

Health & Safety Policy for British Creative Institute (BCI)

Policy Overview

The British Creative Institute (BCI) is committed to ensuring a safe and healthy environment for all learners, including those with Special Educational Needs and Disabilities (SEND) and staff members. This policy outlines the health and safety measures implemented at BCI in accordance with UK legislation, including:

Health and Safety at Work Act 1974,

Equality Act 2010,

Management of Health and

Safety at Work Regulations 1999

Regulatory Reform (Fire Safety) Order 2005.

The policy includes specific provisions for fire safety, first aid, and the overall well-being of both students and staff.

Compliance with Safety Information Requirements at British Creative Institute (BCI)

The British Creative Institute (BCI) ensures compliance with various safety information requirements by maintaining a structured approach to providing essential safety documentation and instructions. Here's how BCI addresses each of these requirements:

1. HSE Law Poster

The Health and Safety Executive (HSE) Law Poster is prominently displayed in common areas, such as staff rooms, reception areas, and near entrances, where all staff and visitors can see it. The poster outlines key health and safety responsibilities and contact information for the Health and Safety Executive.

The poster is available in a format that is accessible to all staff, including those with disabilities. This might include large print versions or translated materials where necessary.

2. Fire Safety Instructions

- **Location:** Fire safety instructions are clearly posted in all areas of the building, including classrooms, offices, and communal areas. These instructions include details on evacuation routes, assembly points, and procedures to follow in the event of a fire.
- **Accessibility:** Instructions are made available in various formats to accommodate different needs, including braille, large print, and easy-read versions, particularly for SEND learners and staff.
- **Regular Updates:** Fire safety instructions are reviewed and updated regularly to reflect any changes in the building layout or fire safety procedures.

3. Names of Fire Wardens

- Identification: The names of Fire Wardens, Paul Fisher and Robert Edwards, are displayed on a notice board in the main office and near fire safety equipment. They are also identified by wearing high-visibility vests during fire drills and emergencies.
- Training: Paul Fisher and Robert Edwards receive regular fire safety training to ensure they are up to date with current fire safety practices and procedures.

4. Names of First Aiders

- Identification: The name of the First Aider, Basirat Surakatu is posted on first aid kits throughout the building and on a notice board in the main office. This ensures that everyone is aware of who to contact for first aid assistance.
- Training: Regular training is implemented to maintain skills and knowledge.

5. Employer's Liability Insurance Certificate

- Display: The Employer's Liability Insurance Certificate is displayed in a visible location within the workplace, typically in the staff room or near the main office, as required by law. This certificate provides evidence of the insurance coverage for employee-related claims.
- Updates: The certificate is updated and renewed as needed, and any changes are promptly communicated to staff.

6. Public Liability Insurance Certificate

- Display: The Public Liability Insurance Certificate is also displayed in a prominent place within the workplace. This certificate covers claims made by members of the public for injuries or damage resulting from BCI's activities.
- Renewal: This certificate is kept current, and any updates are made available to staff.

7. Health and Safety Policy

- Availability: The Health and Safety Policy is accessible to all staff members through the internal shared drive.
- Review: The policy is reviewed annually or as needed to ensure compliance with current legislation and best practices. Any changes are communicated to staff promptly.

8. Health and Safety Statement

- Communication: The Health and Safety Statement outlines BCI's commitment to health and safety and is available to all employees. It is included in the Health and Safety Policy and shared through staff induction and training sessions.
- Visibility: A summary of the Health and Safety Statement is posted in common areas to ensure that all staff are aware of the institute's health and safety commitments.

9. Other Safety Instructions Relevant to the Workplace

- **Specific Instructions:** Additional safety instructions relevant to specific areas or activities within BCI, such as manual handling, and technology use, are provided through targeted training and posted near relevant equipment or areas.
- **Regular Updates:** These instructions are reviewed and updated regularly to reflect changes in procedures, equipment, or regulations. Staff are informed of any updates through meetings, training sessions, and internal communications.

Fire Safety and Evacuation Procedures

a) Fire Safety

The DfE guidance requires that schools and colleges conduct regular fire drills and ensure that staff and students are familiar with evacuation procedures. In SEND colleges, fire safety procedures must be adapted to ensure that all students can safely evacuate, regardless of their physical or cognitive abilities.

- **SEND Consideration:** Evacuation plans should include Personal Emergency Evacuation Plans (PEEPs) for students who may need assistance during an emergency. For example, a student in a wheelchair might be assigned a specific staff member trained to assist with their evacuation. Visual and auditory fire alarms should be installed to alert students with hearing or visual impairments.

First Aid and Medical Support

a) First Aid Provision

DfE guidance mandates that all educational institutions must provide adequate first aid support. This includes ensuring that first aid kits are well-stocked and accessible, and that first

aid-trained staff are present in sufficient numbers to cover the needs of all students.

- **SEND Consideration:** In a SEND college, the first aid provision must be adapted to accommodate students with medical conditions or disabilities. This could involve having specialized medical equipment on hand (such as defibrillators) and ensuring that staff members are trained in specific medical procedures, such as administering insulin for diabetic students or dealing with seizures in students with epilepsy.

Infection Control and Hygiene

The DfE guidance on infection control, particularly in light of the COVID-19 pandemic, stresses the importance of hygiene and infection prevention measures in educational settings.

a) Enhanced Cleaning Protocols

SEND colleges are required to implement enhanced cleaning protocols, particularly for shared spaces and equipment used by students. Special attention should be given to areas that may pose higher risks for infection transmission, such as sensory rooms, therapy spaces, or equipment used by students with physical disabilities.

