THE BRITISH INTERNATIONAL SCHOOL ABU DHABI

A NORD ANGLIA EDUCATION SCHOOL

Health & Safety Policy

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Introduction

At BISAD, we are committed to providing a safe, healthy, and supportive environment for all members of our community — including students, staff, and visitors.

The Principal and the Governing Board hold overall accountability for ensuring the highest standards of health and safety across the school. This responsibility also includes the provision of quality healthcare services for students while they are under our care.

This policy outlines the core expectations and requirements that guide our approach to health, safety, and wellbeing at BISAD.

Purpose

- Ensure that BISAD meets the health and safety requirements set out by ADEK, Abu Dhabi Public Health Center (ADPHC)/ Department of Health (DoH) and all other relevant government and regulatory entities.
- Ensure that BISAD safeguards the health and safety of their students, staff, contractors, sub-contractors, visitors, and other relevant stakeholders by putting in place clear and compliant policies and procedures for all on-site and school-related activities.
- Ensure all staff and students receive adequate training, information, and supervision in relation to the hazards present within the school environment and within the specific area of work.
- Promote a culture of responsibility and accountability towards protecting everyone from dangers (e.g., fire accidents, laboratory accidents, etc.) and spread awareness through effective communication and consultation with employees and staff.
- Ensure that BISAD provide access to high-quality health services to all students through school-based clinics, without any additional cost to students, in compliance with ADEK and DoH regulations and requirements.

Although UK Health and Safety legislation does not apply to Nord Anglia Education's overseas locations, it is the policy of Nord Anglia Education, its subsidiaries, and affiliated companies (hereafter referred to as NAE) to comply with local health and safety regulations and to use UK legislation as a guiding standard for providing and maintaining a healthy and safe working environment.

As a school under the Nord Anglia Education umbrella, BISAD follows both the Nord Anglia Health and Safety framework and the ADEK regulatory framework to ensure the highest standards of safety and wellbeing for our students, staff, and visitors.

The following websites are good reference sites for legislation and guidance:

	European Agency for Safety and Health at Work http://osha.europa.eu/OSHA
	Health and Safety Executive https://www.hse.gov.uk/
	World Health Organisation http://www.who.int/en/
	International Occupational Hygiene Association http://www.ioha.net/
	Ministry of Health of the People's Republic of China http://www.moh.gov.cn/2.htm
	Occupational Safety and Health Administration https://www.osha.gov/

Definitions

Additional Learning Needs

Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).

For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g. sit in the front of the class to be able to lip read) to access learning.

Anaphylaxis

A sudden and severe allergic reaction and medical emergency that occurs within minutes of exposure and requires immediate medical attention (MedlinePlus, n.d.)

Basic Health Screening

Annual health screening of students in all grades, conducted by the school nurse, including review of medical history, measurement of body mass index, and vision testing (Al Hajeri, 2020).

Governing Board

The governing body of a school, appointed by the school owners, and including qualified representatives and parents. The governing board is the senior authority of the school, with responsibility for the overall governance of its activities.

Comprehensive Health Screening

An in-depth health screening for students in Grades 1, 5, and 9. The screening is conducted by visiting health professionals and includes a medical check-up by a licensed medical doctor, a hearing screening, and an oral health examination for students in Grades 1, 5 and 9, as well as a blood count test by a phlebotomist for all students in Grade 1 and for female students in Grade 9 (Al Hajeri, 2020).

Emergency Plan

Systematic instructions and procedures that clearly detail what needs to be done, how, when, and by whom before and after the time an anticipated emergency event occurs.

Health and Safety

Requirement for schools to ensure that students, staff, contractors, subcontractors, relevant stakeholders, and visitors are kept safe and healthy in school and school-related activities.

Individual Healthcare Plan

A written description of a student's medical requirements, health status, and healthcare plan, developed by the school nurse.

Nurse
A full-time (internal/contracted) employee of the school, with a valid Department of Health (DoH) healthcare professional license, whose role is to oversee the school medical clinic and the healthcare of students in the school.

Parent
The person legally liable for a child or entrusted with their care, defined as the custodian of the child as per the Federal Decree Law No. 3 of 2016 Concerning Child Rights.

Visitor
For the purpose of this policy, a visitor is any temporary visitor (e.g., a parent or a relative of a student, prospective student and their parents, inspectors, contractors, etc.) entering the school premises. An invited visitor is anyone visiting the school on a temporary basis to interact with students (i.e., a speaker, career fair representative, etc.) and includes volunteers, who are engaged by an educational institution on a non-remunerated basis to interact with students (e.g., parent chaperones, etc.).

Wellness
The quality or state of being in good physical and mental health.

Policy

At the British International School Abu Dhabi (BISAD), we are committed to providing a safe, healthy, and secure environment for all students, staff, and visitors. In line with both the Nord Anglia Health and Safety Framework and the requirements set out by ADEK and other relevant UAE authorities, our Health and Safety Policy outlines the standards and practices that underpin our daily operations and ensure compliance with best practices.

Statement from Nord Anglia Education Chief Executive Officer Andrew Fitzmaurice (March 2024)

The welfare of our students is our number one priority. We have a duty to keep them safe and promote their well-being. With this in mind, we have developed a comprehensive health and safety programme based on the following principles:

- we ensure a safe place to work and visit for all our colleagues, students and visitors.
- we comply with health and safety laws in each of the countries in which we operate. Where practicable, we also follow UK standards, guidance and codes of good practice if these offer enhanced standards of protection.
- we have a global health and safety team that is responsible for ensuring the programme is implemented in practice, although all our staff understand that, ultimately, responsibility for health and safety is shared by everyone.

NAE is committed to:

- its senior managers leading and encouraging a positive health and safety culture.
- achieving and maintaining best practice in health and safety performance.
- providing specialist safety, health, security and fire advice across our global operations.
- monitoring and reviewing systems and procedures to ensure their suitability, adequacy and effectiveness.
- ensuring all colleagues play their part in meeting NAE standards through the provision of appropriate information, instruction and training.
- ensuring all third parties we work with are aware of, and comply with, their responsibilities.

Our health and safety programme is regularly monitored and updated. This happens at least every 12 months but more frequently if necessary, such as in response to new legislation. Further details on how this statement is implemented in practice, and the people responsible, are set out in the underlying policy documentation.

1. BISAD Health and Safety Policy Overview
BISAD has developed a comprehensive Health and Safety Policy that is aligned with both ADEK regulations and the Nord Anglia global framework. This policy will be accessible in English and Arabic on the school website and includes the following key elements:

1. **Leadership Accountability**
   The Principal and the School Board hold overall responsibility for the health and safety of all school operations, including on-campus and off-campus activities.

   Chief Executive Officer NAE
   The CEO has overall responsibility for health and safety and in particular for:
   - ensuring that adequate resources are available to implement the health and safety policy.
   - ensuring health and safety performance is regularly reviewed at board level.
   - monitoring the effectiveness of the health and safety policy.

   Chief Operating Officer NAE
   The COO is responsible for:
   - Providing the direct influence of the board on health and safety policies and strategies and monitoring progress.
   - Reviewing the policy regularly.
   - Determining health and safety objectives and assign clear responsibilities for meeting them.
   - Allocating resources to implement the health and safety policy, achieving health and safety objectives, avoid personal injury and property damage so far as is reasonably practicable through a structured risk assessment programme.
   - Ensuring that health and safety responsibilities are clearly communicated to employees.
   - Establishing a system of monitoring and performance measurement that ensures effective implementation and working of the Company's health and safety policy and strategy.

   Regional Managing Directors NAE
   The Regional Managing Directors/Chairman of China Bilingual are responsible for:
   - Supporting the CEO, COO and H&S Director in the implementation of an effective health and safety strategy.
   - Ensuring that there is an effective health and safety policy within their area of responsibility and that it is reviewed on a regular basis to ensure that it remains suitable for the needs of the business.
   - Determining health and safety objectives and assign clear responsibilities for meeting them.
   - Allocating resources to implement the health and safety policy, achieve health and safety objectives, avoid personal injury and property damage so far as is reasonably practicable through a structured risk assessment programme.
   - Ensuring that health and safety responsibilities are clearly communicated to employees.

- Assisting in the establishment of a system of monitoring and performance measurement that ensures effective implementation and working of the Company's health and safety policy and strategy.

Regional Health & Safety Managers NAE

The Regional Health & Safety managers are responsible for:
- Liaising with all schools and offices, Health & Safety representatives and safety consultants.
- Assisting in the implementation of safety and health programmes.
- Assist in the creation/delivery of in-house training.
- Creation of monthly safety performance reporting.
- Actively promoting all health and safety issues.
- Assist in carrying out yearly audits of all company facilities.
- Assist schools and offices in the completion of audit tasks.
- Assist in the review and monitoring of the outcomes of audits and inspections and assist in the review of accidents and incidents.

Senior Leadership Team/School Principals

The School Principals/SLT are responsible for:
- The implementation of the NAE health and safety strategy at their school.
- Promoting health and safety initiatives across the school.
- Ensuring that there are effective health and safety arrangements within their school and that they are reviewed on a regular basis to ensure that they remain suitable for the needs of the business.
- Determining health and safety objectives for the school and assign clear responsibilities for meeting them.
- Allocating resources to implement the NAE health and safety strategy through a structured risk management programme.
- Ensuring that health and safety responsibilities are clearly communicated to all employees.
- Monitoring the health and safety performance across the school to ensure the effective implementation of the NAE health and safety strategy.

Deputy Directors/Senior Managers/Assistant Principals/Heads of Department

The Deputy Directors/Senior Managers/Assistant Principals are responsible for:
- Identifying the implications of changes in local health and safety legislation or guidance.
- Ensure that H&S actions are effectively managed through the NAE H&S management system.
- Ensuring that adequate emergency response arrangements are in place, that they are regularly tested and updated as required (including fire, first aid, lockdown etc).
- Ensuring that appropriate health and safety arrangements are in place for all school activities.
- Co-operating with the development and implementation of the long-term safety plan by highlighting priorities and developing local plans to improve safety performance.
- Ensuring that all members of their team are aware of their responsibilities and have received appropriate training.
- Carrying out regular documented safety inspections that highlight unsafe conditions and acts.

- Ensuring that there are appropriate documented structures for the discussion of health and safety matters with their teams, e.g. team meetings, etc.
- Ensuring that areas of particular concern, which cannot be solved at this level, are communicated effectively to Senior Leadership Team.
- Supporting and participation in the established system of communication in respect of health and safety within the Company/School.
- Investigating and where necessary, taking action in respect of any health and safety issue highlighted by employees.
- Taking responsibility for the management and accurate recording of all accidents/incidents in their areas of responsibility.
- Ensuring that all mandatory Audits and Inspections are conducted on SPHERA.
- Ensuring that all corrective actions are managed and closed out on SPHERA.

2. **Community Responsibilities**

   Clear roles and responsibilities are defined for all members of the school community, including students, staff, the Health and Safety Officer, contractors, subcontractors, visitors, and other stakeholders.

   Senior Teachers/Managers/Heads of Year

   Each Senior Teacher/Manager/Heads of Year are responsible for the effective management of health and safety within his or her own area or function. This includes:
   - Ensuring that safe systems of work are implemented.
   - enforcing personal protective equipment requirements.
   - ensuring that employees/pupils are adequately trained for the tasks they perform.
   - monitoring classrooms, offices and equipment, reporting faults where necessary.
   - identifying, managing and reporting health and safety related issues on SPHERA.
   - identifying training needs and ensuring that effective interim arrangements are established until required training is completed.
   - investigating and reporting on accidents and incidents.
   - participating in the risk assessment programme.
   - setting a good example on health and safety matters.

