Truro and Penwith
Academy Trust

TPAT Operational H&S Annexes

Contents

Aligned with the Department for Education's Good Estate Management for Schools (GEMS) guidance and School Estate Management Standards (2025)

CEO – H&S Statement of Intent

As Chief Executive Officer, I am committed to ensuring that the Trust provides safe, healthy and welcoming environments in which our pupils can learn and our staff can work and thrive.

We recognise that good health and safety is fundamental to strong education, effective leadership and day-to-day operational excellence. We will meet our legal duties under health and safety legislation and take all reasonably practicable steps to protect the wellbeing of pupils, staff, volunteers, visitors and contractors.

Across the Trust, we will work to:

- Foster a positive and supportive health and safety culture, where people feel confident to raise concerns and learn from experience.
- Identify and manage risks sensibly and proportionately, ensuring that risk assessments inform safe decisions, not hinder learning.
- Provide clear leadership, competent advice and appropriate resources, so health and safety responsibilities are understood and effectively discharged at every level.
- Maintain safe premises, equipment and systems of work, and ensure incidents are reported, investigated and used to improve practice.
- Place the safety and wellbeing of pupils at the heart of everything we do.

The Trust Board, Trust Leadership Team, the Head of Health & Safety, academy/school leaders and staff all play an essential role in delivering this commitment. Health and safety is a shared responsibility, and I expect everyone in our Trust community to act with care, professionalism and common sense.

This statement is supported by the Trust's Health & Safety Policy and arrangements and will be reviewed regularly to ensure they remain effective and fit for purpose.

Dr Jennifer Blunden OBE

Chief Executive Officer
On behalf of the Trust Board

Annex A – Fire Safety Management Plan (FSM Plan)

Purpose: Define TPAT's arrangements to prevent fire, protect life, and ensure effective response and recovery across all academies.

Scope: Applies to all TPAT premises, temporary accommodation, and activities on or off site under Trust control. Where residential accommodation exists (e.g., boarding), additional duties for residential premises apply.

1) Legal & Standards Framework

- Regulatory Reform (Fire Safety) Order 2005 – duties on the Responsible Person to assess risk, implement fire precautions, maintain measures, provide information and training.
- Fire Safety (England) Regulations 2022 – additional duties for multi-occupied residential buildings (apply if relevant to TPAT's estate).
- DfE guidance "Fire safety in new and existing school buildings" and "Fire safety risk assessment: educational premises".
- BS 5839-1:2025 (design/installation/maintenance of fire detection and alarm systems in non-domestic premises).

2) Roles & Responsibilities

- Trust Board: accountable for oversight, resources and assurance.
- CEO: sets strategic direction; holds Director of Operations to account.
- Director of Operations: leads Fire Safety Management across the Trust; ensures FRA programme, maintenance, drills, competency and assurance; chairs Critical Incident Management Team (CIMT) when fire-related incidents escalate.
- Head of Health & Safety: competent person; manages FRAs, audits, actions and compliance reporting; advises schools; manages approved contractors.
- Headteachers: implement local arrangements; maintain FRA action plans; ensure training, drills and PEEPs; maintain logs and records.
- Facility Managers: routine checks, testing, maintenance coordination, and contractor control.

3) Fire Risk Assessment (FRA)

- FRA by a competent assessor; kept under review (at least annually as the Trust standard) and after significant change or incident.
- Maintain an FRA action plan with risk-ranked actions and deadlines.

4) Fire Safety Systems & Maintenance

- Detection & alarm: system design/maintenance to BS 5839-1; weekly tests; 6-monthly service by competent contractor.
- Emergency lighting shall be designed, tested and maintained in accordance with BS 5266-1:2025, with performance to BS EN 1838:2024 and system testing to BS EN 50172:2024.
- Fire doors, signage, fire-fighting equipment: routine inspections and servicing per manufacturer/standards.

5) Inclusive Evacuation & PEEPs

- Personal Emergency Evacuation Plans for staff/pupils/visitors who need assistance; review at least annually or on change.
- Provide evacuation aids, refuge point procedures, and buddy systems as required.

6) Drills, Training & Information

- Drills: at least once per term; record outcomes and actions.
- Induction for all staff; role-specific training for Fire Marshals and Site Teams; pupil briefings appropriate to age and need.

7) Alarm Management & Lockdown Interface

- Where invacuation/lockdown alerts are provided, ensure tones/messages are clearly differentiated from the fire alarm; document the hierarchy and test scenarios to avoid conflict.

8) Record Keeping & Assurance

- Maintain site Fire Log Book (tests, maintenance, drills, training, FRA actions).
- Trust assurance: termly dashboard; annual Board report; independent audits as scheduled.

Annex B – Legionella Safety Scheme of Control (L8/HSG274)

Purpose: Prevent or control the risk of exposure to Legionella bacteria from water systems across TPAT sites.

1) Dutyholder & Responsible Person

- Dutyholder: TPAT (via CEO and Trust Board).
- Responsible Person (Water): appointed at Trust level (Head of H&S) with local Site Responsible Persons; competence evidenced by training and experience.

2) Risk Assessment

- Each site shall hold a current Legionella risk assessment, reviewed regularly and on material change; TPAT's Trust standard is review at least every 2 years, aligned to ACOP L8/HSG274.

3) Written Scheme of Control

- Temperature control as primary measure (hot ≥60°C at calorifiers; ≥50°C at outlets; cold ≤20°C).
- Regular monitoring schedule: sentinel outlets monthly; representative sampling rotationally; storage temperatures weekly; tank and calorifier inspections as specified.
- Flushing of infrequently used outlets (weekly).
- Cleaning and disinfection of tanks/showers as required by inspection results; biocide dosing where specified by risk assessment.

4) Records & Competence

- Maintain up-to-date schematics, test logs, maintenance records, certificates, and training records for at least 5 years.

5) Incident Response

- Positive results or suspected cases: Facility Managers to escalate to Director of Operations and Head of Health & Safety; isolate sources; engage competent contractor; notify UKHSA as required; communicate with stakeholders.

Annex C – Health & Safety Annual Monitoring & KPIs

Purpose: Define leading and lagging indicators, reporting cadence, and assurance routes to drive continual improvement.

Responsible person: Trust Head of Health & Safety

1) Leading Indicators

- % of mandatory training completed on time (Trust-wide and by site/role).
- % of FRA/Asbestos/Legionella actions closed by due date.
- Risk assessment review currency (% in date).
- Near-miss reporting rate per 100 staff (and close-out rate within 30 days).
- Planned preventative maintenance (PPM) completion rate per month.

2) Lagging Indicators

- RIDDOR report rate per 500 employees; RIDDOR report rate per 250 students
- Lost Time Injury Frequency Rate (LTIFR).
- Fire incidents (actual/false alarms) and unwanted alarm activations per 100 pupils.

3) Reporting & Review

- RIDDOR notifications will be made by the Trust's competent person on behalf of the employer, ensuring compliance with EDIS1 (rev3) for schools.
- School: via Facility Managers – termly dashboards to Trust Head of H&S
- Trust: executive review through Risk & Audit Committees; annual Board report summarising performance, audits, significant risks, and improvement plan.

Annex D – Inclusive Accessibility & Adjustments Framework

Purpose: Ensure health, safety and emergency arrangements are accessible and equitable for disabled and neurodiverse staff, pupils, visitors, and others with protected characteristics.

1) Principles

- Anticipatory duty and reasonable adjustments embedded into risk assessment, training, communication and emergency planning.

2) Practical Controls

- Alternative formats for safety information (easy-read, large print, visual supports, multilingual).
- Sensory-aware environments and quiet areas; reduce overstimulation from alarms where compatible with life safety.
- DSE/ergonomic adjustments; pregnancy and health-related risk assessments; accessible routes and refuge points.
- Consultation: involve the individual and, where appropriate, parents/carers or occupational health.