- **SEND Consideration:** Students with weakened immune systems or specific health conditions may be more vulnerable to infections. In these cases, additional precautions, such as frequent sanitizing of equipment, increased hand-washing stations, and the provision of personal protective equipment (PPE) for staff—are essential to maintain a safe learning environment.

b) Supporting Vulnerable Students

In SEND settings, some students may be at higher risk due to underlying health conditions. The DfE encourages institutions to work with healthcare providers and parents to identify vulnerable students and create individualized plans to minimize their exposure to infection.

Training and Communication

a) Staff Training

The DfE highlights the importance of regular health and safety training for all staff, including training on managing SEND students' specific needs.

- **SEND Consideration:** In SEND colleges, staff should receive specialized training in areas such as moving and handling techniques for students with physical disabilities, managing behavioral challenges, and responding to medical emergencies.

b) Clear Communication

Communication of health and safety information is crucial. SEND colleges must ensure that information is presented in accessible formats for students with disabilities, such as using visual aids, sign language interpreters, or easy-read documents for students with cognitive disabilities.

Monitoring and Continuous Improvement

Finally, the DfE mandates that schools and colleges must regularly review their health and safety policies and procedures to ensure they remain effective and compliant with legal requirements.

- **SEND Consideration:** SEND colleges should conduct regular audits of their health and safety procedures, with input from the SENDCo and healthcare professionals, to ensure that any changes in students' needs are reflected in updated risk assessments, policies, and staff training.

Health and Safety Responsibilities

- **Health and Safety Officer:** The designated Health and Safety Officer (Robert Edwards) at BCI is responsible for overseeing the implementation of this policy, conducting regular risk assessments, and ensuring compliance with all relevant legislation.

All Staff Members: Every staff member is responsible for maintaining a safe environment, reporting hazards, and participating in health and safety training. Staff members, their colleagues, and students are also expected to take reasonable care of their health and safety.

Health and Safety at Work etc. Act 1974 (HSWA):

- Section 7 of the HSWA requires employees to take reasonable care of the health and safety of themselves and others who may be affected by their acts or omissions at work.
- Section 8 requires employees not to interfere with or misuse anything provided in the interests of health, safety, or welfare.

Management of Health and Safety at Work Regulations 1999 (MHSWR):

- Regulation 14 outlines the duties of employees' health and safety duties, including cooperating with their employer on health and safety matters, using equipment properly, and reporting hazards.
- Regulation 13 requires employers to ensure that employees are given adequate health and safety training on their recruitment and when exposed to new or increased risks.

The Workplace (Health, Safety and Welfare) Regulations 1992:

- Regulation 5 states that every workplace should be maintained in an efficient state, in efficient working order, and in good repair, which includes the responsibility of staff to report any hazards or unsafe conditions.

The Health and Safety (Consultation with Employees) Regulations 1996:

- These regulations require employers to consult with employees or their representatives on health and safety matters, which includes discussing the identification and reporting of hazards.
- SEND Coordinator: The SEND Coordinator Robert Edwards & SENDCo assistant work closely together with the Principal to ensure that the specific needs of SEND learners are considered in all health and safety procedures.

Risk Assessments

General Risk Assessments: BCI conducts regular risk assessments to identify potential hazards in the workplace and learning environments. These assessments are documented, and measures are implemented to mitigate identified risks. For example, in classrooms where SEND learners are present, risks related to accessibility, mobility, and sensory sensitivities are carefully evaluated and addressed.

Individual Risk Assessments: Individual risk assessments are conducted for SEND learners with specific needs. These assessments consider mobility issues, sensory sensitivities, and medical conditions that might affect the learner's safety. For example, a student with a visual impairment may require specific pathways to be kept clear of obstacles. At the same time, a learner with epilepsy may need a safe, quiet space available in case of a seizure.

Fire Safety Procedures

- **Fire Marshal Identification:** A Fire Marshal is appointed for each building floor. This individual is trained in fire safety protocols, including fire extinguishers, and is responsible for coordinating evacuations in the event of a fire. To be easily identifiable, the Fire Marshal wears a clearly marked high-visibility vest during emergencies.
- **Fire Drills:** BCI conducts fire drills once every term to ensure that all staff and students, including those with SEND, are familiar with evacuation procedures. During these drills, the specific needs of SEND learners are taken into account; for example, learners with mobility issues are assisted by designated staff members to exit the building safely. Full-time staff members are allocated student groups for whom they take responsibility during a drill or an emergency.
- **Evacuation Plans:** Clear and accessible evacuation routes are displayed throughout the building, including maps that indicate the nearest exits. In case of a fire, SEND learners with mobility impairments are directed to 'safe zones' where they can wait for assistance from trained staff members.
- **Fire Alarm Systems:** The fire alarm system is regularly tested and maintained to ensure effectiveness. It includes visual alarms (flashing lights) and auditory alarms to accommodate those with hearing impairments.
- **Fire Safety Training:** All staff and students receive comprehensive fire safety training, which includes instructions on what to do when the fire alarm sounds, how to evacuate the building safely, and where to assemble once outside. For example, staff members are trained to check that all SEND learners have evacuated their areas and are accounted for at the assembly point.

Fire Safety

The British Creative Institute (BCI) takes fire safety seriously and integrates various pieces of UK legislation to ensure a safe environment for both staff and students, including those with Special Educational Needs and Disabilities (SEND). This section elaborates on specific fire safety measures, while also incorporating requirements from other related health and safety regulations.

1. Fire Risk Assessments (Regulatory Reform (Fire Safety) Order 2005)

BCI conducts regular fire risk assessments in line with the Regulatory Reform (Fire Safety) Order 2005. This includes identifying potential fire hazards, evaluating risks, and implementing measures to minimise them. The risk assessments are reviewed at least annually or whenever significant changes are made to the premises.

Specific SEND Provisions: For SEND learners, the risk assessments consider mobility challenges, sensory impairments, and cognitive disabilities. For instance, fire escape routes are adapted for wheelchair users, and alternative evacuation plans are provided for those who might struggle with alarms or crowded situations.