   All Staff

   All staff are responsible for:
   - Co-operating and engaging with management in the implementation of the NAE health and safety strategy. and associated policies and procedures.
   - Taking ownership for their own safety and for the safety of others who may be affected by their actions.
   - Not interfering with or misusing anything provided for the purposes of health and safety.
   - Reporting all health and safety concerns/incidents through the H&S management system (Sphera).
   - Completing health and safety tasks/responsibilities that are assigned to them i.e. audits, inspections, improvement actions, risk assessments, incident management etc.

> - Ensuring that they maintain the required competencies to deliver any specific health and safety roles that they have been appointed to, i.e. Health and safety Manager, First Aider, Fire Marshal/Warden, Lifeguard, Electrician etc.

Fire Marshals

Fire marshals will:
- Participate in all required fire marshal training.
- Know who works in their allotted area.
- Ensure that all employees/Teaching Staff, Pupils in their area are familiar with their assembly points, and nearest escape routes.

First Aiders

- All first aiders must hold a valid certificate from an approved training course.
- It is their responsibility to ensure their certification remains current and to notify their line manager prior to expiry.
- A current list of certified first aiders and their designated locations are displayed throughout the school and maintained by the Health & Safety Officer.
- All personal information obtained while performing first aid duties must be treated as strictly confidential.

Medical Team/School Nurse

The medical team/school nurse are responsible for:
- Ensuring the school meets all local regulatory requirements and professional standards with regard to the management, storage and dispensing of medicines.
- Ensuring the school has appropriate protocols for the management of individual students' clinical requirements.
- Ensuring that the school clinic meets all regulatory requirements and is maintained in accordance with clinical best practice.
- Ensuring that appropriate records and communication is in place for all clinical interventions.
- Ensuring the school has appropriate medical equipment available including emergency first aid provisions for all activities.
- Keeping all first aid boxes fully stocked, clean, and orderly.
- Replacing items as needed to ensure the kit is ready for use at all times.

Facilities/Operations Manager

The Facilities/Operations Manager are responsible for:
- Ensuring that site facilities are maintained to an appropriate standard and in line with all legal requirements.
- Ensuring that appropriate management controls are in place to manage food hygiene and safety in line with SPHERA requirements.
- Ensuring that all emergency protocols and arrangements including fire safety, lockdown, earthquake response etc. are being maintained in line with policy and SPHERA requirements.
- Ensuring that all contractors/third parties are appropriately controlled and managed to ensure that safety is maintained.
- Ensuring that appropriate security arrangements are in place including regular monitoring of their effectiveness.

Human Resources

The Human Resources department will:

- Ensure all staff receive appropriate and ongoing training to remain competent in fulfilling their roles.
- Maintain up-to-date health and safety records, including staff training and professional development.

3. **Activity Oversight**

Procedures are in place to ensure the health and safety of all curricular and extracurricular activities, including trips and events taking place off-site.

Educational Visits

As part of the SPHERA risk assessment module, NAE has developed a bespoke Educational Visit management process. This procedure provides a robust framework for the pre-assessment, management, authorisation and review of all educational visits.

NAE provides specific training on the use of the SPHERA Educational Visit process and this can be accessed by all relevant staff on the H&S Intranet site. Follow links below:

[SPHERA Training Session #6 - How To Use The Risk Assessment Module (Educational Visits - Part 1 The Pre Approval Process).mp4](#)
[SPHERA Training Session #6 - How To Use The Risk Assessment Module (Educational Visits - Part 2 Creating A Risk Assessment & Detailed Plan).mp4](#)
[SPHERA Training Session #6 - How To Use The Risk Assessment Module (Educational Visits - Part 3 Post Trip Review).mp4](#)

The Sphera Risk Assessment module can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

Additional detailed information on risk assessment and risk management is also available as part of the H&S Management Training.

[H&S Manager Training Module 3 - Risk Assessment and Risk Management](#)

4. **Culture and Resources**

The school provides appropriate resources and systems to ensure a safe learning environment while promoting a culture of accountability and shared responsibility.

5. **Training and Awareness**

Ongoing health and safety education for students and training for staff is a key part of our proactive approach to wellbeing.

6. **Prevention and Risk Management**

Measures are implemented to prevent injury and ill health, supported by robust risk assessments, control measures, and system monitoring.

Assessment and Control of Risk
Generic Risk Assessment process
We protect our people and operations by the proactive identification and mitigation of all risks. Everyone has a responsibility to engage with the risk management processes and all staff will receive Health and Safety training appropriate to their role and responsibilities. Any contractors and third parties are also required to fully engage and comply with all NAE risk management processes.

NAE has developed a bespoke online Health and Safety Management system (SPHERA) to support the business. This includes a risk assessment and management module that is used by schools to help identify, evaluate, and manage their key risks.

NAE provides specific training on the use of the SPHERA risk assessment module and this can be accessed by all relevant staff on the H&S Intranet site. SPHERA Training Session #5 - How To Use The Risk Assessment Module (Standard Risk Assessment).mp4

The Sphera Risk Assessment module can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

Additional detailed information on risk assessment and risk management is also available as part of the H&S Management Training.
H&S Manager Training Module 3 - Risk Assessment and Risk Management

To support the Generic Risk Assessment process, schools will be expected to implement a range of specialist/specific risk assessment procedures for activities such as Science, DT, Art in line with accepted best practice guidance. This is available on CLEAPSS (see below):

CLEAPSS Science Site
Information for science teachers and technicians on all aspects of secondary science, including Bulletins, HazCards, Practical Procedures etc.
http://science.cleapss.org.uk/

CLEAPSS Primary Site
Information for primary teachers of science, technology, art and design. Includes teaching ideas, doing things safely, primary competition and leadership guidance.
http://primary.cleapss.org.uk/

CLEAPSS Technology Site
Information for teachers and managers of resistant materials, textiles, food, art and design and construction. Includes project ideas, model risk assessments, FutureMinds newsletter and management guidance.
http://dt.cleapss.org.uk/

Note – each NAE school must maintain an individual license for CLEAPSS. This will allow schools to access and download suitable resources.

7. **Continuous Improvement**
   Risk registers are regularly maintained, updated, and reviewed to ensure the ongoing effectiveness of all safety protocols.

2. Regulatory Compliance

BISAD ensures full compliance with all applicable health and safety policies, procedures, regulations, and frameworks issued by:
- Abu Dhabi Department of Education and Knowledge (ADEK)
- Abu Dhabi Public Health Centre (ADPHC)/Department of Health (DoH)
- Abu Dhabi Civil Defence Authority (CDA)
- Other relevant UAE government bodies and regulatory entities

This includes:
- Timely submission of reports, audits, and action plans
- Incident documentation and reporting
- Compliance with specified timeframes
- Clear display and accessibility of the Health and Safety Policy across the school campus

Additionally, BISAD secures and maintains all required licenses and permits, and upholds valid contracts to ensure uninterrupted and compliant school operations. Records of inspections, notifications, and incidents are retained in line with ADEK's Records and Digital Policies.

3. School Transportation and Traffic Management

To ensure the safety of all members of the BISAD community:
- A Traffic Management Plan is maintained and updated to manage internal and external traffic flow, particularly during student drop-off and pick-up hours.
- A trained task force of staff is deployed during peak traffic times.
- BISAD maintains valid inspection and licensing records for all buses, drivers, and supervisors.
- A transport emergency and communication plan is regularly updated and clearly communicated to families and staff.

4. Health and Safety Officer

The Nord Anglia Health & Safety Director is responsible for the day-to-day operation and monitoring of the health and safety management system and:
- Liaising with all schools and offices, Health & Safety representatives and safety consultants.
- Overseeing the implementation of safety and health programmes.
- Support the implementation of training identified by Heads of departments.
- Monitoring monthly safety performance reporting systems.
- Actively promoting all health and safety issues.
- Ensuring yearly audits of all company facilities are undertaken.
- Prioritise safety issues.
- Review and monitor the outcomes of audits and inspections and review accidents and incidents.
- Review the implications of any changes in Health and Safety Legislation.

BISAD will appoint a dedicated, full-time Health and Safety Officer responsible for the effective implementation and management of the Health and Safety Policy. Key points include:

- The Officer may hold additional related responsibilities (e.g., Facilities Manager) only if Health and Safety remains the primary focus.
- The Officer must be present on-site throughout the school day.
- A deputy may be appointed for short-term absences.
- The H&S Officer must have the training and qualification standards as outlined by ADEK, ADPHC, ADOSH-SF, and other relevant authorities.
- Leading health and safety activity across the school, in line with the NAE and ADEK health and safety strategies.
- Ensuring that the school has implemented a suitable risk assessment programme.
- The effective management of health and safety events including accidents through the NAE H&S management system (Sphera).
- Engagement with key internal and external stakeholders including contractors, regulators and enforcement agencies as required.
- Submitting any statutory notification reports as required by local legislation.
- Implementing the NAE audit and inspection requirements and programme.
- Identifying and providing appropriate health and safety training for all staff.
- Providing health and safety induction/refresher training to all staff.
- Identifying the implications of changes in local health and safety legislation or guidance.
- Ensure that H&S actions are effectively managed through the NAE H&S management system.
- Ensuring that adequate emergency response arrangements are in place, that they are regularly tested and updated as required (including fire, first aid, lockdown etc).
- Ensuring that appropriate health and safety arrangements are in place for all school activities.

Officers who do not currently meet all requirements must complete their qualifications by **1 February 2026** in order to continue in the role.

5. Nord Anglia Education (NAE) Health and Safety Strategy

NAE places a strong emphasis on Health and Safety as a key enabler of its mission to provide exceptional education while protecting students, staff, and visitors. With continued global growth and a decentralised structure, NAE is strengthening governance by building a well-resourced Health and Safety core team to work across its 85+ schools in 31 countries.

This strategy reinforces accountability at every level and integrates Health and Safety into daily operations. It focuses on six key areas:

- Leadership and engagement
    - Leaders model safe behaviours, challenge unsafe practices, and promote safety ownership across all levels.
    - Principals and H&S Managers set and communicate safety priorities and ensure active, representative Health and Safety committees.
    - Regional H&S Managers oversee school performance, identify trends, and ensure effective local management.

- Competency and culture
    - All staff must be trained and competent for their H&S responsibilities.
    - Defined qualifications and CPD requirements exist for all key roles including Global and Regional H&S Managers, School H&S Leads, Nurses, First Aiders, Fire Officers/Marshals, and Lifeguards.
    - High-risk environment staff require specific training per local laws and professional standards.
    - A positive safety culture is driven by leadership visibility, clear communication, and staff involvement.
- Risk assessment and control
    - A central online risk management system supports consistent application of risk assessments across all schools.
    - Schools adapt NAE generic risk templates to local contexts.
    - Staff receive specialist training to apply proportionate and proactive risk controls.
    - Risk management is integrated into the broader NAE operational risk framework.
- Standards and procedures
    - School procedures are updated regularly to comply with both local and NAE standards.
    - A global library of H&S standards is maintained online and reviewed annually.
    - Schools use the H&S management system to embed robust policies.
    - School medical services are governed and monitored for consistency and quality.
- Operational environments, assets, and equipment
    - All assets must meet local and NAE standards, from procurement through maintenance.
    - Safe, legally compliant environments are a baseline expectation.
- Monitoring and assurance
    - Performance is monitored through monthly leadership reviews at school, regional, and global levels.
    - Online audit and inspection tools are used consistently, with outcomes reviewed by SLTs and committees.
    - Trends in incidents, near misses, and audit findings guide improvement actions.
    - Lessons learned are shared, and ongoing performance is reported to senior governance bodies including EXCO and the Board.