Annex E – Full Trust Training Matrix

Purpose: Define mandatory, role-specific, and refresher training requirements across TPAT. Frequencies are minimums; site-specific risks may require more frequent refreshers.

Role/Group	Minimum Training Content	Frequency
All Staff	H&S induction; Fire awareness; Safeguarding (KCSIE); DSE (if user); Infection control basics; Emergency procedures; Reporting & near-miss	On induction; refresh 2–3 years (safeguarding per DfE annually).
Headteachers	IOSH Managing Safely; Fire marshal; Risk management; Stress & wellbeing; Inclusive adjustments; Incident investigation.	On induction; refresh 2–3 years (safeguarding per DfE annually)
Director of Operations	Crisis management & resilience (table-top/live exercises); Compliance leadership; Business continuity; Media/communications.	Annual exercise; formal refresh 3 years
Head of H&S	Competent person CPD (asbestos, legionella, fire, contractor control); Accident investigation (RCA); Audit & assurance; Permit-to-work.	CPD annually; formal refresh 3 years
Facility/Site Teams	Asbestos awareness; Legionella tasks; Work at height; Manual handling; Contractor control; Permit-to-work; Electrical awareness; Fire warden.	Induction then 2 years.
First Aiders (incl. Paediatric)	First Aid at Work / Emergency First Aid / Paediatric First Aid as applicable.	Per awarding body (usually 3 years); annual refresh recommended.
EVC/Trip Leaders	Educational Visits leadership; risk assessment; incident response; first aid as required by activity.	Per OEAP/DfE; refresh 3 years.
Minibus Drivers	MIDAS/PCV (as applicable); Safeguarding;	3 years

	Fatigue management; Vehicle checks; First aid (basic).	
Science/DT/Catering[1][2]	CLEAPSS/Hazard-specific; COSHH; Machinery safety; Gas safety awareness (user); Fire safety.	2–3 years
School Front Office Admin/Reception	Visitor control; Bomb threat/lockdown communications; DSE; Fire marshal (if appointed).	2–3 years

Records: Maintain central training records; report completion rates in monthly Trust dashboards

[1] CLEAPSS Models: L093, G001, H099, S001, relevant to science & DT.
[2] For catering: Food Standards Agency (FSA) Safer Food Better Business (SFBB).

Annex F – Contractor Management Standards (HSG159-aligned)

Purpose: Control risks arising from contractor activities on TPAT premises.

1) Pre-qualification & Approval

- Competence checks (insurance, qualifications, memberships, training).
- Safety performance history and references; safeguarding/DBS where appropriate.

2) RAMS & Permits

- Review task-specific risk assessments and method statements; issue permits for hot work, work at height, confined spaces, live services, invasive works (asbestos).

3) Induction & Supervision

- Site rules, emergency procedures, asbestos register, welfare, traffic routes; named supervising manager; sign-in/out and ID.

4) Monitoring & Change Control

- Proactive checks; stop-work authority; variations agreed with updated RAMS.

5) Post-Work Review

- Sign-off, defect lists, lessons learned, documentation (certificates, drawings, O&M).

Annex G – Emergency & Critical Incident Procedures (Crisis Management & Resilience)

Purpose: Provide Trust-wide framework for preparation, response and recovery to incidents including fire, severe weather, utility failure, security threats, public health incidents, and other critical events.

1) Command, Control & Coordination

- Gold (Trust) – Director of Operations (Strategic Lead); Silver – Head of H&S Estates/Assistant Directors of Education; Bronze – School Incident Lead (Headteacher).

2) Plans & Exercises

- Each school will maintain and test a Critical Incident Plan, Lockdown/Invacuation Procedure, and Business Continuity Plan; annual table-top and periodic live exercises.

3) Incident Activation & Communications

- Initial actions, 999 liaison, internal alerts, parent/carer messaging, media handling, stakeholder notifications (DfE, LA, HSE as applicable).

4) Security Procedures

- RUN-HIDE-TELL awareness for staff and age-appropriate pupil guidance; secure perimeters; access control; visitor management; suspicious package/bomb threat protocol.

5) Inclusion & Welfare

- Trauma-informed support; PEEPs integration; SEND considerations; rest and welfare for staff and pupils; occupational health referral routes.

6) Recovery & Debrief

- Recovery objectives, phased reopening, curriculum continuity, insurance, property reinstatement; structured debrief and action tracking.

Annex K – PUWER & LOLER Work Equipment and Lifting Safety Framework

Purpose:
To ensure that all work equipment, machinery, tools and lifting operations across TPAT are used, inspected, maintained and managed safely in line with statutory requirements. This framework applies the standards of the Provision and Use of Work Equipment Regulations 1998 (PUWER) and the Lifting Operations and Lifting Equipment Regulations 1998 (LOLER) across all Trust academies.

1) Scope

This Annex applies to:

- All work equipment used by staff, contractors, pupils or volunteers (e.g., power tools, hand tools, DT/machinery, grounds equipment, catering equipment).
- All lifting equipment and accessories (e.g., passenger lifts, platform lifts, hoists, slings, mobile lifting equipment, tail lifts, MEWPs where applicable).
- Any activity that involves a mechanical lifting operation on TPAT premises.

It covers equipment used in:

- DT/Workshop spaces
- Science labs
- Catering environments
- Sports/PE storage
- Site/estates teams
- Outdoor/grounds maintenance
- SEND/medical settings (e.g., hoists)
- Playgrounds and caretaking tasks

2) Roles & Responsibilities

Trust Board

- Accountable for ensuring that PUWER/LOLER duties are met across the estate.
- Receives annual reporting on compliance, maintenance cycles and significant risks.

Head of Health & Safety

- Competent person for PUWER/LOLER oversight.
- Maintains the central register for lifting equipment.
- Ensures appropriate inspection schedules, certification and actions are tracked.
- Provides competent advice to academies on machinery safety.

Headteachers

- Ensure local safe use of equipment and adequate supervision.
- Maintain inventories and ensure that only competent persons use high-risk equipment.
- Ensure that defects are reported, escalated and equipment is taken out of service when unsafe.

Facility/Site Managers

- Ensure daily/weekly are undertaken, visual checks where required.
- Coordinate statutory inspections and maintenance activities.
- Ensure safe storage, guarding and isolation of equipment.
- Manage contractor access safely through the Permit-to-Work process.

All Staff

- Must use equipment only if authorised and trained.
- Must report defects immediately.
- Must follow manufacturer's instructions and safe systems of work.

3) PUWER Requirements – Work Equipment Safety

All work equipment must be:

A. Suitable for Use

- Appropriate for the task.
- Safe to use in the environment provided.
- Installed, used and maintained according to manufacturer instructions.

B. Maintained & Inspected

Each academy must maintain:

- An equipment inventory identifying PUWER-regulated assets.

- A planned maintenance programme for all machinery and equipment.
- A defect reporting scheme (with “tag-out/lock-out” where necessary).
- Local logged inspection checks for:
    - DT machinery
    - Catering appliances
    - Grounds/maintenance tools
    - PE equipment (if not covered under separate inspection contracts)

C. Guarding & Safety Devices

Where equipment has moving parts:

- Guards must be in place, secure and fit for purpose.
- Safety interlocks must not be bypassed.
- Pupils must **never** use machinery where guards are removed.

D. Information, Training & Instruction

Staff must receive appropriate training before using:

- Machinery in DT/workshops
- Specialist catering appliances
- Grounds equipment (strimmers, mowers, hedge trimmers, etc.)
- High-risk tools or equipment requiring specific competence

Pupil use must be **risk assessed**, with supervision levels clearly defined.

E. Electrical Safety

- All fixed installations require 5-yearly EICR testing.
- Portable appliance testing must follow Trust schedules.
- Equipment with damaged cables, plugs or casings must be taken out of service immediately.