2. Fire Marshal Identification and Training

Fire Marshals (Paul Fisher & Robert Edwards) are designated for each building floor and are trained in fire safety protocols, including the use of extinguishers and coordination of evacuations. These Marshals are trained to assist SEND learners, ensuring their safety during evacuations. They wear identifiable high-visibility vests during emergencies for easy recognition.

All fire safety training is aligned with the Control of Substances Hazardous to Health Regulations (COSHH) 2002, ensuring that hazardous materials are safely stored and managed to prevent fire risks. Training includes handling potentially dangerous substances (such as cleaning agents or art materials) and understanding how these materials contribute to fire risks.

3. Fire Drills and Evacuation Plans

BCI conducts fire drills once per term. These drills are planned to account for the specific needs of SEND learners, with designated staff assigned to assist students with mobility issues. Drills ensure that all students and staff understand evacuation routes and procedures. Accessible evacuation routes are marked clearly, with adjustments made for learners using wheelchairs or mobility aids. Visual alarms and other accommodations are available for students with hearing impairments.

4. Fire Alarm and Evacuation Systems

BCI's fire alarm system is equipped with both visual and auditory signals to ensure it can alert everyone, including those with hearing impairments. These systems are regularly inspected and maintained.

In compliance with the Equality Act 2010, BCI ensures that evacuation procedures are non-discriminatory. This includes reasonable adjustments, such as the installation of evacuation chairs or the use of designated "safe zones" for students who require additional assistance.

5. COSHH Compliance: Fire Risks from Hazardous Substances

The Control of Substances Hazardous to Health Regulations (COSHH) 2002 requires BCI to manage and control hazardous substances that pose fire risks, such as chemicals used in kitchens or art rooms. This involves proper storage, labelling, and staff training on the potential fire hazards posed by these materials.

Fire Prevention Measures: Hazardous materials are stored in fire-resistant cabinets, and fire extinguishers suitable for chemical fires are placed in relevant areas. Staff and students are trained on how to handle and store hazardous substances safely to prevent accidents or fires.

6. General Fire Precautions (Regulatory Reform (Fire Safety) Order 2005)

In accordance with the Regulatory Reform (Fire Safety) Order 2005, BCI implements general fire precautions, including the provision of fire alarms, extinguishers, clearly marked fire exits, and emergency lighting to guide evacuations during power failures.

7. Workplace Fire Safety (Building Regulations and Fire Safety)

BCI complies with the Building Regulations 2010, ensuring that fire-resistant materials are used where required and that escape routes are sufficient and accessible. This is in line with Approved Document B (Fire Safety) of the Building Regulations, which sets fire resistance and safety requirements for educational buildings.

8. COVID-19 and Fire Safety

Following the UK Health Security Agency guidelines on infection control (formerly Public Health England), BCI ensures that COVID-19 measures do not compromise fire safety. For example, doors that need to be left open for ventilation purposes must not block fire exits or compromise evacuation routes. Special attention is given to maintaining clear pathways while adhering to infection control protocols.

9. Working at Height and Fire Safety

In compliance with the Work at Height Regulations 2005, BCI ensures that staff members working at heights (e.g., on ladders) are provided with safe equipment and training. This includes fire safety measures for preventing and responding to fires in areas where staff might be working at height, such as on ladders or platforms.

10. Incident Reporting and Safety Information

BCI follows Health and Safety Executive (HSE) guidance for reporting fire-related incidents in schools. This includes immediate notification of any fire-related injuries or near misses.

Safety Posters and Certificates: Fire safety instructions, the names of fire wardens, and all relevant safety certificates (e.g., Employer's Liability Insurance, Fire Safety Certificates) are clearly displayed in accessible areas around the institute.

11. Health and Safety Policy Compliance

In line with the Department for Education and Health and Safety Executive (HSE) guidance, BCI ensures all staff, including those working with SEND learners, are trained on their fire safety responsibilities. This includes mandatory annual training on fire drills, risk assessments, and fire prevention techniques.

Fire safety regulations are primarily governed by the following critical pieces of legislation:

1. Regulatory Reform (Fire Safety) Order 2005:

- Often referred to as the Fire Safety Order, this is the principal legislation covering fire safety in non-domestic premises, including educational institutions like BCI.

- It requires that a responsible person (usually the employer, owner, or occupier of the premises) carry out and regularly reviews a fire risk assessment.
- It mandates that appropriate fire safety measures be implemented to minimise fire risk, ensure safe evacuation, and protect occupants.
- The responsible person must also ensure that employees and others on the premises know fire safety protocols and receive appropriate training.

2. Health and Safety at Work Act 1974:

- While not exclusively about fire safety, this act places a general duty on employers to ensure employees' health, safety, and welfare at work, including taking measures to prevent fire risks.
- Employers must ensure that fire safety equipment is maintained correctly, and staff are trained in fire safety procedures.

3. Building Regulations 2010 (Approved Document B: Fire Safety):

- These regulations set out specific requirements for fire safety in building design, construction, and alteration.
- Approved Document B guides ensuring adequate means of escape, fire detection and alarm systems, fire resistance of materials, and access for fire-fighting purposes.
- Educational buildings like BCI comply with these regulations to ensure that the premises meet the necessary fire safety standards.

4. The Fire Safety (England) Regulations 2022:

- This legislation complements the Fire Safety Order by requiring employers to consider their employees' fire safety capabilities.
- It ensures that all employees, receive appropriate fire safety information, instruction, and training; updated annually.

5. The Equality Act 2010:

- While primarily focused on preventing discrimination, the Equality Act also has implications for fire safety, particularly concerning individuals with disabilities.
- It requires reasonable adjustments to ensure that disabled persons are not disadvantaged in fire safety measures, such as providing accessible evacuation routes and tailored fire safety plans. Exit doors are clearly marked and illuminated.