Through these pillars, NAE commits to continuous improvement, launching initiatives such as enhanced training, a robust management system, clearer policies, and a revised audit framework to support a safe, high-performing international education environment.

6. Key processes and standards

NAE provides a set of common safety-critical processes and standards to help schools develop their own safety management systems. These standards are based on best practice but must be adapted to meet all local legal requirements. Schools are responsible for ensuring full legal compliance and must report any significant compliance issues to their Regional Health and Safety Manager.

7. Fire Safety Management Overview

Legal Compliance:
- Each site must meet all local fire safety laws.

Fire Risk Assessment:
Must be completed by a competent person or qualified fire safety professional. Should cover:
- Premises layout
- Fire systems and controls
- Potential consequences of a fire

Assessment Review Frequency:
- External review every 2 years by a fire safety expert
- Internal school review annually in between

Support Tools:
- NAE provides audits, checklists, and drill templates on SPHERA:
- Weekly/Termly/Annual Maintenance Checklists
- Fire Safety Annual Audit
- Fire Evacuation Drill
- Training for SPHERA is available via the H&S Intranet.

Fire Safety Standards and Procedures
Baseline Requirements:
- Weekly fire alarm call point testing
- Regular inspection of alarms, lighting, extinguishers
- Clearly marked evacuation points and escape routes
- Regular fire safety training for staff
- Fire logbook (physical and/or via SPHERA)
- Evacuation drills:
    - 2x/year for offices
    - 3x/year for schools
- 2x/term for boarding (including 1 night-time drill

Fire Action Procedures:
- Clear guidance on:
    - Raising the alarm
    - Evacuation steps
    - Assembly point procedures
    - Post-evacuation checks

Emergency Planning:
    - Personnel register
    - No re-entry without clearance
    - Disaster recovery plans for serious incidents

Roles & Responsibilities
- *Fire Marshals:*
  - *Lead area evacuations*
  - *Conduct headcounts*
  - *Report to Incident Controller*
- *Incident Controller:*
  - *Coordinates overall evacuation*
  - *Communicates with emergency services*
  - *Records the incident in SPHERA and the fire logbook*

Additional Points
- *Fire Prevention Measures:*
  - *Switch off electricals when not in use*
  - *Don't prop open fire doors*
  - *Empty bins regularly*
  - *Report faulty equipment*
- *Visitors & Contractors:*
  - *Must be briefed on evacuation procedures*
  - *Escorted by hosts during evacuation*
- *Training & Drills:*
  - *Regular drills with varied scenarios*
  - *Drills include blocked exits and night evacuations (for boarding)*
  - *All staff must understand procedures and report issues after drills*

Personal Emergency Evacuation Plans (PEEP)
Each site must develop and test PEEPs in accordance with local laws. PEEPs ensure safe evacuation for individuals with disabilities or temporary impairments (e.g. injury, illness).

Developing a PEEP
Upon joining, pupils or staff with impairments are assessed by Learning Support or Line Managers. A building tour should follow, and additional staff may be involved.

A PEEP form must be completed, documenting required support or equipment. (Template available on H&S Intranet: Template - NAE PEEP Form.docx).

The completed plan should be shared with relevant managers, then stored with HR or onsite records.

Measures may include equipment (e.g. evacuation chairs, Deaf Alerters) or procedural support.

Key Assessment Questions

General:
- o Where are you based and when?
- o Can you hear alarms and raise one if needed?
- o Do you require assistance or use of stairs?
- o Is there someone assigned to help in an emergency?

Hearing Impairment:
- o Can you hear the alarm?
- o Would visual/vibrating alerts help?
- o Is written guidance needed?

Visual Impairment:
- o Do you need aids (cane, guide dog)?
- o Would alternative signage or emergency info formats (Braille, large print)
- o assist?

Mobility Impairment:
- o Do you use a wheelchair (manual/electric)?
- o Can you evacuate unaided?
- o Would an evacuation chair or Fire Refuge be acceptable?
- o Would support from assigned staff help?

Building Tour Considerations
- o During the tour, evaluate:
- o Clarity and placement of emergency signage.
- o Suitability and accessibility of staircases and lifts.
- o Functionality of emergency lift phones/buttons.
- o Hindrances from fire doors or steps.

Recommended Measures
- o Position mobility-impaired individuals on lower floors near exits.
- o Provide and train staff in using evacuation chairs.
- o Ensure Fire Refuges are clearly marked and understood.

Control of Substances Hazardous to Health (COSHH)

NAE is committed to controlling employee and pupil exposure to hazardous substances by assessing risks and implementing appropriate controls in line with local regulations.

School Responsibilities

- Comply with all local COSHH regulations.
- Implement procedures and training.
- Identify all areas of potential exposure, including third-party activities (e.g. cleaners, caterers).

COSHH Management Process

1. Identify Substances:
   o Maintain a register of all hazardous substances.
   o Use purchase records, inspections, and obtain Material Safety Data Sheets (MSDS).
2. Review Substance Use:
   o Assess handling from delivery to disposal.
3. Risk Assessment:
   o Evaluate health risks (short/long-term exposure).
   o Consider exposure routes, duration, affected individuals, and existing controls.
   o Use air sampling or health surveillance if needed.
   o Assess overall risk and determine appropriate action.
4. Control Measures (in order of preference):
   o Eliminate the substance.
   o Substitute with a safer alternative.
   o Enclose or isolate the hazard.
   o Engineering controls (e.g. ventilation, fume cupboards).
   o Limit exposure (e.g. job rotation).
   o Safe systems of work and proper hygiene.
   o PPE as a last resort.
5. Documentation & Review:
   o Keep and regularly review assessment records, especially after changes in products, tasks, or personnel.
6. Health Surveillance:
   o Conduct where appropriate and feasible, based on exposure levels.
7. Training:
   o Ensure all staff are trained in safe handling and use of hazardous substances.

In specialist areas such as laboratories, art and DT the CLEAPSS guidelines can be used to assist schools in managing the risks from hazardous substances, however the CLEAPSS procedures may not guarantee regulatory compliance in a particular jurisdiction.

CLEAPSS Science Site

Information for science teachers and technicians on all aspects of secondary science, including Bulletins, HazCards, Practical Procedures etc.
http://science.cleapss.org.uk/

CLEAPSS Primary Site

Information for primary teachers of science, technology, art and design. Includes teaching ideas, doing things safely, primary competition and leadership guidance.
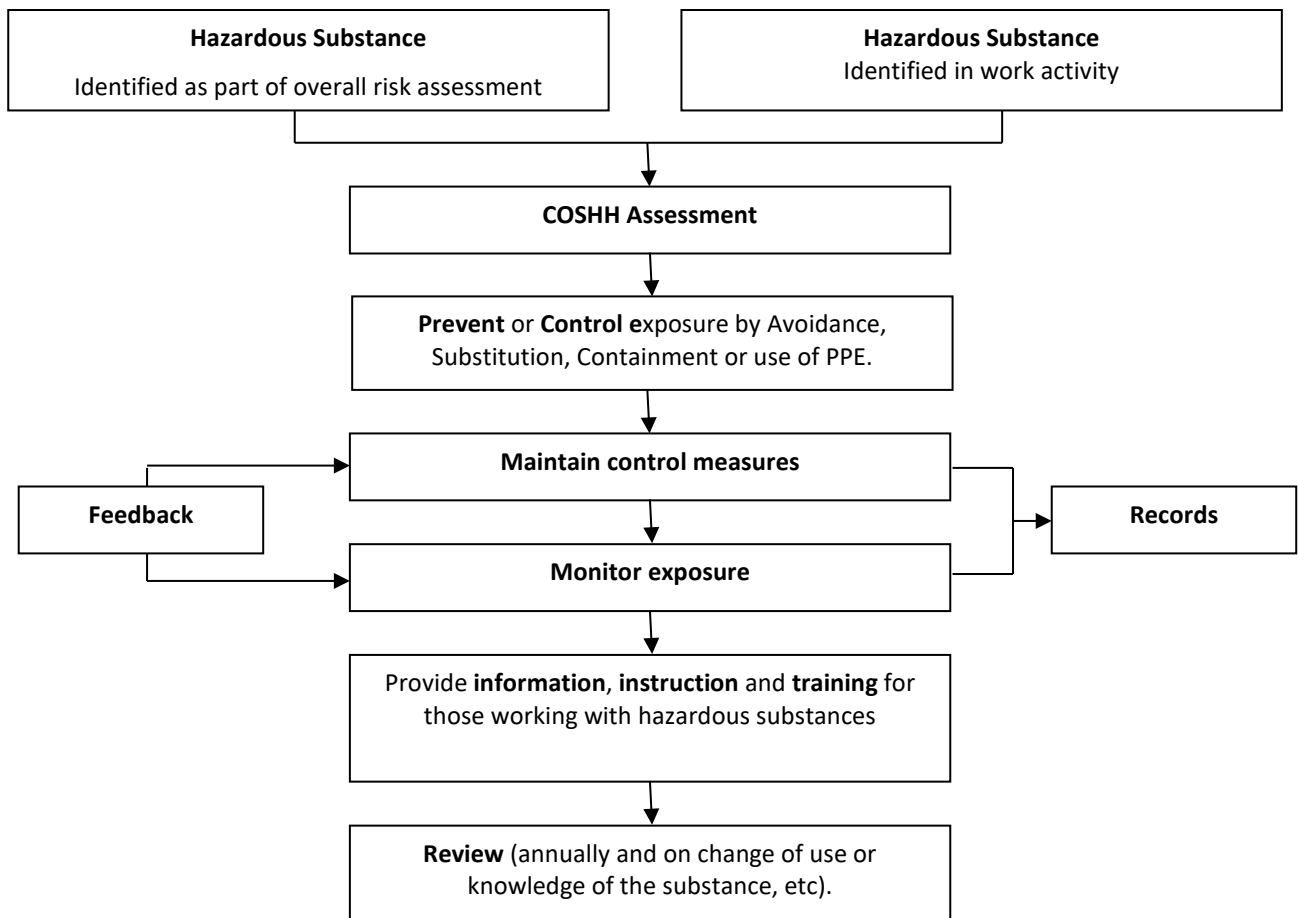**http://primary.cleapss.org.uk/**

CLEAPSS Technology Site
Information for teachers and managers of resistant materials, textiles, food, art and design and construction. Includes project ideas, model risk assessments, FutureMinds newsletter and management guidance.
http://dt.cleapss.org.uk/

Additional information on COSHH is also available on the following link to the HSE website:
https://www.hse.gov.uk/coshh/

```
┌─────────────────────────────┐   ┌─────────────────────────────┐
│   Hazardous Substance       │   │   Hazardous Substance       │
│ Identified as part of       │   │ Identified in work activity │
│ overall risk assessment     │   │                             │
└─────────────────────────────┘   └─────────────────────────────┘
              │                                 │
              └──────────────┬──────────────────┘
                             ▼
              ┌──────────────────────────────┐
              │      COSHH Assessment        │
              └──────────────────────────────┘
                             ▼
              ┌──────────────────────────────┐
              │ Prevent or Control exposure  │
              │ by Avoidance, Substitution,  │
              │ Containment or use of PPE.   │
              └──────────────────────────────┘
                             ▼
  ┌──────────┐   ┌──────────────────────────────┐   ┌──────────┐
  │ Feedback │──▶│   Maintain control measures  │──▶│ Records  │
  │          │   └──────────────────────────────┘   │          │
  │          │──▶┌──────────────────────────────┐   └──────────┘
  └──────────┘   │       Monitor exposure       │
                 └──────────────────────────────┘
                             ▼
              ┌──────────────────────────────┐
              │ Provide information,         │
              │ instruction and training for │
              │ those working with hazardous │
              │ substances                   │
              └──────────────────────────────┘
                             ▼
              ┌──────────────────────────────┐
              │ Review (annually and on      │
              │ change of use or knowledge   │
              │ of the substance, etc).      │
              └──────────────────────────────┘
```

Asbestos Management
Purpose:
To ensure the safety of all staff, students, and contractors by identifying and managing asbestos-containing materials (ACMs) in school premises, in line with local legal requirements.