4) LOLER Requirements – Lifting Equipment & Operations

LOLER applies to equipment that lifts or lowers loads, and all associated accessories.

A. Statutory Thorough Examinations

All lifting equipment must undergo a **thorough examination** by a competent person:

- **Every 6 months:**
  - Passenger lifts
  - Platform/evacuation lifts
  - Hoists used for people
  - Slings and lifting accessories
- **Every 12 months:**
  - Goods-only lifting equipment
  - Tail lifts
  - Other lifting plant not used for people

Certificates must be:

- Retained for a minimum of 5 years
- Logged on the central Trust compliance system
- Shared with Site/Facilities Managers for action tracking

B. Pre-use checks

Daily or pre-use checks must be carried out for:

- Hoists & slings
- Mobile lifting aids
- Lifting accessories (e.g., webbing slings)
- Tail lifts and platform lifts

Any faults → **Equipment immediately withdrawn from service**.

C. Safe Lifting Operations

All lifting operations must be:

- Planned
- Supervised
- Carried out by competent persons

Risk assessments must consider:

- Load type
- Weight, stability and centre of gravity
- Environment (indoors/outdoors, surfaces, weather)

- Supervision and communication
- Emergency procedures

D. Hoists in SEND/Medical Settings

Schools must ensure:

- Sling compatibility with hoists
- Individual pupil risk assessments
- Regular staff training in safe hoist use
- Secure storage of slings with identification tags
- Cleaning and infection-control measures

5) Tag-Out / Lock-Out Controls

When equipment is unsafe:

- It must be removed from access OR physically isolated.
- Tag-out must clearly indicate:
    - Nature of defect
    - Date identified
    - Person responsible
    - “Not to Be Used” warning
- Lock-out must be used for high-risk items (e.g., machinery with electrical/mechanical hazards).

6) Contractor & Specialist Maintenance Controls

Contractors involved in machinery or lifting equipment maintenance must:

- Be Trust-approved
- Provide RAMS for servicing tasks
- Comply with Permit-to-Work for invasive tasks
- Sign the asbestos register before work
- Provide certificates after maintenance or statutory examination
- Be supervised by Site Managers while on site

7) Record Keeping & Assurance

Schools must maintain:

- PUWER equipment registers
- LOLER inspection certificates
- Pre-use check logs
- Maintenance/service reports
- Risk assessments for lifting operations and equipment use
- Staff competency and training records

The Trust H&S team will:

- Review PUWER/LOLER compliance during annual audits
- Track statutory inspection compliance on Trust dashboards
- Escalate overdue actions to leaders and Trustees

8) Incident Reporting

Any incident involving machinery, lifting equipment, or unsafe equipment operation must be:

- Reported immediately
- Investigated by the Headteacher and/or Head of H&S
- Reviewed for potential RIDDOR reporting where applicable
- Followed by corrective action, re-training or equipment replacement as needed

9) Decommissioning & Disposal

Equipment must be formally retired where:

- It fails statutory inspection
- Parts are no longer available
- Repairs are not cost-effective or safe
- It no longer meets PUWER suitability requirements

Disposal must be carried out by competent waste contractors and recorded.

Annex L – COSHH (Control of Substances Hazardous to Health) Management Framework

Purpose:
To ensure that all hazardous substances used, stored, produced or encountered across TPAT schools are managed safely, in compliance with the Control of Substances Hazardous to Health Regulations (COSHH). This Annex establishes a

Trust-wide approach to preventing or controlling exposure, protecting staff, pupils, visitors and contractors.

1) Scope

This Annex applies to all hazardous substances used in:

- Science laboratories
- Design & Technology (DT) workshops
- Art, textiles and photography
- Cleaning, caretaking and site maintenance
- Catering and food technology
- Medical/intimate care areas
- Grounds/estates work (e.g., fuels, lubricants, horticultural chemicals)
- Vehicle/minibus maintenance
- Any activity where biological hazards may arise (body fluids, waste, infection risk)

It covers substances that are:

- Supplied and labelled as hazardous (chemical products)
- Generated as part of work (dust, fumes, vapours, aerosols, mists)
- Naturally occurring but hazardous (biological agents)
- Used by contractors while on TPAT premises

2) Roles & Responsibilities

Trust Board

- Ensures adequate systems, resources and governance to manage COSHH risks.

Director of Operations

- Sets the strategic COSHH standards and oversees compliance structures.

Head of Health & Safety

- Competent person for COSHH.
- Develops Trust COSHH templates, controls and safe systems.
- Maintains oversight of high-risk areas (science, DT, estates, cleaning, biological hazards).

- Ensures that Trust wide procedures, systems and training are in place.
- Leads audits and ensures outstanding actions are completed.

Headteachers

- Ensure COSHH arrangements are implemented locally and understood by staff.
- Ensure inventories, assessments and storage controls are maintained.
- Ensure that only competent staff handle hazardous substances.

Facility/Site Teams

- Maintain secure stores and correct segregation of chemicals.
- Conduct local inspections, ventilation checks and emergency equipment checks.
- Ensure contractors adhere to COSHH expectations while on site.

Curriculum & Subject Leads (Science, DT, Art, Food, etc.)

- Complete subject-specific COSHH assessments.
- Follow CLEAPSS guidance where appropriate.
- Ensure pupils use substances only under safe, supervised conditions.

All Employees

- Use chemicals only if trained, authorised and competent.
- Follow COSHH assessments and wear required PPE.
- Report spills, damage or concerns immediately.

3) Hazardous Substance Inventory

Each school must maintain a live inventory that includes:

- Product names and suppliers
- Hazard classifications (per label/SDS)
- Storage location
- Maximum quantities held
- PPE requirements
- First aid measures
- Date of assessment/review

Copies of Safety Data Sheets (SDS) must be:

- Accessible to all relevant staff
- Reviewed when formulas change
- Retained for 10 years for tracking and incident investigation

4) COSHH Risk Assessment

Risk assessments must be:

- Completed using TPAT instructed templates
- “Suitable and sufficient"
- Reviewed annually or after any change (product, task, environment, equipment)

Assessments must consider:

- Who may be harmed (pupils, staff, SEND-specific vulnerabilities, visitors)
- Exposure routes (inhalation, skin, ingestion, injection)
- Volume, frequency and duration of use
- Storage and decanting hazards
- Interaction with other chemicals
- Environmental risks
- Biological hazards (infection, contamination)
- Control measures required

Where hazardous substances are not essential, TPAT applies a **substitution-first principle** (replace with a less harmful product wherever possible).

5) Control Measures (Hierarchy of Control)

Controls must follow the COSHH hierarchy:

A. Elimination/Substitution

- Avoid use where possible
- Replace with safer product/ready-made solutions

B. Engineering Controls

- Local exhaust ventilation (LEV)
- Fume cupboards (science labs)
- Spray booths / extraction (DT)

- Hygienic sinks for chemical disposal (where appropriate)
- Controlled-access chemical stores

C. Administrative Controls

- Safe systems of work
- Restricting access to chemical stores
- Decanting only in controlled areas
- Limiting quantities held on site
- Clear labelling and signage
- Defined supervision arrangements for pupils
- Cleaning and waste disposal procedures

D. Personal Protective Equipment (PPE)

- PPE must be selected based on COSHH assessment: gloves, goggles, visors, aprons, masks
- PPE must be:
    - Provided free of charge
    - Suitable and maintained
    - Replaced when damaged
    - Stored hygienically
    - Used consistently and correctly
- PPE should never be the sole control measure unless justified

6) Storage of Hazardous Substances

Schools must ensure that storage areas:

- Are locked and access-controlled
- Have clear signage and correct segregation (flammables, acids, alkalis, oxidisers)
- Provide secondary containment (drip trays, bunding)
- Have appropriate ventilation
- Keep chemicals in original containers unless decanting is required
- Maintain minimal stock in classrooms (science, art, DT)
- Store incompatible substances separately

Spill kits must be provided in high-risk areas (science labs, cleaners' stores, caretaking/maintenance rooms).