First Aid Procedures

1. First Aid Kits

Location and Marking: Fully stocked first aid kits are placed strategically in easily accessible locations on each building floor, ensuring quick access during an emergency. The locations of the first aid kits are indicated by signage and are compliant

with Health and Safety Executive (HSE) standards, ensuring visibility in both normal and emergency conditions.

Contents: Each first aid kit contains a variety of essential medical supplies, regularly reviewed

to ensure they meet current standards. Basic items include:

- Sterile dressings (of various sizes)
- Adhesive plasters (hypoallergenic for sensitive skin)
- Bandages (triangular, elastic, and crepe)
- Antiseptic wipes
- Sterile eye pads
- Burn dressings and burn gel.
- Scissors and tweezers
- Disposable gloves (non-latex)
- Resuscitation face shields or masks for CPR
- Ice packs for injuries like sprains or swelling
- Sterile water or saline solution for eye or wound irrigation
- Emergency blanket for shock treatment

Special Considerations for SEND Students: First aid kits include supplies for students with specific medical needs, such as:

- Epinephrine auto-injectors (EpiPens) for those with severe allergies.
- Asthma inhalers (to be used under supervision and according to care plans).
- Glucose tablets or gels for students with diabetes should a hypoglycaemic event occur.

Monthly Inspection: The Health and Safety Officer performs a monthly check to verify that all first aid kits are fully stocked, and all items are within expiration dates. Expired or used items are replaced immediately. Detailed records of each inspection are logged, noting the date of the check, items replaced, and the condition of the kit.

2. First Aid Trained Staff

- Identification and Display: A list of all first aid-trained staff (Basirat Surakatu) is the First Responder to an incident. is prominently displayed alongside the first aid kits and in staff rooms, as well as in key areas such as reception and the main office. These lists include contact information for each first aider, ensuring immediate accessibility in an emergency.
- Training and Certification: First aiders receive accredited first aid training from recognised organisations such as St John Ambulance or The British Red Cross, ensuring they meet regulatory standards. This includes training on handling a wide range of incidents, from minor injuries to more complex situations like seizures, diabetic emergencies, anaphylaxis, and CPR for adults, children, and infants.
- Specialist SEND Training: Staff are trained to manage medical incidents

related to SEND learners, ensuring that specific conditions like epilepsy, autism-related sensory overload, and mobility issues are handled appropriately.

- **Refresher Courses:** As required by HSE guidelines, first-aiders attend refresher courses at least every three years to ensure their skills remain up to date. Additionally, BCI schedules annual in-house training sessions to refresh practical skills and update first aiders on any changes in first aid procedures, such as new treatments or legal requirements.
- **Emergency Response:** In the event of an emergency, trained first aiders are responsible for:
 - Administering immediate care to the injured or ill person.
 - Assessing whether the situation requires further medical attention or emergency services.
 - Communicated with medical professionals upon their arrival and provided them with detailed information about the incident and actions taken.
 - Ensuring the environment's safety, including protecting other students during the incident.

3. First Aid Procedures

- **Immediate Action:** In case of injury or medical emergency, staff members must:
 1. Notify the nearest first aider immediately. If more than one first aider is present, they should assist as needed.
 2. Assess the Situation: The first aider will assess the severity of the injury or illness and ensure the area is safe for treatment (e.g., moving the student away from hazards like chemicals or machinery, if applicable).
 3. Provide Care: Immediate care is provided according to the nature of the injury. For example:
 - Minor injuries (such as cuts or bruises) are treated by cleaning, applying antiseptic, and dressing the wound.
 - Asthma attacks are managed by administering the student's prescribed inhaler and monitoring their condition.
 - Seizures are handled by ensuring the student is in a safe position, not restrained, and given space while monitoring their airway, breathing, and circulation (ABC).
 - Calling Emergency Services: If the injury or illness is severe, the first aider will call 999 and provide the following information:
 - Nature of the emergency (e.g., a suspected broken bone, asthma attack, seizure).
 - The precise location of the incident.
 - The injured person's condition, including any immediate care provided.
 - Details of any Individual Health Care Plans (IHCP), particularly for SEND students, that medical responders might need to be aware of.
 - Documenting Incidents: BCI's accident book documents every first aid incident. The

accident book is located within the principal's office alongside the First-Aid kit. This report includes:

- Date and time of the incident.
- Name and age of the injured person.
- Nature and description of the injury or illness.
- Immediate actions taken and by whom.
- Whether emergency services were called, and if so, the time they arrived.
- Any follow-up actions, such as notification of parents or guardians or further medical treatment, are required.
- Parental/Guardian Notification: In cases where a student is involved, especially SEND learners, parents or guardians are notified immediately after stabilising the situation. This communication includes details of the incident, the care provided, and any further action required (e.g., seeking medical attention).
- Post-Incident Review: The Health and Safety Officer and relevant first aiders conduct a post-incident review following any significant medical incident. This involves analysing the response, identifying any areas for improvement, and updating procedures if necessary. A particular focus is placed on reviewing incidents involving SEND learners to ensure that their specific care plans are effective and followed correctly.

4. Additional Considerations for SEND Learners

- Individual Health Care Plans (IHCPs): For students with ongoing medical conditions or special needs, Individual Health Care Plans are developed in collaboration with parents, healthcare professionals, and the SEND Coordinator. These plans are stored securely but are accessible to staff who may need to reference them in an emergency.
- Accessibility of First Aid: BCI ensures that first aid provisions are accessible to all, including learners with physical disabilities or mobility impairments. This includes having first aid kits at appropriate heights and ensuring staff are trained to assist individuals with varying abilities. For example, learners in wheelchairs are assigned specific staff members trained to assist them during an emergency.