Compliance:
All schools must follow local asbestos laws and guidance.

Surveys & Registers:
A qualified surveyor must conduct an asbestos survey if the school was built or altered during times when asbestos use was common.
Results must be logged in an Asbestos Register detailing location, type, condition, and quantity of ACMs.

Management Plan:
Schools must develop an Asbestos Management Plan, which includes:
- A risk assessment for each ACM (material condition + likelihood of disturbance).
- A Management Action Plan outlining control measures (e.g. removal, encapsulation, or monitoring).

Review & Updates:
The plan and register must be regularly reviewed and updated following inspections, maintenance, or asbestos-related work.

Contractor Safety:
Contractors must be informed of ACM locations and provide risk assessments and method statements before starting work.
Use licensed asbestos contractors where required by law.

Disturbance Protocol:
If asbestos is disturbed or damaged:
Isolate the area immediately
Notify relevant authorities and implement emergency procedures.

Waste Management:
Asbestos waste must be disposed of legally under local hazardous waste regulations.

NAE Position:
NAE prefers to remove asbestos wherever disturbance is possible, rather than manage it in place.

A useful training webinar run by the UK Institution of Occupational Safety and Health that covers all aspects of asbestos management within schools is available by following the link below.

IOSH Managing Asbestos in Education Webinar
https://www.youtube.com/watch?v=VThKFfNQDrk

In addition, the UK based Health and Safety Executive has produced the following resources that can be used by schools if local requirements do not exist.

Asbestos Management Plan (template)
HSE Asbestos Management Plan Template.pdf

Asbestos Management Checklist for Schools
HSE Asbestos Management Checklist For Schools.pdf

Further information on asbestos management and controls is also available on the HSE website by following the link bellow.
https://www.hse.gov.uk/asbestos/index.htm

The short video below is a useful tool to update facilities/estates workers on the dangers of asbestos in the workplace.
https://www.hse.gov.uk/asbestos/workers.htm

Water Hygiene & Legionella Management

Purpose:
To ensure water systems in schools are safe and compliant with local legal requirements, preventing risks such as Legionnaires' disease, scalding, and water contamination.

Key Requirements:
- **Legal Compliance:**
  All schools must comply with local water safety laws. Where standards are weak or unclear, UK guidance should be followed.
- **Risk Assessment:**
  A competent person must assess the water systems on site, considering:
    o Design and complexity of the system
    o Water use (drinking, food prep, showers, etc.)
    o Water temperature (e.g. max 43°C for children to prevent scalding)
- **Common Hazards:**
    o Bacterial growth (Legionella) in stored or recirculated water
    o Scalding from overly hot water
    o Contamination from metals, chemicals, or waste
- **Legionella Risks:**
    o Schools are at particular risk due to:
    o Large hot water systems
    o Periods of low usage/stagnation
    o Warm storage temperatures ideal for bacteria growth
- **Control Measures:**
    o Ongoing monitoring and maintenance (e.g. weekly flushing, temp checks)
    o Implementation of a Water Safety Plan
    o Use of UK best practice where local standards are insufficient
- **Expert Support:**
  Schools should consult the Regional H&S Manager for guidance in low-standard jurisdictions.

The UK Health and Safety Executive has produced detailed guidance on the management of Legionella in water systems and this is detailed below:

General Guidance https://www.hse.gov.uk/legionnaires/index.htm

Legionnaires Disease - A brief guide of duty holders (schools)
Legionnaires' Disease - A Brief Guide for Duty Holders.pdf

Legionnaires Disease – The control of legionella bacteria in water systems
Legionnaires' Disease - The Control of Legionella Bacteria in Water Systems.pdf

Legionnaires Disease – Sample recording sheets
Legionnaires' Disease - Sample Recording Sheets.docx

In addition, the HSE website contains a range of useful resources that can be used to brief maintenance teams i.e. how to correctly monitor water temperatures in cold water storage tanks etc.
https://www.hse.gov.uk/legionnaires/resources.htm

⚡ Electrical Safety – Policy Summary
Purpose:
Ensure all electrical systems and equipment in schools are **safe, compliant, and maintained** in line with **local legal requirements**.
Key Requirements:
- **Legal Compliance:**
  Electrical systems must meet local regulations for installation, inspection, and maintenance.
- **Qualified Personnel Only:**
  Only competent, qualified, and certified individuals may work on electrical systems. Contractors must provide proof of qualifications and supervision.
- **Designated Responsibility:**
  A nominated person (typically the Facilities/Operations Manager) is responsible for ensuring electrical compliance on site.
- **Regular Testing:**
  Installations must be inspected and tested at least every 5 years, or more frequently if required locally. Non-English reports must be translated if requested during audits.
- **Safe Practices:**
  - No untrained staff to perform electrical work.
  - Locked panels/rooms, warning signage, and prevention of access to live parts must be enforced.
  - Only approved, compliant components may be used.
- **Maintenance Requirements:**
  - Routine inspections of mains, connections, and loading
  - Maintenance of plant/equipment per manufacturer's guidance
  - Use of proper testing and protective equipment
- **Work Restrictions:**
  Except for minor tasks (e.g. changing lightbulbs), all electrical work must be carried out by competent personnel.
- **Monitoring:**
  Facilities/Operations Managers must regularly monitor electrical installations to ensure ongoing safety and compliance.
- **Tools & Support:**
  NAE provides an annual electrical safety audit via SPHERA to support this process.

The Sphera Audit module can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189 ae708-15d7-447e-9278-38b19d37390b/

NAE provides specific training on the use of the SPHERA Audits module and this can be accessed by all relevant staff on the H&S Intranet site. Follow link below:
SPHERA Training Session #2 - How To Use The Audits Module.mp4

Additional detailed information on electrical safety is also available on the H&S Intranet site.
Electrical Safety Guidance

Following an incident at an NAE school the following electrical safety update was issued to all schools and this provides useful information on the types of risk that have been identified through audits, inspections and investigations and the appropriate management controls that must be in place.
Electrical Safety Update March 2021.pptx

The UK Health and Safety Executive also provide a wide range of information on electrical safety that is available by following the link.
https://www.hse.gov.uk/electricity/

🔌 Portable Appliance Testing (PAT)

Purpose:
Ensure all portable electrical equipment is safe, maintained, and tested in accordance with local legislation to prevent electric shock and fire risks.

Key Requirements:
- **Appliance Definition:**
  Includes items that can be disconnected from mains power – e.g. computers, kitchen equipment, chargers, etc.
- **Visual Inspections:**
  Regular checks for damage (e.g. cracked plugs, frayed cables). Any faulty items must be removed immediately.
- **Testing Requirements:**
  Conducted by competent persons using approved PAT machines. May include:
  - Visual inspection
  - Plug/fuse checks
  - Earth bonding
  - Insulation and load tests
- **Record Keeping:**
  - Use a Testing Log Sheet
  - Apply test labels to appliances
  - File test reports with the Facilities/Operations Manager
- **New/Visitor Equipment:**
  Must be reported and logged before use.
- **Inspection Frequency:**
  Based on usage and environment (e.g. higher risk areas = more frequent checks).

Resources:
Links to HSE guidance, CLEAPSS test machine list, and example log sheets are available on the intranet.

🔥 Gas Safety

Purpose:
Ensure all **gas systems** (mains or bottled) are safe, properly maintained, and comply with local legal standards.

Key Requirements:
- **Qualified Personnel Only:**
  Only certified professionals may install, maintain, or repair gas systems. Proof of competence must be provided by contractors.
- **Nominated Responsible Person:**
  Typically the Facilities/Operations Manager oversees gas safety and compliance.
- **Annual Inspection:**
  All gas systems and equipment must be inspected and tested at least annually, or per local law. Reports must be available in English if required.
- **Emergency Shut-Offs:**
  Required for large installations (e.g. kitchens, labs). Must be tested regularly and logged.
- **Gas Detection:**
  - Leak detectors and CO monitors must be installed.
  - Automatic shut-offs should be in place where needed.
  - Ventilation interlocks must shut off gas if airflow fails.
- **Access Control:**
  Strictly control access to gas storage areas and enforce no smoking rules.
- **Untrained Staff:**
  Must never tamper with gas equipment.

The UK Health and Safety Executive has produced some useful guidance on portable appliance testing and these are available by following the link.
https://www.hse.gov.uk/gas/index.htm

🍽 Food Hygiene and Safety

Each school must comply with all relevant local food safety legislation.

Key Requirements:

- **Food Safety Management:**
  Robust procedures must be in place to ensure high standards of food hygiene and safety across all food preparation and catering operations.
- **Staff Training:**
  All personnel involved in food handling must be trained to the appropriate local standards and follow established hygiene protocols.
- **Monitoring and Checks:**
  Regular inspections and hygiene checks must be carried out to ensure ongoing compliance and high standards.
- **External Catering Contractors:**
  Where catering is outsourced, the school must maintain effective oversight of the contractor.
  - Outputs from SPHERA audits should be reviewed and discussed as part of regular contract review meetings.

Note: It is essential that a suitable process is in place to effectively manage any food allergies/intolerances.

NAE has developed a range of audits on SPHERA that can be used to support this process.

The Sphera Audit module can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

Food Hygiene and Safety – Annual
Food Hygiene and Safety - Termly

NAE provides specific training on the use of the SPHERA Audits module and this can be accessed by all relevant staff on the H&S Intranet site. Follow link below:
SPHERA Training Session #2 - How To Use The Audits Module.mp4

Additional detailed information on food safety and hygiene is also available on the H&S Intranet site.
Food Hygiene and Safety Guidance

🧗 Working at Height

All schools must comply with local legal requirements and aim to avoid working at height wherever possible by using safer alternatives.

✅ Planning & Risk Assessment
- Conduct a risk assessment for all height-related tasks.
- Identify hazards, implement control measures, and plan the safest method.
- Select appropriate equipment and PPE.
- Use Permits to Work at Height where required.
- Ensure all workers are trained and competent.

🎓 Training
- Provide training on safe working practices and use of height-related equipment and PPE.
- Clearly communicate task-specific safe work methods.

🧰 Inspection & Equipment
- Regularly inspect all equipment (ladders, harnesses, scaffolds) by a competent person.
- Maintain all equipment in safe condition.

🛠️ Contractor Management
- Only use competent contractors with valid certifications.
- Require method statements and permits to work.
- Monitor work to ensure protocol compliance.
- Confirm scaffolding is properly erected and inspected.

⚠️ Additional Considerations
- Work from the ground wherever possible.
- Risk assessments must consider:
    - Task duration
    - Equipment stability and maintenance
    - Number of users
    - Material falling risks
    - Emergency evacuation plans
    - Adequate signage and barriers

NAE provides specific training on the use of the SPHERA risk assessment module and this can be accessed by all relevant staff on the H&S Intranet site.
SPHERA Training Session #5 - How To Use The Risk Assessment Module (Standard Risk Assessment).mp4

The Sphera Risk Assessment module can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

Additional detailed information on risk assessment and risk management is also available as part of the H&S Management Training.