7) Use of Substances

Hazardous substances must only be used by trained staff or pupils under direct supervision.

Specific requirements:

- Decanting should take place in well-ventilated spaces with appropriate PPE.
- Strong acids/alkalis, solvents and heating processes require science-lab-level supervision.
- Never mix chemicals unless explicitly designed for combined use.
- Cleaning staff must never mix household/domestic cleaners.
- Tools, brushes and equipment must be cleaned using safe methods described in SDS/COSHH assessment.

8) Biological Hazards (Body Fluids, Infection, Waste)

Where biological agents may be encountered, COSHH applies. Controls must include:

- PPE suitable for the task
- Disposable gloves/aprons
- Biohazard spill kits
- Hand hygiene facilities
- Safe waste disposal (bagging, segregation)
- Training for intimate care and first aid
- Additional controls for high-risk medical needs (e.g., blood glucose testing, sharps)

9) Ventilation & Extraction Testing

Where LEV or fume extraction is used:

- Thorough examination/testing must occur at least every 14 months
- Records must be retained
- Defects must be escalated immediately
- Equipment must not be used if extraction is compromised

Science fume cupboards must be tested annually.

10) Emergency Arrangements

Each school must maintain:

- Clear spill procedures
- Emergency equipment (spill kits, eyewash stations)
- First aid information for each substance
- Access to SDS/ COSHH assessments during emergency response
- Evacuation protocols where fumes/vapours are present
- Isolation procedures for contaminated areas

Major incidents must be escalated to the Trust immediately.

11) Waste Management

Hazardous waste must be:

- Segregated
- Labelled
- Stored safely
- Collected by licensed waste contractors
- Documented with appropriate consignment notes

Schools must not dispose of substances via sinks unless COSHH assessment and SDS explicitly permit this.

12) Training & Competence

Training must be proportionate to roles and risks:

- All staff: basic COSHH awareness
- Science/DT staff: CLEAPSS-aligned training
- Cleaning/caretaking teams: chemical handling, PPE, spill control
- Catering teams: safe use of cleaning agents
- SEND/medical staff: infection control, biohazard disposal
- Site teams: safe handling of paints, oils, adhesives, fuels

Training must be recorded and refreshed every 2–3 years or sooner if risks change.

13) Record Keeping & Assurance

Schools must maintain records for:

- COSHH assessments
- SDS library
- Inventory logs
- LEV/fume cupboard testing
- PPE issue logs
- Spill and incident reports
- Staff training
- Waste disposal notes

The Trust H&S team will:

- Audit COSHH arrangements annually
- Review high-risk areas termly
- Track compliance on dashboards and escalate overdue actions

14) Incident Reporting

All COSHH-related incidents, near misses, exposures or medical concerns must be:

- Reported immediately
- Investigated proportionately
- Reviewed with the Head of H&S
- Considered for RIDDOR notification if thresholds are met
- Followed by corrective actions and staff support as needed

Annex M – Lone Working Safety Framework

Purpose:
To ensure that all staff, contractors and volunteers who work alone, outside normal hours, off-site, or in isolated areas are protected from foreseeable risks. This Annex establishes common expectations for planning, supervision, communication and emergency response, reflecting TPAT's commitment to safe, inclusive and proportionate lone-working practices.

1) Scope

This Annex applies to all lone working situations across TPAT including, but not limited to:

- Site/caretaking duties outside normal hours
- Staff working alone in classrooms, offices or remote areas of buildings
- Community use, lettings, evening events and holiday periods
- One-to-one meetings (staff, external professionals, parents/carers)
- Home visits or off-site meetings
- Contractors working in isolated spaces
- Lone travel for work purposes
- Peripatetic staff working across multiple sites
- Early-morning/late-evening access for leadership staff

It covers both **planned** and **unplanned** lone working.

2) Principles

TPAT applies the following principles to lone-working safety:

- Lone working must be **risk assessed**, planned and authorised where required.
- High-risk lone working must be **avoided** wherever possible.
- Staff must never be placed in situations where **violence, medical risk or environmental hazards** cannot be adequately controlled.
- Communication and escalation routes must be clear, reliable and accessible.
- No member of staff should feel obligated to work alone if they feel unsafe.

3) Roles & Responsibilities

Trust Board

- Provides oversight and ensures appropriate governance for lone-working risk.

Director of Operations

- Ensures Trust-wide systems, safe working procedures and training are established.

Head of Health & Safety

- Develops and maintains the Trust lone-working framework.
- Reviews high-risk activities and incidents.
- Monitors compliance through audits and data.

Headteachers

- Ensure local lone-working risk assessments are in place.
- Authorise activities where needed.
- Ensure staffing levels and site access arrangements are safe.
- Communicate expectations clearly to staff.

Facility/Site Managers

- Manage building access, alarms and security systems.
- Ensure contractors are not left working alone unsupervised in high-risk areas.
- Monitor the safety of out-of-hours work.

All Employees

- Must follow safe systems of work.
- Report concerns or unsafe conditions.
- Use communication and check-in procedures consistently.
- Decline lone-working tasks if they do not feel safe.

4) Lone Working Risk Assessment

A risk assessment must be completed for any routine lone-working activity. Assessments must consider:

- Nature of the task (low vs. high risk)
- Individual factors (health, pregnancy, disability, SEND)

- Time of day (darkness, building occupancy)
- Building security and access control
- Environmental hazards (working at height, chemicals, machinery, confined spaces)
- Behaviour-related risk (one-to-one meetings, parental contact, SEND/SEMH factors)
- Travel risks for staff working across multiple sites
- Communication and emergency arrangements

High-risk lone-working tasks must be **prohibited**, including:

- Working at height alone
- Using dangerous machinery/tools alone
- Handling hazardous chemicals alone
- Lone site work following storm damage or building faults
- Lone entry into roof voids, plant rooms or confined spaces
- Lone work during significant behaviour-related risk

5) Physical Security Controls

Schools must ensure that lone workers have:

- Secure building entry/exit routes
- Working security alarms and lighting
- Clear knowledge of how to lock/unlock the building safely
- Access to keys/fobs without compromising safeguarding
- Safe parking locations close to the building
- Awareness of who else (if anyone) is on site

External doors should be locked where possible without obstructing escape routes.

6) Communication & Check-In Procedures

Lone workers must have access to reliable communication such as:

- Mobile phone
- Two-way radio
- Lone-worker app/device (where provided)

- Landline access

Check-in requirements:

- Staff must inform a nominated contact when arriving and leaving.
- For medium-risk tasks, periodic check-ins must be agreed.
- For higher-risk locations (isolated buildings, off-site work, evenings), a formal check-in/out procedure must be used with a set escalation time if the person is not heard from.

If contact cannot be made, the escalation process must involve:

1. Attempted phone contact
2. Internal walk-through (if safe)
3. Contacting senior staff
4. Contacting emergency services if concerns persist

7) High-Risk Situations

Lone working must *never* occur in the following situations:

- Use of ladders, towers or working at height
- Operating machinery, power tools or equipment requiring a second person
- Chemical mixing or decanting
- Fire alarm testing involving plant rooms or electrical rooms
- Managing or supervising pupils alone
- One-to-one meetings with individuals where there is any known risk of aggression
- Accessing areas where there is asbestos disturbance potential
- Entering roof spaces, boilers rooms, service ducts or external plant

These activities require two-person working or direct supervision.

