity sample audits.
- Fire drill, first aid and emergency readiness checks.
- Action logs with named owners and completion dates.

The Health & Safety Lead will maintain evidence suitable for school QA, including the policy, training matrix, audit records, risk assessment register, incident logs, review minutes and action completion records.

25. Policy links and document review

This policy should be read alongside the following organisational policies and procedures where applicable:

- Safeguarding and Child Protection Policy.
- Behaviour / Positive Behaviour Support / Relationships Policy.
- Educational Visits and Off-Site Learning Procedure.
- First Aid and Medication Procedure.
- Fire Safety and Emergency Procedure.
- Lone Working Procedure.
- Transporting Learners Procedure.
- Accident, Incident and Near Miss Reporting Procedure.
- Risk Assessment Procedure.
- Safer Recruitment Policy.
- Staff Code of Conduct / Safe Working Practice Guidance.
- Data Protection and Confidentiality Policy.

This policy will be reviewed annually, or sooner if there is a serious incident, RIDDOR report, significant near miss, change in legislation/guidance, change in premises, change in service model or QA finding requiring amendment.

Appendix 1 - Training matrix

Training / briefing	Who	Frequency / trigger	Evidence
Health and safety induction	All staff	On appointment and role change	Induction checklist
Safeguarding / child protection	All education staff	At induction and according to safeguarding training plan	Training certificate / matrix
Fire safety and emergency procedures	All staff	At induction and annually	Training record / drill record
First aid awareness / appointed person / first aider	Relevant staff according to risk assessment	Certificate expiry and provision needs	Certificate / rota
Accident, incident and near miss reporting	All staff	At induction and annually	Briefing record
Risk assessment and dynamic risk	Managers and staff	At induction, role change and	Training record /

assessment	leading activities	refresh	supervision note
Educational visits / off-site learning	Staff planning or leading off-site activity	Before leading activity and refresh as required	Training/briefing record
Transporting learners	Staff authorised to transport learners	Before transport duties and when arrangements change	Driver checks / insurance / briefing
Manual handling	Relevant staff	Role-specific and refresh as required	Training record
COSHH	Staff using hazardous substances	Before use and when substances change	COSHH assessment / briefing
DSE	Regular computer users	On appointment or workstation change	DSE self-assessment
De-escalation / behaviour risk	Staff supporting learners with behaviour-related risk	Before allocation and ongoing refresh	Training record / supervision

Appendix 2 - Audit and monitoring schedule

Activity	Frequency	Lead	Evidence
Director health and safety governance review	Quarterly	Health & Safety Lead	Governance minutes / action log
Risk assessment register review	Quarterly	Education Lead / H&S Lead	Register and sampled assessments
Accident, incident and near miss trend review	Quarterly	Health & Safety Lead	Incident analysis
Training compliance review	Monthly / quarterly	Education Manager	Training matrix
Premises/classroom visual checks	Daily when in use	Local staff / manager	Checklist / defect log
Formal premises inspection	Termly	Education Manager	Inspection checklist
Fire drill	At least termly where Support'ed controls premises	Education Manager	Drill record
First aid kit check	Monthly	Named responsible person	First aid checklist
Educational visits/off-site activity audit	Termly sample	Education Lead	Visit forms / risk assessments
Policy review	Annually	Health & Safety Lead	Updated policy / version control

Appendix 3 - Incident reporting and escalation flow

1. Make the situation safe and provide first aid or emergency support where required.
2. Contact emergency services where there is immediate danger, serious injury, medical emergency, fire, crime, missing person risk or safeguarding emergency.
3. Inform the Education Manager / on-call manager as soon as practicable.
4. Record the incident, accident, near miss or hazard using the agreed reporting system before the end of the working day wherever possible.
5. Inform parents/carers, school or commissioner according to agreed communication and safeguarding arrangements.

6. Manager reviews the report, identifies immediate actions and decides whether further investigation is needed.
7. Health & Safety Lead reviews serious incidents, repeated patterns, significant near misses and possible RIDDOR events.
8. RIDDOR decision is recorded. If reportable, Health & Safety Lead ensures submission to HSE within required timescale.
9. Actions are tracked to completion and learning is shared with staff.

Appendix 4 - Minimum risk assessment register

Risk assessment	Minimum review	Owner
Premises / classroom safety	Annually and after premises change	Education Manager
Fire risk assessment / emergency arrangements	Annually and after premises change	Premises controller / Education Manager
Learner-specific risk assessment	Termly or after significant change/incident	Education Lead / key staff
Off-site/community learning	Before activity and reviewed if repeated	Activity lead
Transporting learners	Annually and learner/activity specific	Education Manager
Lone working	Annually and before high-risk outreach	Education Manager
Physical activity/sport/gym/boxing	Before activity and reviewed after incident/change	Activity lead
COSHH	Annually or when substance changes	Education Manager
Manual handling	Annually or task-specific	Education Manager
DSE	On workstation change or concern	Line manager

Appendix 5 - Director approval record

This policy has been reviewed and approved for use within Support'ed Education Services.

Name	Role	Signature	Date
Robin Vacquier	Director / Health & Safety Lead / Competent Person		
Tim George	Director		
Morna Boulbin	Director		

Appendix 6 - Reference guidance checked

This policy has been prepared with reference to current UK health and safety law and education-sector guidance, including HSE education guidance, HSE RIDDOR guidance for schools, DfE health and safety advice for schools and Regulation 7 of the Management of Health and Safety at Work Regulations 1999.