🛠️ Working at Height – Risk Reduction

1. Working Platforms
- Must be secure, stable, and capable of supporting people, tools, and materials.
- Use guard rails/barriers on all open edges.
- Avoid platforms on uneven/sloping ground unless properly supported or tied.

2. Guard Rails & Toe Boards
- Install where falls may occur.
- Minimum standards:
    - Guard rail: 910 mm high
    - Toe board: 150 mm high
    - Intermediate rails: No gap > 470 mm unless fully filled (e.g., mesh or brick guards)
- Must be strong, secure, and fixed to a stable structure.
- Cover fragile surfaces or openings with load-bearing, fixed covers marked with clear warnings.

3. Mobile Elevating Work Platforms (MEWPs)
- Hire from reputable suppliers.
- Use only by trained personnel.
- Operate on stable, level ground.
- Be aware of nearby hazards (e.g. overhead cables).

4. Scaffolds
- Must be erected by competent professionals.
- Inspect after installation, every 7 days, or after severe weather.

5. Safe Use of Ladders
- Do not work alone on ladders.
- Ensure ladders are tied and stable (300 mm out for every 1200 mm up).
- Keep rungs clean; always use both hands.
- Never overreach or use makeshift/defective ladders.
- Don't use top two rungs for working.
- Inspect before and after use; report faults.

6. Step Ladders
- Check treads, stiles, hinges, and ropes before use.
- Remove damaged ladders from service.

Further information on the safe use of ladders/step ladders is available on the H&S Intranet site by following the links below.
Safe-Use-of-Ladders-and-Stepladders-A-brief-guide.pdf
Echelles liste de contrôle SUVA.pdf

🔍 *Ladder Inspection Summary*
- Metal ladders:
    - Check for burrs, sharp edges, loose joints, insecure welds, and cracks.
- Wooden ladders:
    - Must not be painted. Inspect for cracks, rot, splinters, or broken parts.
- Visual checks must be recorded in an inspection log.
- Defective ladders:
    - Report to Facilities Manager
    - Label "Do Not Use"
    - If irreparable, dismantle and dispose of safely.
- Each ladder must have a unique reference number recorded in the log and physically attached.
- Annual inspections must be carried out by a competent person, covering all registered ladders.

An example of a ladder inspection form is available on the H&S Intranet on the link below.
Ladders monthly inspection.doc

There is a good range of guidance available on working at height on the UK Health and Safety Executive site.
https://www.hse.gov.uk/work-at-height/index.htm

There is also addition guidance on the H&S Intranet site by following the link.
Working at Height Guidance

Manual Handling/Physical Movement of Items

📦 **Manual Handling & Physical Movement**
- Compliance with all local laws is required.
- Manual handling includes lifting, pushing, pulling, carrying, or moving loads by hand or body force (including objects, people, or animals).

🔍 **Risk Management Approach**
- Avoid hazardous manual handling where possible.
- Assess risks for tasks that can't be avoided.
- Reduce risks as far as reasonably practicable.

🚫 **Avoid Manual Handling by:**
- Redesigning tasks to eliminate load movement.
- Introducing mechanical aids (e.g. pallet trucks, trolleys).
- Automating processes where feasible.
- Ensuring layout and access points (e.g. flat entry to storage areas) support safe handling.

Regular risk assessments and appropriate controls are essential to prevent injury and reduce absence due to manual handling incidents.

The following link provides information on some type of mechanical aids that can be used.
Mechanical Aids for Manual Handling.pdf

📋 Assessing Unavoidable Manual Handling

When manual handling cannot be avoided, assess the risk of injury by evaluating:

🔍 Key Risk Factors:
- Posture during the task
- Distance the load is moved
- Frequency of the task
- Weight and nature of the load (e.g. hot, sharp, slippery)
- Environment – cramped spaces, poor floors, lighting, or temperature extremes
- Individual capability – physical fitness, medical conditions

⚠️ Warning Signs:
- Workers breathing heavily or sweating
- Complaints of fatigue or discomfort
- Avoidance of certain tasks
- Lack of equipment to assist the lift

✅ Assessment Tips:
- Use the right level of assessment – low-risk tasks may not need formal documentation.
- Refer to HSE tools and resources (e.g. MAC or RAPP tools) for structured assessment and control strategies.

The goal is to identify hazards and apply control measures to minimise injury risk.

Note: following these guidelines will not necessarily ensure local legal compliance as mandatory weight limits etc can apply.

A Brief Guide to Manual Handling HSE Manual Handling At Work - A Brief Guide.pdf

Manual Handling Assessment Charts HSE Manual Handling Assessment Charts.pdf

Manual Handling at Work https://www.hse.gov.uk/msd/manual-handling/index.htm

Good Handling Techniques https://www.hse.gov.uk/msd/manual-handling/index.htm

Manual Handling Guidance Manutention des charges 88190_f (1).pdf

🤰 New and Expectant Mothers at Work

✅ Legal & HR Requirements
- Follow local legal requirements.
- Always consult HR when notified of pregnancy, recent childbirth (within 6 months), or breastfeeding.

📝 Individual Risk Assessment
- Required after written notification of pregnancy, recent birth, or breastfeeding.
- Assessment must consider:
    - Existing risk controls
    - Medical advice from doctor or midwife
    - Workplace factors (e.g. posture, lifting, shift work, stress)
- Review regularly as the pregnancy progresses or job changes.

🛠️ Actions if a Risk Is Identified
1. Adjust working conditions/hours.
2. If not possible, offer suitable alternative work (same pay/terms).
3. If no alternative, suspend on paid leave to ensure safety.

⚠️ Common Risk Areas
- Posture (prolonged sitting/standing, lifting)
- Working conditions (stress, temperature, noise)
- Physical injury (working at height, lone work, vibration, violence)
- Hazardous substances (e.g. chemicals, infectious agents)
- Unsuitable PPE (must fit properly throughout pregnancy)

🚧 Rest & Breastfeeding Facilities
- Provide a clean, private rest area (not a toilet).
- Must include:
    - Space to lie down
    - Fridge for milk storage
    - Power source (e.g. for pumps)
    - Washing area for equipment

🌙 Night Work
- Permitted only if safe per risk assessment or medical advice.
- If a risk is identified, offer alternative daytime work or suspend on paid leave.

This process ensures the safety and wellbeing of mother and child while maintaining legal compliance and supporting employee health.

A generic New or Expectant Mother risk assessment form is available by following the link below. This has been developed in line with UK guidelines and may not be full compliant with all local legal requirements.
Risk Assessment Form for New or Expectant Mothers.docx

The UK Health and Safety Executive has also developed extensive information on managing the risks associated with new and expectant mothers and this is available by following the link below.
https://www.hse.gov.uk/mothers/employer/index.htm

🖥️ **Display Screen Equipment (DSE)**

✅ **Legal Compliance**
- Each school must follow local legal requirements for DSE use and risk management.

💻 **What is DSE?**
- Devices with graphic or alphanumeric screens, including:
  - Desktops
  - Laptops
  - Touchscreens
  - Similar display devices

⚠️ **Potential Health Issues**
- Poor use or setup may lead to:
  - Eye strain
  - Fatigue
  - Backache
  - Upper limb pain
- Causes may include workstation design or posture.

🛠️ **Risk Reduction**
- Staff should be trained to set up workstations properly.
- Mobile staff (e.g. teachers) should know how to adjust setups across locations.
- Fixed-location staff can have permanent, tailored setups.

📝 **Risk Assessments**
- Some jurisdictions require formal DSE risk assessments.
- Schools must identify and manage risks accordingly.
- Understand and comply with local DSE legislation.

👓 **Eye Tests & Eyewear**
- Some regions require:
  - Schools to fund regular eye tests
  - Contribute to corrective eyewear for DSE use

Goal: Ensure staff work comfortably and safely at screens while complying with local laws.

If local information or guidance is not available, the UK based HSE has developed a number of tools that can assist in the identification and management of the risk associated with DSE use.

HSE Working with Display Screen Equipment HSE Working with Display Screen Equipment.pdf

HSE Display Screen Equipment Workstation Checklist HSE Display Screen Equipment Workstation Checklist.pdf

The following link takes you to a very helpful guide on working on a display screen. Working on a display screen.pdf

Further information on the ergonomics of work areas is available on the H&S Intranet site by following the link.
[Ergonomie au poste de travail 6091.f_Original_fr_25129.pdf](#)

There is also a guide on the set up of the office environment.
[Prevention at the office.pdf](#)

🌿 Pandemic Response (including COVID-19)
🎯 Purpose
- Ensure each school has an up-to-date pandemic response plan, originally developed for COVID-19, to manage health-related emergencies effectively.

✅ Key Objectives
- Prioritise health, safety, and welfare of students and staff.
- Comply with local legislation.
- Consult with relevant health authorities.
- Promote personal hygiene best practices.
- Respond promptly and based on evidence during an outbreak.
- Minimise disruption to education.
- Share accurate information with staff, students, and parents.

💼 Resources
- NAE provides guidelines, training, and tools to support school pandemic management.
- These resources should be used alongside local requirements for a comprehensive approach.

Goal: Protect health while ensuring educational continuity during a pandemic.

Example of a pandemic plan template - [Example of pandemic plan (Covid-19).docx](#)

COVID-19 Guidelines - [Covid-19 Guidelines](#)

COVID-19 compliance Audits are available on Sphera via the Sphera log in page.

https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

NAE provides specific training on the use of the SPHERA Audit module and this can be accessed by all relevant staff on the H&S Intranet site.

[SPHERA Training Session #2 - How To Use The Audits Module.mp4](#)

Additional detailed information on Audit, inspections and drills is also available as part of the H&S Management Training.

[H&S Manager Training Module 6 - Monitoring and Assurance](#)
[H&S Manager Training Module 7 - Continuous Improvement and Case Studies](#)

Specific COVID-19 training courses - [COVID 19 Training](#)

Lockdown/Emergency Response
NAE is committed to ensuring a structured and effective response to any emergency that may impact students, staff, or the normal functioning of school facilities.

Purpose:
To provide a consistent and practised approach to managing emergencies, including fire, flood, external threats, or violent intruders.

Key Responses:
- Fire/Flood: Full or partial evacuation of the premises.
- External Threats (e.g., pollutants or external danger): Initiate a lockdown or reverse evacuation until the threat subsides or evacuation is deemed necessary by senior leadership.
- Violent Intruder: Follow the international standard of "Run, Hide, Tell, and as a last resort, Counter"—prioritising evacuation if safe, hiding and securing rooms, notifying emergency services, and only using countermeasures (e.g., distraction) when absolutely necessary.

Implementation:
- Responses are supported by physical security measures and trained personnel.
- Each school must adapt the policy to fit its layout, size, and communication systems.
- In some cases, lockdown may be initially appropriate even for violent intruders, until clearer decisions can be made.