8) One-to-One Meetings & Behaviour Risk

Staff conducting one-to-one meetings must ensure:

- Meetings occur in visible, open, or semi-open locations
- Doors remain unlocked
- A colleague is aware of the meeting
- Behaviour-linked risk assessments are in place for high-risk individuals

- Remote/phone meetings are used where necessary to reduce risk
- Staff have the right to terminate meetings if threatened or uncomfortable

Schools must provide alternative arrangements for meetings involving parents or carers with a history of aggression.

9) Contractors & Lone Working

Contractors must not be left working alone if:

- There are known hazards (asbestos, electrical works, height, hot works, invasive works)
- They are unfamiliar with the building
- They are working in isolated or restricted areas
- Weather or site conditions increase risk

TPAT's Permit-to-Work system must identify when two-person working is required.

10) Emergency Arrangements

Lone workers must know:

- How to summon emergency services
- How to contact on-call/senior staff
- How to evacuate the building
- Assembly points and refuge options
- Location of first aid kits, defibrillators and fire alarm call points

If a lone worker is injured and unable to summon help, escalation routes via check-in procedure must ensure timely response.

11) Training & Competence

Staff must receive training proportionate to role and risk, including:

- Lone working awareness
- Communication and personal safety
- Conflict management / de-escalation
- Site-specific security procedures
- Safe use of alarms and access systems
- Hazard recognition (slips, trips, electrical, chemical, structural issues)

Refresher training should occur every 2–3 years or following any incident.

12) Incident Reporting & Review

All lone-working incidents, near misses, unsafe conditions or concerns must be:

- Reported immediately
- Logged in the Trust incident system
- Investigated proportionately
- Reviewed during audits and compliance visits
- Used to inform improvements

Significant incidents must be escalated to the Director of Operations and Head of H&S.

13) Record Keeping

Sites must keep records of:

- Lone working risk assessments
- Authorised lone-working staff
- Training records
- Check-in protocols (where applicable)
- Contractor permits and supervision logs
- Incident and near-miss reports

Records must be retained according to the Trust's document retention schedules.

Annex N – Electrical Safety Management Framework

Purpose:
To ensure that all electrical systems, installations, portable equipment and work involving electricity across TPAT premises are managed safely, maintained appropriately, and operated only by competent persons. This Annex establishes Trust-wide expectations for inspection, testing, safe use, contractor management and emergency arrangements.

1) Scope

This Annex applies to all electrical systems and equipment including:

- Fixed electrical installations within all buildings
- Distribution boards, consumer units and switchgear
- Portable electrical equipment (PEE / PAT items)
- ICT equipment, AV systems and chargers
- Catering and workshop machinery
- External lighting, power supplies and outbuildings
- Electrical tools used by caretaking, maintenance or contractors
- Temporary power supplies for events, lettings and outdoor activities
- Emergency lighting systems (noting fire safety cross-reference)

It applies to staff, contractors, volunteers, pupils (where relevant), and visitors.

2) Roles & Responsibilities

Trust Board

- Holds strategic accountability for electrical safety management across TPAT.
- Receives annual assurance on electrical compliance and significant risks.

Director of Operations

- Ensures electrical safety compliance frameworks, contracts and monitoring tools are in place.
- Oversees high-risk issues and escalations.

Head of Health & Safety

- Acts as competent lead officer for electrical safety.
- Maintains oversight of fixed installation testing schedules and contractor competence.

- Leads themed audits (e.g., electrical/mechanical) and incident reviews.

Headteachers

- Ensure local arrangements are implemented, understood and adhered to.
- Maintain safe use of electrical equipment in all teaching and support areas.
- Ensure defects are reported promptly and equipment is removed from use when unsafe.

Facility/Site Managers

- Coordinate EICR, PAT testing and contractor visits.
- Monitor distribution board security, plant-room access and isolation procedures.
- Ensure site teams follow safe systems of work and appropriate lock-off/tag-off protocols.

All Employees

- Must visually check equipment before use.
- Must not use or repair defective electrical items.
- Must report faults immediately and follow local procedures.
- Must not overload sockets, daisy-chain extension leads, or use personal electrical items unless tested and approved.

3) Fixed Electrical Installation Safety (EICR)

Every school must maintain a compliant programme of Electrical Installation Condition Reports (EICR) for all buildings.

- Full EICR at least every 5 years.
- More frequent testing where recommended by the competent electrician (e.g., high-risk environments).
- All remedial works must be risk-graded and completed within required timescales.
- Certificates and reports must be centrally recorded and retained for 10 years.
- Distribution boards must be:
    - Lockable
    - Clearly labelled
    - Free from obstruction

    - Accessible only to authorised personnel
- Thermal imaging surveys may be undertaken where load or equipment age indicates increased risk.

Any C1 (“danger present”) or C2 (“potentially dangerous”) findings must be escalated immediately to the Head of H&S.

4) Portable Appliance Testing (PAT)

Each TPAT academy must maintain a programme of PAT testing proportionate to risk.

A. PAT Frequencies

Minimum expectations:

- High-risk portable tools / site equipment: Annual
- Classroom, IT and AV equipment: 24–48 months depending on condition and use
- Staff-supplied personal equipment: Not permitted unless approved and tested
- High-risk areas (workshops, science labs, kitchens): 12 months

B. Pre-use Visual Checks

Staff must check equipment for:

- Damaged plugs or cable insulation
- Exposed wiring
- Burn marks or overheating
- Loose fittings
- Missing guards / broken casings
- Unusual noise or smell

If defective → remove from use immediately, label as “Do Not Use”, and report to the Site Manager.

C. Pupils

Pupils must not directly plug/unplug equipment unless supervised and only in low-risk situations (e.g., classroom IT).

5) Safe Use of Electrical Equipment

A. General Controls

- Do not overload sockets.

- Avoid trailing cables wherever possible.
- Extension leads must be fully uncoiled when in use.
- Multi-gang adaptor blocks plugged directly into sockets are prohibited.
- Ensure adequate ventilation for IT/AV equipment and chargers.

B. High-Risk Curriculum Areas

Science, DT, art and catering departments must:

- Complete equipment-specific risk assessments
- Ensure all equipment is maintained and inspected
- Control pupil access based on competence and supervision
- Use residual current device (RCD) protection where required

C. Outdoor & Event Power

- Only weather-rated, outdoor-approved equipment may be used.
- Temporary cabling must be protected from damage and trip hazards.
- Events must be risk assessed and approved by the Site/Facility Manager.

6) Isolation, Lock-Off and Permit-to-Work

Any intrusive electrical work (live or dead testing, repairs, new circuits) must follow a strict isolation process:

- Isolation must be carried out by a competent electrician.
- Lock-off devices must be used on distribution boards.
- Keys must be controlled by the responsible person.
- A Permit-to-Work is required for:
    - Live testing
    - Work on distribution boards
    - Intrusive works in ceiling voids, plant rooms or service ducts
    - Any work with electrical shock arc-flash potential

Staff must **never** attempt repairs on electrical systems or devices.

7) Building Access, Plant Rooms & Restricted Areas

The following areas must remain locked and controlled:

- Plant rooms

- Switch rooms
- Electrical risers
- Roof spaces with electrical plant
- Distribution board cupboards

Access is restricted to:

- Competent contractors
- Site teams
- Senior leaders in an emergency

No other staff or pupils must enter these areas.

8) Emergency Lighting (cross-reference to Fire Annex A)

Emergency lighting must:

- Meet the required standards for design, installation and testing
- Be function-tested monthly
- Be duration-tested annually
- Be repaired promptly if defective

Records must be kept in the site Fire & Electrical Log.

9) Incident Response

Staff must stop using equipment immediately if:

- They receive an electric shock
- Sparks, smoke, burning smells or overheating occur
- Equipment behaves erratically
- RCDs or circuit breakers repeatedly trip

Incidents must be:

- Reported to the Headteacher and Site Manager
- Logged using the Trust's incident reporting system
- Investigated by the Head of H&S for root cause
- Considered for RIDDOR reporting where applicable

Any electrical shock must be assessed by first aid and escalated appropriately.