Purpose and Significance of Accident Reporting

Accident reporting at the British Creative Institute (BCI) is integral to maintaining a safe, educational environment, particularly for post-16 SEND (Special Educational Needs and Disabilities) learners who may require additional protection due to their specific needs. The reporting process is designed to ensure compliance with UK health and safety legislation, enhance the security of all students and staff, and provide a transparent record of incidents for accountability and continuous improvement.

Accident reporting serves several vital purposes:

1. Legal Compliance: BCI ensures adherence to UK health and safety laws, such as the Health and Safety at Work etc. Act 1974, by systematically documenting and addressing all accidents.

2. Our timely and accurate reporting system is designed to identify hazards, prevent future incidents, and, most importantly, safeguard the welfare of our students and staff. This system is a testament to our commitment to your safety and well-being, ensuring you can work and learn in a secure environment.

3. Accountability and Transparency:

Maintaining a clear record of incidents ensures accountability and enables continuous improvement in safety protocols.

4. Support for Affected Individuals: Immediate and ongoing support is provided to those involved in accidents, ensuring they receive necessary care and assistance.

Accident Reporting Process at BCI

Step 1: Immediate Response and Reporting

Upon the occurrence of an accident, BCI prioritises the safety and well-being of the affected individuals. The process includes:

- **First Aid Provision:** Trained first aiders administer necessary care immediately following the incident.
- **Initial Reporting:** The incident is promptly reported to the designated health and safety officer (Robert Edwards). Details such as the accident's time, location, and nature are recorded at this stage.

Step 2: Comprehensive Incident Reporting

Following the initial response, a detailed incident report is compiled. This involves:

- **Accident Report Form:** A comprehensive accident report form is completed, capturing all relevant details, including the cause of the incident, individuals involved, and immediate actions taken.
- **Witness Involvement:** Statements from witnesses are gathered to ensure a thorough understanding of the incident.

Step 3: Notification to Relevant Authorities

Depending on the severity of the incident, external authorities may need to be notified:

- **Health and Safety Executive (HSE) Reporting:** Under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR), serious injuries, work-related ill-health, and dangerous occurrences must be reported to the HSE.
- **Local Authority Involvement:** For incidents involving SEND students, BCI may inform local authorities or SENAR services, particularly if the accident has potential long-term implications for the student's health or education.

Step 4: Investigation and Review

An internal investigation is conducted to identify the root cause of the accident:

- **Internal Investigation:** The health and safety officer and relevant staff investigate the incident to determine its cause and how future occurrences can be prevented.
- **Documentation of Findings:** The investigation's findings, including recommendations for procedural or practical changes, are meticulously documented.

Step 5: Corrective Action and Follow-Up

Based on the investigation's findings, BCI will implement necessary corrective actions:

- **Implementation of Safety Measures:** These measures may include updating risk assessments, enhancing staff training, or making physical environmental changes.
- **Monitoring and Review:** The incident is periodically reviewed to minimise the recurrence risk.

Step 6: Communication and Ongoing Support

Clear and consistent communication is maintained throughout the entire process:

- **Communication with Affected Parties:** The affected student(s) and their families are kept informed from the initial report to the conclusion of the investigation. Remember, you are not Alone. BCI provides ongoing support, including access to counselling services or necessary educational or work environment adjustments. We are here to ensure your well-being and recovery every step of the way.

Legislation and Guidance Governing Accident Reporting Accident reporting at BCI is governed by several key pieces of UK legislation, which include:

1. Health and Safety at Work etc. Act 1974 (HSWA): This Act imposes a general duty on employers to ensure the health, safety, and welfare of employees and others affected by their activities, including students.

2. The Management of Health and Safety at Work Regulations (1999) require employers to conduct risk assessments both internally and on external visits, implement safety measures, and provide training to maintain workplace safety.

3. The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (2013)

(RIDDOR) mandates reporting specific workplace incidents, such as serious injuries, illnesses (COVID guidelines are regularly checked and adhered to), and dangerous occurrences, to the HSE.

4. Children and Families Act (2014): This Act provides a framework for supporting children and young people with SEND, including provisions for their safety and well-being in educational settings.

5. Equality Act (2010): Ensures individuals with disabilities are not discriminated against, including in health and safety measures.

6. Data Protection Act 2018: Governs the handling of personal data, ensuring the confidentiality and privacy of individuals involved in accident reporting. Specific Considerations for Post-16 SEND Learners. Given the unique needs of SEND learners, BCI incorporates specific considerations into its accident reporting process:

- **Tailored Risk Assessments:** Risk assessments are individualised for each SEND learner to identify and mitigate potential hazards specific to their needs.
- **Enhanced Communication Protocols:** BCI utilises various communication aids and techniques, such as sign language, picture exchange communication systems (PECS), and digital devices, to ensure all students can effectively report incidents.

- **Family and Caregiver Involvement:** Families and caregivers manage the aftermath of an accident involving a SEND learner. This includes immediate notification and ongoing communication throughout the investigation and follow-up.
- **Review and Update of EHC Plans:** Following an accident, Robert Edwards (SENDCo) reviews and updates the affected student's education, health, and care (EHC) plan to determine whether necessary adjustments are needed.
- **Psychological Support:** BCI provides access to counselling and psychological support services to address the mental well-being of students traumatised by an incident. Types of support available are:

Cognitive-Behavioural Therapy (CBT): CBT helps students manage trauma-related thoughts and emotions by replacing negative patterns with healthier ones. Techniques include cognitive restructuring, exposure therapy, and stress management to reduce anxiety and improve coping.

Trauma-Focused Therapy: This therapy addresses significant distress from trauma. Techniques like EMDR and trauma focused CBT help students reframe and manage traumatic memories, reducing their impact.