Training and Testing:
Emergency procedures must be practised at least twice a year:
- One lockdown/reverse evacuation drill
- One violent intruder scenario (if response differs)

These drills must be undertaken in line with the requirements set out in SPHERA by using the Lockdown/Emergency Response Drill which in the Sphera Audit module. This can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

NAE provides specific training on the use of the SPHERA Audits module and this can be accessed by all relevant staff on the H&S Intranet site. Follow link below:
SPHERA Training Session #2 - How To Use The Audits Module.mp4

Procedure

Nominated Personnel
At the beginning of each academic year, the nominated staff for the roles listed below should be refreshed. As a guideline, the nominations should be as follows:

Incident Commander: Principal and two other members of the SLT

Communications Hub: Receptionists/others

Exit Doors Locked: Members of staff who are likely to be in the vicinity of each door (one person for each door)

Internal Doors Locked: Members of staff who are likely to be in the vicinity of each door (one person for each door)

Mechanical Services Shutdown[1]: Qualified member of administrative staff

Lockdown/Reverse Evacuation

Communication During Emergencies
All staff, students, and visitors must be promptly informed of the nature of the threat and the appropriate procedure to follow. This can be done through the PA system, emails, or verbal communication by staff.

At the end of the procedure, an "all clear" must be clearly communicated to indicate that the lockdown or reverse evacuation has ended.

If alarm systems are used, they must have distinct tones for different situations, and all staff and students should be trained to recognize and understand them.

Responsibilities & Process
The nominated personnel are required to execute the following tasks:

Any member of staff	Inform the Communications Hub of a potential incident.
Communications Hub/Incident Commander	Provide as clear and concise as possible communication to all staff, students and visitors.
All staff	Enact the lockdown/reverse evacuation: All final exit doors to be locked to prevent access and egress, blinds to be shut dependent upon the external threat.
Incident Commander	Ensure access to internal and external communication, i.e. mobile phone, desk phone and internet connection.
Doors and mechanical services	Lock doors and turn off mechanical services to prevent ingress of pollutant. Inform Incident Commander by phone or text that tasks have been completed.
Communications Hub	When emergency services arrive or make contact, connect them to the Incident Commander.
Incident Commander	Maintain joint responsibility with the emergency services for bringing the incident to a speedy and safe conclusion, then instruct the issuance of the all clear signal or an evacuation signal.
Communications Hub	Activate the all clear signal or evacuation signal.
Incident Commander	Review the incident and the quality of actions taken. Adapt the lockdown procedure, as necessary.

Training
The procedure will be practised at least once a year (at least twice if this is also the response to violent intruder) and a record kept using the form supplied on SPHERA.

If on review the lockdown procedure was found to have significant issues, then further training must be given and a repeat of the procedure must be carried out within a term of the original practice.

Run, Hide, Tell and Counter (extreme circumstances)

Communication
Clear, concise information must be provided to all staff, students, and visitors about the nature and, where possible, the last known location of any threat. This may be communicated via the PA system and/or email.

At the end of the incident, an "all clear" will be issued by emergency services or the Incident Commander.

If approached by law enforcement, individuals should remain calm, keep their hands visible, and follow all instructions.

Where alarm systems are used, they must have distinct tones for different emergencies, and everyone must be familiar with their meanings.

Responsibilities & Process
The nominated personnel are required to execute the following tasks:

Any member of staff	Inform the Communications Hub of a potential incident and or raise the alarm directly.
Communications Hub/Incident Commander	Provide as clear and concise as possible communication to all staff, students and visitors.
All staff	Evacuate building if able to do so safely (dependant on your assessment carried out in Appendix 2 and or any previous instructions given by your RMD), if unable, lock and barricade classroom door, close blinds and hide, inform emergency services of location if able to do so.
Incident Commander	Isolate themselves but with means of internal and external communication, i.e. mobile phone, desk phone and internet connection, inform emergency services of location.
Doors and mechanical services	Turn off mechanical services if required, evacuate if safe to do so or lock and barricade themselves in a room. Inform Incident Commander by phone or text that tasks have been completed and inform emergency services of location.
Communications Hub	When emergency services arrive or make contact, connect them to the Incident Commander if able to do so.
Incident Commander	Maintain joint responsibility with the emergency services for bringing the incident to a speedy and safe conclusion, then instruct the issuance of the all clear signal or an evacuation signal if instructed to do so by the emergency services.
Communications Hub	Activate the all clear signal or evacuation signal.
All staff	On receiving the all clear, leave the building in a calm manner ensuring that your hands can be seen at all times.
Incident Commander	Review the incident and the quality of actions taken. Adapt the lockdown procedure, as necessary.

Training

The procedure will be practised at least once a year and a record kept on SPHERA
If on review the procedure was found to have significant issues, then further
training must be given and a repeat of the procedure must be carried out within a
term of the original practice.

External Communication

The school must use the NAE Crisis Communication App to assist with the
development and dissemination of comms material during/post incident. The App
is available for NAE Principals and other SLT members as required.

Appendix 1 – Run, Hide, Tell and Counter Assessment

Questions	Answers	Action
Does the school have the ability to provide clear concise information on the incident?	*If the answer is no the evacuation element cannot be completed and the hide and barricade should be used*	
Where is your school located (surrounding area), can staff and students safely evacuate?	*What risks exist in an uncoordinated/uncontrolled evacuation*	*If the surrounding risks are felt to be such that in any circumstances this would not be a safe action then revert to hide and barricade*
Are staff confident about what to do when evacuating?		*Clear guidance to be given to assist staff and provide confidence*
Once evacuated where does each class go to that is away from the school?		
If hiding can the door be locked?		
What can be used to barricade the door?		
Where can people hide so they cannot be seen?	*This will have to be looked at on a room by room basis*	
Counter	***This is a defensive action by staff to protect themselves and students and is not intended to be a violent action***	

Appendix 2 Decision Tree
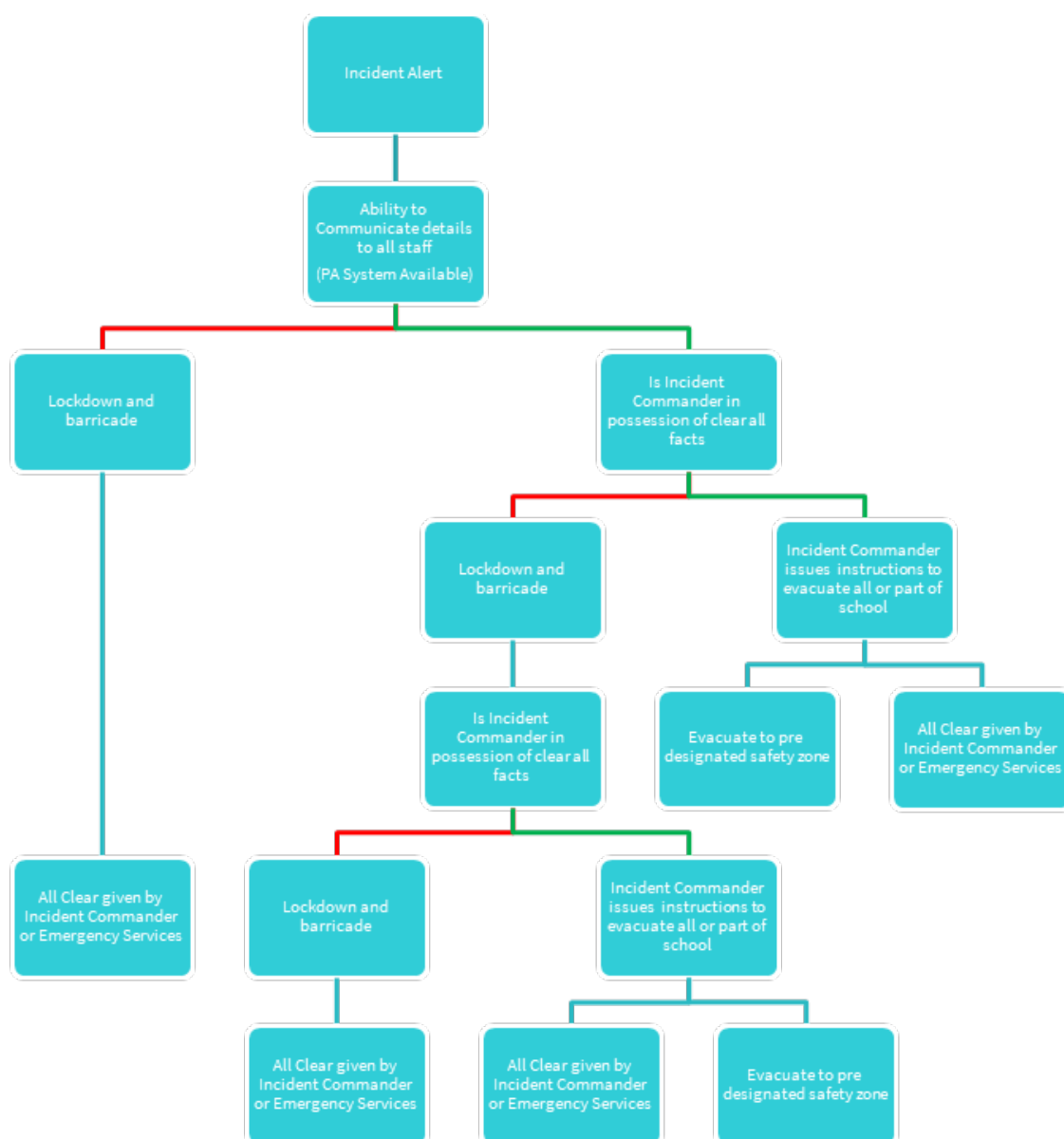
Red = No
Green = Yes

Weapons on Campus

Policy Statement:
Nord Anglia Education is committed to maintaining a safe and secure environment. No individual may carry or store any weapon on school premises, including replicas or items designed to resemble weapons.

Definition of Weapons:
Includes (but is not limited to): firearms, tasers, explosives, BB/pellet/air guns, knives, martial arts weapons, crossbows, brass knuckles, and imitation weapons.

Exception:
On-duty police or security personnel with issued weapons.

Procedure:
- All unauthorised weapons will be confiscated.
- Firearms and imitation firearms will be handed over to local police.
- Disciplinary action, up to expulsion or dismissal, will apply for possession of unauthorised weapons.
- Confiscated weapons may be returned under authorised, safe arrangements.

Exceptions:
May be granted in writing by the Principal for specific purposes (e.g., theatre props or training). Written approval must outline items, purpose, users, duration, and storage plans.

Exempt Items:
- Ceremonial knives used for religious purposes.
- Utility knives used lawfully and not carried in a threatening manner.

Bomb and Terrorist Threat – Policy Summary

Overview:
Most bomb or terrorist threats are hoaxes intended to cause disruption, fear, or attract attention. Regardless of how implausible a threat may seem, all must be taken seriously and reported to the police.

Common Methods of Delivery:
- Telephone (live or recorded)
- Email or social media
- Written note or graffiti
- Face-to-face or via a third party

Staff Responsibilities:
All staff must be trained to respond calmly and appropriately if they receive a threat via phone, message, or in person. Any staff member with access to communication devices or the public may be a potential first point of contact.

Immediate Actions (Phone Threats):
- Stay calm and listen carefully
- Access and complete the Bomb Threat Checklist
- Alert a colleague to contact the police
- Record the caller's number, voice, and message details
- Preserve any messages (texts, emails, recordings)

Written or Electronic Threats:
- Do not delete, forward, or reply
- Record sender details
- Preserve evidence (emails, social media logs, physical notes)
- Prevent others from handling written threats

Face-to-Face Threats:
- Note the person's description and exact wording
- Record details using the checklist

Designated Contact:
Each school must appoint a key person (e.g. security or senior manager) as the main point of contact to assess and respond to threats.

Recordkeeping:
Use the Bomb Threat Checklist immediately while details are fresh and retain all relevant information to support police investigations.