10) Contractor Management

Contractors carrying out electrical works must:

- Be Trust-approved
- Hold appropriate qualifications and insurance
- Sign in, receive induction and review the asbestos register
- Provide RAMS and permits for intrusive tasks
- Be supervised by the Site Team
- Provide certification on completion of work

No work may commence without confirmation of isolation and safe access.

11) Training & Competence

Staff must receive training in:

- Electrical safety awareness
- Visual equipment checks
- Local emergency procedures
- Safe use of extension leads and sockets
- Equipment-specific training in specialist curriculum areas

Site teams require additional training in:

- Lock-off/tag-off procedures
- Distribution board awareness
- Permit-to-Work processes
- Inspection of electrical areas

Training should be refreshed every 2–3 years or following an incident.

12) Record Keeping

Schools must retain records for:

- EICR reports
- PAT inventories and test records
- Distribution board checks
- Contractor certificates
- Emergency lighting tests
- Incident investigations

- Local risk assessments

Records must be stored centrally and made available for audit.

Annex O – Trees & Grounds Safety Framework

Purpose:
To ensure that all trees, woodlands, playing fields, external areas, and grounds infrastructure across TPAT sites are managed safely, proactively and sustainably. This Annex establishes a consistent Trust-wide approach to inspection, maintenance, contractor control, and risk management, protecting pupils, staff, visitors, and the wider community.

1) Scope

This Annex applies to all external environments under TPAT control, including:

- Trees, hedgerows and woodland areas
- Playing fields, pitches, courts, and outdoor learning spaces
- Boundaries, fences, gates and perimeter security
- External paths, hard surfaces, car parks and access routes
- Drainage, ditches, slopes, banks and embankments
- Outdoor equipment (benches, shelters, planters, gazebos, trim-trails)
- External storage, sheds, greenhouses and outbuildings

It covers both routine use and exceptional events (storms, floods, extreme weather).

2) Roles & Responsibilities

Trust Board

- Ensures that trees and grounds are managed safely and adequately resourced.
- Receives strategic updates on significant risks (e.g., diseased trees, storm damage).

Director of Operations

- Provides the strategic framework and ensures consistent grounds and tree safety arrangements across TPAT.
- Oversees contracts relating to arboriculture and grounds maintenance.

Head of Health & Safety

- Acts as competent advisor for grounds-related risk.
- Maintains the central assurance schedule for tree inspections.
- Reviews storm-related incidents, boundary concerns and high-risk findings.

Headteachers

- Ensure that local grounds risks are monitored daily.
- Maintain safe access for pupils, including drop-off/pick-up areas.
- Escalate urgent concerns (e.g., fallen branches, unstable trees, trip hazards) immediately.

Facility/Site Managers

- Conduct routine external inspections.
- Complete grounds-related risk assessments.
- Coordinate arboricultural contractors and ensure safe segregated working areas.
- Escalate structural, drainage or boundary issues promptly.

All Employees

- Report hazards such as loose branches, damaged surfaces, flooding, and unsafe play equipment.
- Follow site instructions regarding restricted or closed-off outdoor areas.

3) Tree Safety Management

Trees must be managed under a risk-based inspection cycle to identify hazards such as decay, instability, deadwood or structural weakness.

A. Inspection Tiers

1. Formal Inspections (by qualified arborists):
    - Every 12–24 months depending on use and risk category (heavily used play areas = annual).
    - After severe weather events (storms, high winds).
    - For high-risk trees (overhanging highways, public footpaths, playgrounds).
2. Local Visual Checks (by Site Teams):
    - Weekly walk-arounds.
    - Termly documented checks.
    - After storms or heavy rainfall.

B. Inspection Records

Schools must maintain:

- An up-to-date tree register
- Inspection reports and risk ratings
- Action logs
- Completion notes for pruning/remedial work
- Maps/diagrams marking significant or protected trees

C. Remedial Work

All remedial work must be:

- Assigned based on risk priority (e.g., urgent, priority, routine)
- Completed only by competent arborists
- Recorded in the tree register
- Followed by a visual check by the Site Manager

D. Protected Trees

Where trees are subject to Tree Preservation Orders or conservation area controls:

- Schools must not remove, cut or significantly alter trees without prior approval.
- The Director of Operations must be consulted before any works proceed.

4) Grounds & Surface Safety

A. Playing Fields & Pitches

Schools must ensure:

- Surfaces are level, free from potholes, and safe for use
- Sports markings, posts and equipment are maintained
- Drainage is adequate, particularly after heavy rain
- Areas are checked before PE, clubs and community hires

B. Paths, Steps, Ramps & Access Routes

- Daily checks for slips, trips, cracks, moss, algae and loose gravel
- Gritting or alternative measures in icy conditions
- Repairs scheduled promptly and escalated where unsafe

C. Car Parks & Traffic Routes

- Safe pedestrian routes clearly marked

- Regular monitoring for potholes, loose surfaces or visibility issues
- Periodic vegetation control to maintain clear sight lines

D. Playgrounds & Outdoor Learning Environments

- Fencing, gates and latches must be secure
- Hard play areas must be free of debris, sharp objects, trip hazards
- Outdoor structures (gazebos, shelters) must be inspected termly for stability

5) Boundary Management

Schools must regularly check boundaries for:

- Damaged or missing fencing
- Unstable walls or posts
- Overhanging branches from neighbouring land
- Animal burrows undermining fencing
- Security vulnerabilities (unauthorised access points)

Emergency action is required if boundaries compromise safeguarding or security.

6) Drainage, Flooding & Environmental Hazards

Schools must manage risks relating to water and ground conditions:

- Clear drains, gullies and channels routinely
- Monitor slopes, banks and raised edges for erosion
- Close off flooded or saturated areas until safe
- Manage pond areas with fencing, signage and supervision controls
- Consider seasonal risks (leaf fall, algae on paths, icy areas)

Any persistent drainage issues must be escalated to Estates/H&S for further assessment.

7) Contractor Management

All tree surgery, grounds maintenance and landscaping contractors must:

- Be Trust-approved
- Be competent and insured for arboricultural or grounds work
- Use RAMS that reflect site-specific hazards
- Operate within cordoned-off, supervised areas

- Comply with Permit-to-Work for high-risk tasks (e.g., working at height, chainsaws, stump grinding)
- Sign the asbestos register before intrusive works
- Provide waste disposal and certificate of work completed

Pupils and staff must be kept clear of contractor operating zones at all times.

8) Weather-Related Risk Management

Schools must be alert to risks caused by:

- Storms and high winds (falling branches, debris)
- Ice and snow (slips, access routes)
- Heavy rainfall (flooding, erosion)
- Heatwaves (ground cracking, dehydration risk for outdoor activities)

Required actions:

- Conduct post-weather walk-arounds
- Close unsafe areas immediately
- Escalate significant findings
- Document all closures and re-openings

If a tree or structure poses immediate risk, the area **must be isolated** and only reopened after assessment.

9) Pesticides, Fuels & Grounds Chemicals

Where grounds chemicals are used (herbicides, fuels, lubricants):

- Storage must follow COSHH Annex L
- Only trained and competent staff may apply pesticides
- Products must be used in accordance with manufacturer guidance
- Clear signage must be used if areas are treated
- Equipment (strimmers, mowers, blowers) must be maintained and inspected

10) Training & Competence

Staff involved in grounds work must receive training in:

- Tree and grounds hazard recognition
- Safe use of grounds maintenance equipment

- Personal protective equipment (PPE)
- Manual handling of outdoor items (goals, benches, bins)
- Safe supervision of outdoor areas
- Seasonal and weather-related risk management

Arboricultural work must **only** be carried out by qualified tree surgeons.