Art Therapy: Art therapy offers students a creative way to express difficult emotions. Through drawing, painting, or sculpture, students gain insight into their feelings and promote emotional healing.

Mindfulness-Based Stress Reduction (MBSR): MBSR teaches mindfulness techniques to reduce stress, anxiety, and depression. Practices include guided meditation, deep breathing, and body scanning to enhance emotional resilience.

Family Therapy: This therapy involves the family and addresses the incident's impact on the entire unit. Sessions focus on resolving conflicts, improving communication, and fostering a supportive environment for recovery.

Access and Coordination of Services

BCI's psychological support services are coordinated by trained mental health professionals who work closely with students, families, and caregivers to ensure that each student receives the appropriate level of care. When additional support is required, referrals to external specialists or community mental health services may be made. This comprehensive approach ensures that every student traumatised by an incident receives the support necessary to foster recovery and promote long-term well-being. BCI's Compliance with Reporting of Injuries, Diseases and Dangerous Occurrences (RIDDOR).

BCI adheres to RIDDOR requirements through the following actions:

- **Accident Reporting Procedures:** A systematic procedure ensures that all accidents are reported in accordance with RIDDOR guidelines. The Accident book is located in the Principal's office.

- **Thorough Documentation:** Comprehensive documentation of all relevant details, including witness statements, ensures the context of the accident is fully understood.
- **Timely Reporting to Authorities:** Incidents that meet RIDDOR criteria are reported to the HSE within the prescribed timeframes.
- **Internal Review and Corrective Actions:** An internal review is conducted to identify the incident's root cause, followed by the implementation of corrective actions to address identified risks.

- **Communication with Affected Parties:** Clear communication with all parties involved

ensures they are informed about the incident and the steps taken to address it.

- **Data Protection and Confidentiality:** Compliance with the Data Protection Act 2018 ensures that all accident report forms and related documentation are strictly confidential.

Ongoing Training and Awareness: Regular training on accident reporting procedures and health and safety regulations is provided to ensure staff can handle incidents effectively and comply with legislation.

Health and Safety Training: All staff undergo regular health and safety training, including specific modules supporting SEND learners. This training aligns with current legislations and covers; safe manual handling; Manual Handling Operations Regulations 1992 (MHOR), For example, staff learn how to safely lift or assist a student with mobility challenges without causing injury to themselves or the student; Infection control: Public Health (Control of Disease) Act 1984 and Health Protection (Notification) Regulations 2010: safe handling of hazardous substances; the Control of Substances Hazardous to Health Regulations 2002 (COSHH) and emergency response procedures.

- **Student Induction:** During their induction, students, including those with SEND, receive training on health and safety protocols, including fire safety, the location of first aid kits, and how to report hazards. The training is tailored to the needs of SEND learners; for instance, visual aids and simplified language are used for learners with cognitive disabilities.

- **Communication of Health and Safety Information:** BCI ensures that all health and safety information is communicated clearly and accessible. This includes providing information in multiple formats, such as braille, large print, and easy-to-read versions, as required, to accommodate the diverse needs of SEND learners and staff.

Monitoring and Review

- **Regular Audits:** The Health and Safety Officer conducts regular audits of BCI's health and safety procedures to ensure ongoing compliance with legal requirements and the effectiveness of implemented measures. These audits include checks on fire safety equipment, first aid kits, and the condition of safety signage.

- **Incident Reporting and Investigation:** Any health and safety incidents, including near misses, are reported immediately and thoroughly investigated. Lessons learned from these incidents are used to update policies and procedures, ensuring continuous improvement.

- **Policy Review:** The Health and Safety Policy is reviewed annually, or more frequently, if necessary, to reflect changes in legislation, new risks, or feedback from staff and students. This review process includes consultations with the SEND Coordinator to ensure that the specific needs of SEND learners are fully integrated into the policy.

Control of Hazardous substances

BCI is committed to complying with all relevant legislation, including The Control of Substances Hazardous to Health Regulations 2002, The Health and Safety (Display Screen Equipment) Regulations 1992, and The Regulatory Reform (Fire Safety) Order 2005, to provide a safe and inclusive environment for both staff and SEND learners. Fire safety remains a priority, with tailored measures in place to ensure the protection of all individuals, especially those with specific needs, in the event of an emergency.

Importance of COSHH Regulations

Health Protection

COSHH aims to prevent or reduce harm caused by hazardous substances, including chemicals, biological agents, dust, fumes, and vapours. By implementing COSHH regulations, employers must assess and manage the risks associated with these substances to protect employees' health.

Preventing Illness: Exposure to hazardous substances can lead to a variety of health issues, including respiratory problems, skin conditions, cancer, and other serious illnesses.

COSHH regulations require employers to identify these risks and take appropriate measures to prevent or control exposure, thereby reducing the incidence of work-related illnesses.

Risk Assessment

Under COSHH, employers must conduct thorough risk assessments to determine the potential hazards associated with substances used or encountered in the workplace.

This process involves:

Identifying Hazards: Recognising which substances are hazardous and understanding the nature of their risks.

Evaluating Risks: Assessing how these substances can cause harm, the extent of exposure, and the potential health impacts on employees.

Implementing Controls: Establishing control measures to minimise exposure and protect employees, such as using safer alternatives, engineering controls, personal protective equipment (PPE), and proper storage and disposal procedures.

Control Measures

COSHH requires employers to implement control measures to manage and mitigate the risks identified in the risk assessment. These measures may include:

Engineering Controls: Ventilation systems, enclosed processes, and safe work practices to minimise the release and spread of hazardous substances.

Personal Protective Equipment (PPE): Providing appropriate PPE, such as gloves, masks, and protective clothing, to reduce direct contact with hazardous substances.