A generic bomb threat checklist is available on the Intranet Health and Safety Site.
Bomb Threat Checklist Template.docx

Assessing Bomb Threat Credibility

Evaluating a bomb threat's credibility is essential, especially if an attack may be imminent. While police will provide advice if specific intelligence is available, in its absence, decision-makers must assess various factors, including:

- **Pattern Recognition:** Is the threat part of a series, and what has occurred previously?
- **Specificity of Location:** Can the bomb's location be clearly identified? Is anything visible or suspicious in that area (e.g. via CCTV or witness reports)?
- **Suspicious Items:** Can any suspicious item be explained? Does it show bomb-like features (e.g. wires or power source)?
- **Behavioural Indicators:** Was the item found following suspicious activity?
- **Intent and Manipulation:** Does the threat seem designed to manipulate behaviour through fear?
- **Evacuation Risks:** Could an evacuation move people into greater danger, such as exposing them to secondary attacks (e.g. vehicle or knife assaults)?

Preparedness and rapid, informed decision-making help reduce risks and support effective police response.

Actions to Consider

- **Initial Responsibility:** School management is responsible for making the first decisions following a bomb threat and must manage the risk inclusively and promptly.
- **Police Involvement:** All threats must be reported to police, who will assess the credibility of the threat to the school and surrounding areas and provide guidance.
- **Timely Action:** Do not wait for police to arrive before acting. Immediate decisions may be necessary to protect safety.
- **Preparedness:** Schools must have well-developed, tested plans that are specific to different scenarios and locations.
- **Response Options:** Plans should include evacuation, reverse evacuation, lockdown, and protected space procedures.

Testing and Exercising

Familiarising through testing and exercising will increase the likelihood of an effective response to an evacuation and aid the decision-making process.

These drills must be undertaken in line with the requirements set out in SPHERA by using the Lockdown/Emergency Response Drill which in the Sphera Audit module. This can be accessed via the Sphera log in page. https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

NAE provides specific training on the use of the SPHERA Audits module and this can be accessed by all relevant staff on the H&S Intranet site. Follow link below: SPHERA Training Session #2 - How To Use The Audits Module.mp4

Remember: Regular drills are essential to ensure everyone understands bomb threat procedures and evacuation routes. Disabled staff must have personal evacuation plans, and visitors should be briefed and assisted during any emergency

Post Event Evaluation

It is important that once an event has concluded a full debrief is undertaken to ensure that any lessons can be identified and used to inform other schools.

All incidents must be recorded on Sphera by using the Lockdown/Emergency Response Drill. This can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

An example of a post incident review can be found on the Intranet Health and Safety Site
Lessons Learnt - Bomb Threat Jan 2021.pptx

Additional information on a wide range of terrorist threats and protective measures can be found on the following links:
UK Government National Counter Terrorism Security Office
https://www.protectuk.police.uk/introduction
Homeland Security (US) https://www.dhs.gov/topics/preventing-terrorism-and-targeted-violence

Large Public Gatherings and Civil Disturbance – Summary

Preparedness:
Schools must be prepared for disruptions caused by public events or civil unrest that may affect school operations or the safe movement of students, staff, and families.

Planned Events:
If advance notice is received (e.g. a demonstration), schools must assess the potential impact and implement control measures such as:
- Temporarily closing school or outdoor facilities
- Changing pick-up/drop-off times
- Relocating activities or suspending off-site visits
- Re-routing transport

Unplanned Events:
If no prior warning is given, events may escalate quickly with limited control. Schools should plan for such situations, considering:
- Membership in local emergency alert systems
- Relationships with local authorities and emergency services
- Plans for extended stays on-site
- Alternatives if public transport is disrupted

Note: The regional H&S Manager and RMD must be kept informed of any significant issues as they develop.

Additional guidance is available on the Intranet Health and Safety Site, including a threat level system, key planning questions, and a readiness checklist to assess preparedness.
Large Public Gatherings and Civil Disturbance Guidance (Jul 2024)

Earthquake

Schools in seismically active areas must follow local regulations, conduct regular emergency drills (per SPHERA guidelines), and complete risk assessments for seismic hazards. Facilities must meet local building codes, especially for educational premises. Annual (or more frequent) earthquake drills are required to ensure safety and prevent loss of life among students, staff, and visitors**.**

NAE has developed a Severe Weather/Natural Disaster Drill available on SPHERA that can be used to support this process.

The Sphera Audit module can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

NAE provides specific training on the use of the SPHERA Audits module and this can be accessed by all relevant staff on the H&S Intranet site. Follow link below:
SPHERA Training Session #2 - How To Use The Audits Module.mp4

Procedures and Equipment

In line with local requirements the school must take all reasonable steps to prepare for an earthquake, this will include:
- Seismic alarms
- Seismic detectors
- Ensuring that all items that could fall and injure people are adequately secured i.e. shelving, bookcases etc.
- Ensure that the emergency procedures are kept up to date and disseminated to all staff.
- Identify 'safe' areas where staff and students can shelter in the event of an earthquake, this could include in doorways, under desks, in structurally stable areas such as reinforced concrete stair cores etc.
- Ensure that adequate emergency provisions are readily available and are in sufficient quantity to allow the school to accommodate anyone that may remain trapped on site for potentially extended periods of time.
- Adequate shelter and sanitary provisions.
- Etc.

Earthquakes happen with no warning; therefore, life-preserving actions must be taken at the first indication of the ground shaking. Even in the most severe earthquakes, buildings rarely collapse completely.

Injury and fatalities are most often caused by the shattering and falling of non-structural elements, such as window glass, ceiling plaster, lighting fixtures, chimneys, roof tiles, and signs. There will be no time to think what to do; therefore, earthquake drills are important so everyone becomes familiar with the guidelines.

Classroom
- The teacher should issue the "Take Cover" warning at the first indication of ground shaking
- All occupants should take cover under desks or tables, facing away from windows
- All occupants should assume the crash position, on knees, head down, hands clasped on back of neck or head covered with book or coat/blazer
- The teacher should count to 60 seconds - earthquakes rarely last longer than 60 seconds and counting is calming
- The teacher should review the situation after the 60 seconds, if safe to do so instruct students to evacuate to the designated assembly point, if not stay in position and review every 60 seconds until safe to evacuate or until rescued
- Do Not Re-Enter building once evacuated unless cleared to do so by the emergency services

Other Internal areas of the School
At the first indication of an earthquake;
- Move away from windows, shelves and heavy objects that may fall
- Take cover under a table or desk, in a corner or doorway
- In corridors, stairways and other areas where no cover is available, move to an interior wall; kneel with back to wall; place head close to knees; clasp hands behind neck; and cover side of head with arms
- In the library, move away from where books and bookshelves may fall and take cover
- Stay inside -- usually the most dangerous place is just outside where building debris may fall;
- Exit only after shaking has stopped
- In science laboratories, extinguish all burners, if possible, before taking cover; stay away from hazardous chemicals that may spill
- In other areas, such as gymnasiums, auditoriums and music rooms, the same principals will apply, take cover where possible and move away from potential falling items

Outside
- Move to open space away from buildings and power lines
- Lie down or crouch
- Be aware of surroundings and anything that could fall on you

Buses
- The driver should stop the bus away from power lines, bridges and buildings
- Occupants should move heavy overhead items e.g. book and sports bags
- Stay in seat and hold on to top of seat directly in front

Indoors or outdoors, TAKE ACTION AT THE FIRST INDICATION OF AN EARTHQUAKE. After an earthquake, building evacuation should occur as soon as possible, due to the possibility of aftershocks, building collapse, fires, and explosions.

Prepare an earthquake safety kit to be kept near the exit door, for with contents, such as:

- copy of class list
- first aid supplies
- torch and spare batteries
- Whistle
- felt pen (for I.D. marking)
- games
- plastic for emergency protection
- Thermal blankets
- identify hazards in the classroom, school, school grounds, surrounding area
- Etc.

Continuity Plan

Following an earthquake, the building and surrounding infrastructure maybe unsafe thus meaning normal operations will not commence until the necessary repairs have been carried out. In this instance the school will activate its contingency plans.

Lightning

Introduction
In some areas of the world lightning can present a significant risk and these procedures should be used where lightning has been identified by the school as a risk to staff and students during its normal operating procedures

NAE has developed a Severe Weather/Natural Disaster Drill available on SPHERA that can be used to support this process.

The Sphera Audit module can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

NAE provides specific training on the use of the SPHERA Audits module and this can be accessed by all relevant staff on the H&S Intranet site. Follow link below:
SPHERA Training Session #2 - How To Use The Audits Module.mp4

Procedure
- Assign staff to monitor local weather conditions.
- Develop an evacuation plan, including identification of appropriate nearby shelters.
- Instal lightning detection equipment
- Install lightning protection equipment i.e. rods etc
- Develop criteria for suspension and resumption of outdoor activities:
- When thunder is heard, or a cloud-to-ground lightning bolt is seen, the thunderstorm is close enough to strike your location with lightning. Suspend outdoor activities and take shelter immediately.
- Thirty-minute rule. Once activities have been suspended, wait at least 30 minutes after the last thunder is heard or flash of lightning is witnessed prior to resuming outdoor activities
- Any subsequent thunder or lightning after the beginning of the 30-minute count, reset the clock and another 30-minute count should begin.
- Hold periodic reviews for appropriate personnel.

If you are caught in a dangerous situation, too far from shelter and you feel your hair stand on end or your skin tingle you should immediately crouch down on the balls of your feet, with your arms wrapped around your knees and your head down. Minimize your body's surface area and minimize contact with the ground! Don't be the highest object or connected to anything taller than its surroundings, avoid metal objects, individual trees and standing pools of water.

Monitoring Local Weather Forecast
Assigned staff are required to monitor local weather forecast. Be aware of the local Weather Service-issued thunderstorms "watches" and "warnings".
WATCH: means conditions are favourable for severe weather to develop in an area.
WARNING: means that severe weather has been reported in an area and for everyone to take proper precautions.

Define and List Safe Locations

Seek safe shelter. Avoid high places and open fields. Do not seek shelter under trees. Do not stand near flagpoles, light poles or metal fences. Do not touch the side of the car or steering wheel.

      Primary Locations
      Secondary Locations

Flash to Bang Method

The Flash-to-Bang method helps estimate lightning distance: count seconds between the flash and thunder, then divide by 5 to get the distance in miles. A count of 30 seconds or less means lightning is within 6 miles—outdoor activities must stop.

Increase lightning awareness at the first flash or thunder, regardless of weather. Blue skies or no rain do not mean safety—lightning can strike up to 10 miles away.

New research shows strikes can occur just 2–3 miles apart (10–15 seconds in the count), so waiting for a 30-second count may still pose risk.

"30-30" Safety Rule

After suspending outdoor activity, continue monitoring the storm. Do not resume until no lightning is seen within 6 miles (a 30-second count) for 30 minutes—the "30-30" rule. This helps prevent injuries from back flashes, which can occur even after rain stops.

First Aid – Call Local Emergency

In the event that a person is struck by lightning do not hesitate to assist them; unlike electrical victims they do not carry a charge so they may be safely handled.

If the victim is not breathing, yet has a pulse, begin mouth-to-mouth resuscitation, once every 5 second for adults. If a pulse is absent as well, it is imperative to initiate and sustain cardiopulmonary resuscitation (CPR) as soon as possible and consider the use of an AFD as appropriate.

If there are multiple victims, aid should be administered to the apparently "dead" first. Keep in mind, for the safety of the rescuer, the possibility of a second strike within the immediate area.

Public Address Announcement (if available)

Prepare a message to be broadcasted in case of lightning occurs

Sand Storms
1. Monitoring and Communication
- The school will monitor weather alerts from the National Centre of Meteorology (NCM) and ADEK guidance.
- In the event of a sandstorm warning, the school will notify parents and staff via email and the BISAD Parent App.