11) Inspection & Assurance

Schools must maintain records for:

- Tree registers and inspection reports
- Grounds inspection logs
- Boundary/security checklists
- Pothole and path condition logs
- Contractor work notes
- Grounds-related incident and near-miss reports

The Trust H&S Team will:

- Audit tree and grounds safety annually
- Review high-risk trees and boundary issues termly
- Track actions via compliance dashboards
- Escalate urgent or overdue findings to senior leadership

12) Incident Response

Any tree or grounds incident (e.g., fallen branch, trip, flooding event, unsafe boundary) must be:

- Reported immediately
- Logged in the Trust incident system
- Isolated or cordoned off
- Investigated proportionately
- Reviewed for corrective action

Significant incidents (e.g., collapse, injury, safeguarding risk) must be escalated to the Director of Operations and Head of H&S without delay.

Annex P – Playground & Outdoor Play Equipment Safety Framework

Purpose:
To ensure that all playgrounds, outdoor play equipment, physical activity structures, and associated surfacing across TPAT sites are safe, well-maintained, inclusive, and compliant with recognised standards. This Annex establishes requirements for inspection, maintenance, supervision, contractor control and risk management to safeguard pupils, staff and visitors.

1) Scope

This Annex applies to all outdoor play areas under TPAT control, including:

- Fixed play equipment (climbing frames, swings, slides, trim-trails, adventure trails)
- Outdoor gym/fitness equipment
- EYFS play structures and loose-parts play
- Multi-Use Games Areas (MUGAs)
- Play surfacing (impact-absorbing surfaces, grass, artificial turf, bark, rubber mulch)
- Outdoor shelters, seating, stages, gazebos
- Storage sheds, play sheds, and sandpits
- Sports courts and external PE areas
- Equipment used for after-school clubs or community lettings

This framework covers installation, inspection, maintenance, daily operation, seasonal risks, and incident response.

2) Roles & Responsibilities

Chief Executive Officer

- Holds strategic accountability for safe playground management across the estate.
- Receives annual reports on outdoor equipment safety, inspections and incidents.

Director of Operations

- Provides Trust-wide systems for inspection, contractor management and major works.
- Sets strategic direction for safe and inclusive outdoor environments.

Head of Health & Safety

- Provides competent advice on playground risk.
- Oversees annual independent inspections and Trust audit schedules.
- Advises on equipment suitability, surfacing, and compliance with safety standards.

Headteachers

- Ensure routine inspections are in place and concerns are escalated promptly.
- Maintain safe supervision levels and behaviour expectations during breaks.
- Manage closures of unsafe equipment/areas until repaired.

Facility/Site Managers

- Conduct daily/weekly inspections of equipment and surfacing.
- Ensure minor repairs are completed or escalated.
- Maintain clear, safe access routes and manage vegetation and drainage.
- Liaise with contractors and monitor works on site.

All Staff

- Report defects, hazards and concerns immediately.
- Follow supervision and behaviour protocols to ensure safe use.

3) Safety Standards & Design Considerations

Playgrounds and outdoor equipment must meet recognised safety principles including:

- Adequate space around equipment and safe access routes
- Clear separation of incompatible activities (e.g., ball games vs. climbing areas)
- Visibility for supervision
- Inclusive access for pupils with SEND
- Age-appropriate equipment based on developmental stages
- Surfacing depth/impact considerations for raised equipment
- Stability and safe positioning of free-standing items
- Avoidance of entrapment points, sharp edges or pinch points
- Secure fixing to ground/foundations where required

New installations must be approved by the Director of Operations and meet Trust design and safety standards.

4) Inspection & Maintenance Regime

A **three-tier inspection framework** must be followed:

A. Daily/Pre-Use Visual Checks (Site Staff)

Check for:

- Obvious hazards (broken components, sharp edges, exposed fixings)
- Damaged, worn or vandalised equipment
- Debris, litter, dog fouling, glass or hazardous objects
- Wet/slippery surfaces or excessive algae
- Unstable items or loose connections
- Trip hazards on surfacing, mats, edging or flooring
- Unsafe weather conditions (ice, flooding, high winds)

Document issues in the site log and isolate equipment if unsafe.

B. Termly Operational Inspections (Competent Person/Site Manager)

Must include:

- Structural integrity of equipment
- Fixings, bolts, clamps and connectors
- Foundations/anchoring of equipment
- Condition of moving parts
- Perimeter fencing, gates and securing points
- Drainage and run-off around equipment
- Surfacing depth, consistency and displacement
- Condition of artificial turf, rubber crumb or bark systems
- Signage, rules, and access-control arrangements

All findings must be recorded, actioned and reported to the Headteacher.

C. Annual Independent Inspection (External Specialist)

A competent, accredited external provider must undertake a full annual inspection with a report covering:

- Equipment compliance

- Structural safety
- Surfacing requirements
- Wear and tear
- End-of-life recommendations
- Risk ratings and prioritised actions

Reports must be stored centrally and actions tracked to completion by the Trust.

5) Surfacing Safety Requirements

Impact-absorbing surfacing must be:

- Appropriate for the fall height of equipment
- Maintained at correct depth (e.g., bark/mulch areas)
- Free from large holes, displacement, tears or lifting
- Draining effectively without water pooling
- Inspected following storms or heavy rainfall

Where surfacing becomes unsafe, the area must be closed immediately.

6) Weather & Seasonal Risk Management

Outdoor areas must be monitored for weather-related risks including:

- Ice or frost (gritting required before pupil access)
- Slippery algae on shaded hard surfaces
- Flooded or saturated grassed areas
- Heat damage to artificial turf or rubber surfacing
- Storm damage to equipment or trees (cross-reference Annex O)

Following adverse weather, areas must be checked before re-opening.

7) Supervision & Behaviour Controls

Schools must:

- Define clear supervision ratios for break and lunch times
- Ensure supervising staff are strategically positioned for visibility
- Establish and communicate playground rules
- Monitor high-risk activities (climbing, running games, ball games)
- Provide alternative quiet or sensory-friendly spaces where appropriate

- Ensure EYFS areas have appropriate zoned supervision

Pupils must be instructed to use equipment only as intended (no climbing on roofs, handrails, or outside design areas).

8) Inclusion & Accessibility

Play areas must support inclusive access by ensuring:

- Routes are accessible (paths, gradients, gates)
- Adaptations or alternative equipment for pupils with SEND
- Adjusted supervision for pupils requiring additional support
- Consideration of sensory needs (quiet spaces, defined areas, low-arousal zones)

Risk assessments must incorporate individual needs of pupils with physical, cognitive or sensory differences.

9) Contractor Management

All installation, maintenance or repair work involving playground equipment must be undertaken by **competent contractors**, who must:

- Be Trust-approved
- Provide RAMS prior to work
- Sign the asbestos register where intrusive works are required
- Cordone off work areas and maintain safe segregation
- Provide evidence of installation standards and completion certificates
- Remove waste and leave the area safe and clean

Major works must be coordinated through the Director of Operations.

10) Grounds Interface (with Annex O)

Tree branches, roots, landscaping and ground conditions may affect playground safety. Schools must:

- Inspect for root uplift under surfacing
- Clear leaves, moss and algae
- Manage vegetation to maintain visibility
- Escalate concerns around boundary trees or structures

Where trees overhang equipment, regular branch checks are required (see Annex O).

11) Incident Reporting & Investigation

All playground incidents, including:

- Falls
- Entrapment injuries
- Trips caused by surfacing defects
- Equipment failure
- Behaviour-related injuries
- Near misses
  must be reported using the Trust system.

Significant incidents must be escalated to the Head of H&S and Director of Operations and reviewed with:

- Root cause analysis
- Environmental/behavioural factors
- Equipment condition
- Supervision levels
- Surfacing adequacy

Corrective actions must be implemented and recorded.