Safe Handling and Storage: Proper procedures for the handling, storing, and disposing of hazardous substances to prevent accidental release or exposure.

Training and Information

Employers must ensure that employees have adequate information, instruction, and training regarding the hazards associated with substances they work with. This includes:

Understanding Risks: Educating employees about the potential health effects of hazardous substances and how to recognise and respond to exposure.

Safe Work Practices: Training on proper handling procedures, use of PPE, and emergency response measures.

Health Surveillance

In cases where employees are exposed to certain hazardous substances, COSHH requires employers to carry out health surveillance to monitor any adverse health effects that may arise from exposure. This allows for early detection and intervention if health issues develop.

Documentation and Review

Employers must maintain records related to COSHH assessments, control measures, and health surveillance. Regular reviews of risk assessments and control measures are necessary to ensure they remain effective and up to date, especially if the substances used or the processes involved change.

Relevant UK Legislation

Health and Safety at Work etc. Act 1974 (HSWA)

The HSWA provides the overarching framework for health and safety in the workplace, including the requirement for employers to ensure their employees' health, safety, and welfare. COSHH regulations are part of this framework, focusing specifically on hazardous substances.

Management of Health and Safety at Work Regulations 1999

These regulations complement COSHH by requiring employers to conduct risk assessments and implement appropriate measures to manage risks, including those associated with hazardous substances.

The Chemical Agents Regulations 2001

This regulation, which complements COSHH, focuses specifically on the control of chemical agents in the workplace and details additional requirements for substances classified as chemicals.

The Control of Asbestos Regulations 2012

These regulations specifically address the management of asbestos, a known hazardous substance. They require employers to control the risks associated with asbestos exposure, including risk assessments, safe handling, and removal procedures.

The Personal Protective Equipment at Work Regulations 1992

These regulations require employers to provide appropriate PPE to protect employees from risks, including those related to hazardous substances, as part of a comprehensive approach to risk management.

The Workplace (Health, Safety and Welfare) Regulations 1992

These regulations set out general requirements for workplace health and safety, including ensuring that work environments are safe and free from hazards and supporting COSHH control implementation.

Eye Safety

The Health and Safety (Display Screen Equipment) Regulations (1992) are meticulously designed to provide a protective shield for employees who use Display Screen Equipment (DSE), such as computers, for extended periods as part of their job. These regulations are a testament to our commitment to minimizing the health risks associated with prolonged use of digital screens, such as eye strain, musculoskeletal disorders, and repetitive strain injuries (RSIs).

Essential Requirements of the Regulations:

1. Risk Assessments:

Employers are required to carry out risk assessments of all workstations that involve DSE. This includes assessing:

- **Screen Position and Glare:** Screens should be positioned to reduce glare from light sources and adjust height and angle to maintain a natural line of sight.
- **Chair and Desk Setup:** Chairs should be adjustable to provide proper back support, and desks should allow employees to place their arms and hands comfortably while typing.
- **Keyboard and Mouse Position:** These should be positioned to avoid straining the hands, wrists, or shoulders.
- **Lighting Conditions:** Proper lighting should minimize eye strain and ensure a comfortable working environment.
- **Posture and Ergonomics:** Employers should ensure that employees adopt a good posture and that workstations are designed ergonomically to prevent musculoskeletal problems.

These assessments are not just a one-time task, but a continuous process, ensuring that your workspace is always optimised for your health and comfort. They must be reviewed regularly or whenever there is a significant change to the workspace setup.

1. Users' Entitlement to Eye and Eyesight Tests:

The regulations give employees who are classified as DSE users (those who regularly use display screens for a significant portion of their work) the right to:

- **Regular Eye Tests:** Employers are required to provide regular eyesight tests upon request and whenever a user experiences any visual discomfort or difficulties while using DSE.
- **Corrective Measures:** If the eyesight test reveals that the user needs special corrective glasses specifically for screen use, employers must contribute toward the cost of basic frames and lenses. However, this only applies to glasses prescribed for screen use and not for general everyday wear.

Breaks and Changes of Activity:

To prevent strain from prolonged DSE use, the regulations recommend regular breaks or changes in activity. Employers should encourage staff to:

- Take short, frequent breaks away from the screen (5-10 minutes every hour).
- Alternate tasks to reduce the continuous use of a display screen (e.g., standing up, stretching, or performing non-screen-based work).

Training and Information:

Employers must provide training and information to employees on the proper use of DSE, workstation setup, and how to avoid health problems. This includes guidance on:

- Adjusting screens, chairs, and equipment for ergonomic comfort.
- Maintaining good posture to prevent back and neck strain.
- Reducing eye strain by blinking frequently and adjusting screen brightness.

Compliance and Monitoring:

Non-compliance with these regulations can lead to health issues for employees and potential legal consequences for employers. Therefore, it is crucial for employers to ensure that these regulations are followed by conducting regular assessments, providing appropriate equipment and training, and monitoring employees' health for any issues arising from DSE use.

Working at Height

The Work at Height Regulations 2005 are a set of UK health and safety laws designed to prevent death and injury caused by falls from height in workplaces. These regulations place strict duties on employers, contractors, and those who control any work at height to manage risks and protect staff from harm. Falls from height are one of the leading causes of serious workplace injuries and fatalities, and these regulations were enacted to address this risk.

Key Provisions of the Work at Height Regulations 2005:

Definition of Work at Height:

- Work at height is any work where a person could fall a distance that could cause injury.

This includes work:

- Above ground or floor level (e.g., on ladders, scaffolds, roofs).

- Below ground level where there is a risk of falling (e.g., into a hole or trench).
- A fall into an opening or from an edge is possible at ground level.