12) Record Keeping

Schools must retain:

- Daily/weekly inspection logs
- Termly operational inspection records
- Annual independent inspection reports
- Maintenance and repair records
- Contractor certificates
- Risk assessments for play areas
- Closure and re-opening logs after defects or weather events
- Incident and near-miss reports

Records must be accessible for audit and compliance reviews.

Annex Q – DSEAR (Dangerous Substances and Explosive Atmospheres) Management Framework

Purpose

To ensure that risks arising from dangerous substances and potentially explosive atmospheres are identified, assessed and controlled across the Trust, in compliance with the Dangerous Substances and Explosive Atmospheres Regulations (DSEAR), and to protect the health and safety of pupils, staff, contractors and visitors.

Scope

This Annex applies to all Trust premises and activities where dangerous substances may be present, including but not limited to:

- Fuels, oils and lubricants (minibuses, plant, grounds equipment)
- Flammable liquids, solvents and aerosols
- Gas cylinders and bottled gases
- Chemical substances that may release flammable vapours
- Dusts (e.g. wood or flour dust) capable of forming explosive atmospheres
- Science laboratories, DT workshops, caretaking areas, plant rooms, stores and external compounds

1) Legal & Standards Framework

- Dangerous Substances and Explosive Atmospheres Regulations (DSEAR)
- Health and Safety at Work etc. Act 1974
- HSE Approved Code of Practice L138
- HSG51, HSG71 and other relevant HSE guidance

2) Roles & Responsibilities

- Trust Board: Strategic oversight of fire and explosion risks; receives assurance on compliance.
- CEO: Overall accountability for effective DSEAR arrangements.
- Director of Operations: Ensures Trust-wide controls, systems and escalation routes are in place.
- Head of Health & Safety: Competent person for DSEAR; oversees assessments, audits and controls.
- Headteachers: Ensure local implementation and compliance with DSEAR assessments and controls.

- Facility/Site Managers: Maintain safe storage, ventilation, signage and ignition controls.
- All Staff: Follow DSEAR arrangements and report hazards or concerns immediately.

3) Risk Assessment

- A DSEAR risk assessment must be completed wherever dangerous substances are used or stored.
- Assessments must identify hazardous substances, ignition sources, potential explosive atmospheres and persons at risk.
- Assessments must be reviewed at least annually and following any significant change.

4) Control Measures

Control measures must follow the hierarchy of control:

- Elimination / Substitution: Remove or replace dangerous substances wherever reasonably practicable.
- Engineering Controls: Ventilation, separation, intrinsically safe equipment and bunding.
- Administrative Controls: Safe systems of work, storage limits, permits-to-work for high-risk tasks.
- PPE: Provided where required, but not relied upon as the sole control.

5) Storage, Labelling & Emergency Arrangements

- Dangerous substances must be clearly labelled, securely stored and segregated.
- Spill kits and appropriate fire-fighting equipment must be available where required.
- Any incident involving fire, explosion or uncontrolled release must be escalated immediately.

Annex R – Gas Safety Management Framework

Purpose

To ensure the safe installation, operation, inspection and maintenance of gas systems across Trust premises, protecting occupants from the risk of fire, explosion and carbon monoxide exposure.

Scope

Applies to all gas installations and appliances, including boilers, heaters, catering equipment, science gas taps and external plant.

1) Legal & Standards Framework

- Gas Safety (Installation and Use) Regulations
- Health and Safety at Work etc. Act 1974
- HSE and Gas Safe guidance

2) Roles & Responsibilities

- Trust Board: Receives assurance on gas safety compliance.
- Director of Operations: Ensures inspection contracts and maintenance regimes are in place.
- Head of Health & Safety: Monitors compliance and escalates significant risks.
- Headteachers / Facility Managers: Coordinate inspections, maintain local records and control access.

3) Inspection & Maintenance

- All gas appliances and installations must be inspected annually by Gas Safe registered engineers.
- Defects must be prioritised, tracked and remedied based on risk.
- Gas safety certificates must be retained locally and centrally.

4) Emergency Procedures

- Clear procedures must be in place for suspected gas leaks or carbon monoxide incidents.
- Immediate isolation, evacuation and escalation must occur where required.

Annex S – Educational Visits & Off-Site Activities Safety Framework

Purpose

To ensure that educational visits and off-site activities are planned and conducted safely, supporting enriching experiences while meeting legal, safeguarding and welfare duties.

Scope

Applies to all off-site activities including local visits, curriculum activities, residential trips, adventurous activities and overseas travel.

1) Legal & Guidance Framework

- Health and Safety at Work etc. Act 1974
- Department for Education guidance on educational visits
- OEAP National Guidance

2) Roles & Responsibilities

- Trust Board / CEO: Strategic oversight of educational visits.
- Director of Operations: Ensures Trust-wide systems, insurance and assurance.
- Educational Visits Coordinator (EVC): Provides competent advice, scrutiny and approval.
- Visit Leaders: Plan, risk assess and lead visits in accordance with guidance.

3) Planning & Risk Assessment

- Risk assessments must be proportionate and based on a risk-benefit approach.
- SEND needs, medical conditions and safeguarding factors must be considered.
- Clear approval processes must be followed for higher-risk, residential or overseas visits.

4) Supervision & Emergency Arrangements

- Appropriate staffing ratios, competence and first-aid provision must be in place.
- Emergency contact and escalation arrangements must be documented.
- Parents/carers must receive clear information and consent arrangements.

Annex T – Asbestos Management Framework

Purpose

To prevent exposure to asbestos fibres and ensure compliance with statutory asbestos duties across all Trust premises.

Scope

Applies to all Trust buildings where asbestos-containing materials (ACMs) are known or presumed to be present.

1) Legal Framework

- Control of Asbestos Regulations
- HSG227 and associated HSE guidance

2) Roles & Responsibilities

- Duty holder: Trust Board (via the CEO).
- Head of Health & Safety: Competent person for asbestos management and assurance.
- Headteachers / Facility Managers: Maintain asbestos registers and ensure controls are followed.

3) Asbestos Registers & Surveys

- Each site must hold an up-to-date asbestos register and management plan.
- ACMs must be re-inspected at least annually or as advised by a competent surveyor.

4) Controls & Emergency Response

- No intrusive work may take place without review of the asbestos register and permit-to-work where required.
- Any suspected disturbance must result in immediate isolation and escalation to the Head of Health & Safety.

Annex U – Radon Risk Management Framework

Purpose

To manage and reduce exposure to radon gas in line with UK Health Security Agency (UKHSA) and HSE guidance.

Scope

Applies to Trust sites located in radon-affected areas, as identified by national mapping.

1) Monitoring

- Radon testing must be undertaken where indicated.
- Monitoring results must be reviewed at Trust level.

2) Mitigation

- Ventilation or other remedial measures must be implemented where action levels are exceeded.
- Re-testing must take place following mitigation.

3) Assurance

- Radon assessments, test results and mitigation actions must be retained and reviewed centrally.

Annex V – Display Screen Equipment (DSE) Management Framework

Purpose

To reduce the risk of musculoskeletal disorders, visual fatigue and discomfort associated with display screen equipment use.

Scope

Applies to all staff who use display screen equipment as a significant part of their work.

1) Legal Framework

- Health and Safety (Display Screen Equipment) Regulations

2) Risk Assessment

- DSE users must complete a suitable self-assessment.
- Assessments must be reviewed when work patterns, equipment or health circumstances change.
- Reasonable adjustments must be provided where required.

3) Information, Training & Breaks

- Staff must receive guidance on workstation setup, posture and breaks.
- Regular breaks or changes in activity must be encouraged.
- Flexible and inclusive working arrangements must be supported.

4) Monitoring & Review

- DSE assessments and adjustments must be recorded and reviewed through Trust assurance processes.