Duties of Employers and Those in Control of Work at Height:

Employers and duty holders must take reasonable measures to ensure the safety of workers involved in work at height. The primary responsibilities include:

• **Planning and Risk Assessment:**

- All work at height must be properly planned and organised to minimise risk.
- A risk assessment must be carried out before any work at height begins. The assessment should identify potential hazards, evaluate risks, and implement control measures to mitigate or eliminate risks. This includes identifying fragile surfaces, unstable structures, or poor weather conditions that could increase the danger.

• **Competence:**

- Only competent people with adequate skills, knowledge, and experience should be assigned tasks involving work at height. If necessary, workers must be trained and supervised correctly.

• **Selection of Equipment:**

- Employers must ensure that the right equipment is selected for working at height. The equipment should be appropriate for the task, site, and height.

Examples include:

- Scaffolding for more stable, long-term work at height.
- Ladders for short-term or low-risk tasks.
- Guard rails, barriers, and edge protection to prevent falls.
- Personal Protective Equipment (PPE), such as harnesses, safety nets, and fall arrest systems for high-risk situations.
- Equipment must be regularly inspected and maintained to ensure it remains in safe working condition.
- Minimising the Distance and Consequences of a Fall:
 - The regulations stipulate that employers must minimise the height at which workers operate whenever possible. If it's unavoidable, measures should be taken to minimise the distance a worker might fall and the consequences of such a fall. This can be done by:
 - Using guard rails or safety barriers.
 - Installing safety nets or air mats below the work area.
 - Fall arrest systems like harnesses can connect workers to anchor points.

Hierarchy of Control Measures:

The regulations provide a hierarchy of control that employers must follow to protect workers from falls. This approach emphasises eliminating or reducing risks at the source and using protective measures only as a last resort. The hierarchy is as follows:

- Avoid work where possible: Employers should try to avoid the need to work at height

altogether by rethinking the task or using alternative methods (e.g., using equipment on the ground).

- Use work equipment or other measures to prevent falls: If work at height cannot be avoided, use equipment such as guardrails, scaffolds, or platforms that prevent workers from falling.
- Mitigate the distance or impact of a fall: If falls cannot be prevented, employers must use systems like harnesses, fall arrest devices, or safety nets to reduce the severity of injuries in the event of a fall.

Fragile Surfaces:

- Employers must take extra precautions when working on or near fragile surfaces, such as roofing materials that could break or collapse. Workers should be informed about fragile surfaces, and access to such areas should be restricted unless safety measures are in place, such as using crawl boards, guardrails, or safety nets.

Weather Conditions:

- Work at height must be postponed if weather conditions (e.g., strong winds, rain, ice, or snow) could increase the risk of falling. Employers are responsible for monitoring the weather and adjusting the work schedule accordingly.

Inspection and Maintenance:

- Equipment used for work at height must be regularly inspected to ensure safety. This includes checking ladders, scaffolding, and personal protective equipment (PPE) for signs of wear, damage, or defects.
- A pre-use check should be carried out before any equipment is used, and formal inspections must be conducted at regular intervals, especially after significant events (e.g., storms or accidents).

Emergency Procedures:

- Employers must have appropriate rescue plans in place in case of an emergency. Workers should know how to respond if a fall occurs, and there should be procedures for safely retrieving workers suspended by fall arrest systems.

Compliance and Enforcement:

- The Health and Safety Executive (HSE) (Robert Edwards) enforces the Work at Height Regulations. Employers who fail to comply may face enforcement actions, including fines or legal prosecution if breaches of the regulations result in injury or death.

Infection control particularly around Covid-19

National guidance on infection control, particularly in response to the COVID-19 pandemic, has evolved significantly since its onset. Published by the UK Health Security Agency (UKHSA) (formerly Public Health England, PHE) and supported by government directives, this guidance outlines measures for infection prevention and control (IPC) to protect public health, manage COVID-19 transmission, and ensure workplaces, educational settings, and public spaces are safe.

General Infection Control Principles

The UKHSA guidance focuses on several key strategies to reduce the transmission of infections, especially COVID-19. These include:

- **Hand Hygiene:** Emphasising frequent and thorough handwashing with soap and water for at least 20 seconds or using alcohol-based hand sanitisers where soap and water are unavailable.
- **Respiratory Hygiene:** The "catch it, bin it, kill it" approach advises covering the mouth and nose with a tissue when coughing or sneezing, immediately disposing of tissues, and cleaning hands afterwards.
- **Use of Personal Protective Equipment (PPE):** Specific guidance is provided on the correct use of masks, gloves, aprons, and eye protection for individuals in environments with high risks of transmission, such as healthcare settings or close-contact roles in workplaces.

Guidance for Educational Settings

Separate, tailored guidance addresses educational settings, including schools and colleges, to manage infection control while maintaining the continuity of education.

Cleaning and Hygiene

- Schools and institutions must ensure frequent cleaning, particularly shared spaces and materials. Cleaning schedules should include routine cleaning of classrooms, dining areas, and restrooms.
- During peak COVID-19 outbreaks, the concept of 'bubbles' or 'cohorts' was implemented. Students and staff were organised into consistent groups to minimise contact and control outbreaks. While this practice has since been relaxed, it can be reinstated in response to localised outbreaks.

Attendance and Absence Management

- Students and staff who are symptomatic or test positive for COVID-19 are encouraged to stay home to prevent the virus from spreading. Schools are required to support remote learning during periods of self-isolation or illness.

Mental Health and Wellbeing Support

- Recognising the pandemic's mental health impact, the guidance recommends providing mental health support to staff, students, and their families. Schools and workplaces are encouraged to promote wellbeing initiatives, reduce stress, and offer counselling services.

Evolving and Flexible Guidance

UKHSA and the UK government have made it clear that infection control guidance is dynamic and subject to change depending on new variants, infection rates, or scientific advancements.

Employers, schools, and individuals must stay updated with the latest guidance through official channels and adjust their practices accordingly.

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