2. Outdoor Activity Suspension
- All outdoor activities, including PE, break times, and after-school clubs, will be suspended during sandstorms.
- Students will remain indoors in well-ventilated and monitored spaces.

3. Student Health Considerations
- Students with asthma or respiratory conditions will be closely monitored by the school nurse.
- Parents of medically vulnerable students are encouraged to keep them at home if air quality is poor.

4. Arrival and Dismissal Adjustments
- Students will be held indoors until their transport or parents arrive.
- Staff on duty will wear masks and limit exposure time during student handovers.
- Bus procedures will be adapted to minimise student time outdoors.

5. School Closure (if applicable)
- Any closure or shift to remote learning due to severe sandstorms will follow ADEK guidance and be communicated immediately.

Extreme Weather Conditions and Outdoor Activities
The **Operations Team**, **School Nurse**, and **Health & Safety Officer** will review local weather alerts and determine safe levels of outdoor activity:
- **27°C–33°C:**
  - *Breaks/Lunch:* Normal outdoor play.
  - *PE/Activities:* Normal outdoor lessons.
- **34°C–40°C:**
  - *Breaks/Lunch:* Students encouraged to stay in shaded areas. Operations Team to monitor for signs of overexertion.
  - *PE/Activities:* Outdoor activity permitted in shade and adjusted based on age.
- **41°C–53°C:**
  - *Breaks/Lunch:* Indoor breaks recommended.
  - *PE/Activities:* Move to indoor, air-conditioned spaces.
- **Above 54°C:**
  - *All Activities:* Indoor only. No outdoor play or PE.

First Aid Guidance – Heat-Related Illnesses
- **Fainting:** Move to a shaded/cool area and monitor breathing.
- **Heat Cramps:** Rest, hydrate, and gently stretch affected muscles.
- **Heat Exhaustion:** Cool the person, elevate feet, and offer water with electrolytes.
- **Heat Stroke:** *Medical emergency.* Move to a cool space, lower body temperature immediately with cold sponging or fans. **Do not give fluids**. Call emergency services.

School Transportation

The school must ensure that all transport it provides meets the following minimum standards:

The Hiring of Buses
- Only reputable registered companies will be used for the hiring of buses for the transportation of students and staff.
- All bus drivers must be suitably qualified, of good character, and have completed a suitable police background check and undertaken the NAE safeguarding training course.
- All buses will be in a safe condition, be well maintained and inspected and have suitable safety features including seatbelts. Child seats will be used as appropriate.
- The school will ensure that all bus drivers are instructed in accident management and have a good understanding of their role.

School Staff
- The school/bus operator will provide a responsible adult to escort the children whilst on the school bus. These must have completed a suitable police background check and undertaken the NAE safeguarding training course.
- Each bus will carry an appropriate first aid kit.
- All bus monitors will receive basic training in first aid and accident management.
- All personnel will follow the school and local authority bus rules when traveling on the bus.

School Bus Procedures for Monitors

Bus monitors are responsible for the care of all the children on their bus and should ensure that:
- A bus register is taken on every journey.
- The register is handed in each morning to school.
- They hold an up-to-date list of contact numbers for parents and notes on any allergies for each child .
- They carry a mobile phone at all times to enable them to ring school (in the morning) or parents (in the evening) if there is a problem/delay.
- They are aware of the location of the first aid kit, maintain the kit and have had First-Aid and accident management training.
- They know how to switch off the bus ignition, put on the hand brake and open the door.
- They know how to exit the bus if the door is blocked or otherwise cannot be opened.
- Pre-Nursery, Nursery, Reception and Year 1 children are escorted onto the bus by the monitor.
- All children who require assistance to board and disembark the bus are assisted.
- Ensure that no children are sat next to the driver in a front seat.
- The bus is cleared of all of the children's belongings at the end of each journey.
- Report any anomalies in the service to the School Office/bus manager.
- Seat belts should be checked.
- Seat belts must remain tightly fastened until bus comes to a complete stop.

Children expectations:

- Remain seated for the duration of the journey.
- Sit in their allocated seat, use a seat belt and ensure it is securely fitted.
- Refrain from making excessive noise and use quiet speaking voices.
- Refrain from using offensive language.
- Be polite to each other, the driver and the Bus Monitor.
- Comply with any request that a Bus Monitor makes.
- Not distract the driver.
- Students may drink water and simple food snacks such as fruit or cereal bars.
- Be responsible for their belongings on the bus and tidy any mess.
- Students must walk to and from the bus in a safe manor and inline with DOT requirements.
- Personal devices may be listened to discreetly using headphones but no videos should be shown. Devices will be confiscated if rules are broken.
- No chewing gum or lollypops are allowed on the bus.

If a child misbehaves the Monitor should:

In the unlikely event of behavioural concerns on the bus, an escalated approach is in place. In all cases, students will be reminded of our school values and expectations. All buses have full CCTV coverage to ensure that behaviour and safety are closely monitored. Any infractions are reported to the school leadership team and where necessary the DOT and ADEK.

- Stage 1 – Verbal Warning
- Stage 2 – Written Report to Class Teacher
- Stage 3 – Meeting with parents, Teacher/Tutor, and Operations Manager
- Stage 4 - Suspension of the school bus
- Stage 5 – Bus exclusion for the remainder of the academic term/year.

Entering and Leaving the bus safely

To ensure the health, safety, and wellbeing of all students and staff, the following school bus procedures must be strictly followed:

- **Parent/Guardian Distance**: Parents/guardians must remain at least 3 metres away from the school bus at all times. In compliance with Department of Transport (DoT) regulations, the bus monitor will walk to the parent/guardian to hand over the student directly in a 'hand-to-hand' manner.
- **Supervised Handover (Age Requirement)**: Students aged 11 years and under must be met at the drop-off point by a parent or guardian. If a designated adult is not present, the student will be returned to school, and parents will need to collect them from the main reception. Older children may be left ONLY if prior written permission has been given by parents.
- **Siblings as Guardians**: Siblings aged 12 and over are not permitted to take responsibility for children under the age of 12. It is mandatory for a parent or guardian to be present at the designated collection/drop-off point.
- **Bus Waiting Time**: School buses are not allowed to wait at collection or drop-off points. It is the responsibility of parents/guardians to ensure that an authorised adult is present at the agreed handover time. This is a legal requirement under DoT regulations.
- **Compound Access**: School buses are not permitted to enter small residential compounds for pick-up or drop-off. Parents/guardians must collect and drop off students at the compound entrance gate. Affected families will be contacted individually.

- **Responsibility After Drop-Off**: The school holds no responsibility for students once they have exited the school bus at their designated drop-off point, in accordance with DoT regulations.
- **Assigned Buses Only**: Students are only permitted to travel on their assigned school bus. Requests to travel on a different bus must be submitted in writing to the School Operations Manager at least 24 hours in advance for approval. Non-bus students are not permitted to ride the school bus under any circumstances.
- **Medical Conditions**: Students with a fever of 37.7°C or above, who are vomiting, or who have been deemed unwell by the school nurse will not be permitted to travel home on the school bus. In such cases, students must be collected from school by a parent or guardian. This policy is non-negotiable and is in place to safeguard all students and staff.

Joining or Changing Bus Routes
- Students may only join the bus service or change bus routes on a Monday. This allows time for administrative and logistical updates to be made.

End-of-Day Procedures
- At the end of each day, students make their way to the School Bus Parking Area.
- Nursery to Year 2 students are escorted by a Teaching Assistant to ensure safe and timely arrival.
- Bus monitors register students using the Salama App and a manual attendance sheet.
- Security Guards, the School Health & Safety Officer, and a Supervisor from Shanawaz must be present in the car park to supervise as students board the buses.
- Once all students have boarded, and the last student has exited the bus at their stop, the driver will thoroughly check the bus and display the 'Bus Cleared' sign to confirm that no students remain on board.

Late, Missing, or Absent Students
- Buses are not permitted to wait for late students. Parents/guardians must ensure their child is ready and waiting at the designated time and location.
- In the afternoon, if a student is missing, bus monitors will check with parents, the bus coordinator, or school reception to confirm whether the student is still on campus or has left with a parent.
- A bus cannot leave the school without a student unless authorised by a duty teacher, the Operations Manager, the on-duty Health & Safety Officer, or the student's parent/guardian.

Absence Notification
- It is the responsibility of parents to inform both the class teacher and the bus monitor in advance if their child will not be using the bus as expected on any given day.
- Failure to communicate changes in a timely manner may result in the temporary suspension of the student's bus service, to ensure the safety and accountability of all passengers.

Bus Driver Guidelines
The following standards of school bus drivers is expected:
- All bus drivers must attend periodic training courses and will confer with fellow drivers to share experience and improve service.
- The bus driver must ensure the safety of the students at all times. Students are forbidden to touch any operating machinery.
- The bus may not move until the door is closed and the monitor has ensured that the students are seated and that their seatbelts are fastened secur
- Should an accident occur, the school must be informed immediately, and the correct procedure followed thus ensuring the students arrive at home or school as promptly as possible.
- The driver must obey all traffic laws. Speed restrictions must be observed at all times.
- The driver is responsible for ensuring the cleanliness and operational condition of the bus. This includes seat belts, tyres, fuel, water, and oil, on a daily basis. Should there be a problem, it should be rectified, and the company informed.
- The bus should be cleaned after the students have arrived at school and prepared for the homeward journey.
- The driver must be smartly dressed in company uniform. They should not drink alcohol, smoke or spit on the bus (or within sight of the children) at any time.
- The bus driver will ensure that the bus monitor knows how to open the bus door in the event they are incapacitated.
- The bus driver will ensure that the bus monitor knows how to exit the bus if the doorway is blocked or cannot be opened.
- The bus driver must not operate their mobile phone during bus operations.

School Bus Accident Guidelines

The Bus Monitor
Remember to stay calm, assess the situation and do not put yourself in any immediate danger. If there is an immediate risk to life this needs to be identified and managed as a priority i.e. fire that could spread through the bus.

Phoning for Assistance
You need to ring emergency services and the school immediately. (Don't rely on bystanders to do this). You will have all emergency numbers on the speed dial of your phone.
- You will need to tell the ambulance service where you are, that you are on a school bus that has been in an accident, and that there are some children hurt, giving approximate numbers of injured.
- You will tell **one** school staff member responsible for the buses where you are and very briefly what has happened. Monitors should have the contact numbers programmed into their mobile phones:
- The contact person will inform senior staff at the school (Principal, HR).
- Do not get involved in long discussions or descriptions. Be brief and to the point.
You are then free to deal with the accident knowing that help is on the way!

Making the area safe

It is essential to make the area as safe as possible. This will help prevent the accident from getting even worse.

Making the bus and the immediate area safe is the responsibility of the bus driver. However, in the event of the bus driver being injured the Bus Monitor will need to:
- Turn off the bus engine at the engine cut off point and ignition, even if the engine has stopped.
- Apply the hand brake.
- Put out warning triangles between 30 – 40 metres in each direction. (A bystander can do this for you.)
- Do **not** allow bystanders to take the children.

It is the responsibility of the bus monitor to ensure that they know how to do the first 2 points, and where to locate the warning triangles. They may ask the bus driver to show them how to do this.

Managing the situation
- Use your check list as a guide.
- Quickly walk down the bus (if possible) to reassure and check the children as you go.
- Appear confident and in control.
- If your first aid kit is to hand use its contents to help you.
- Use your first aid / accident management training to triage those in need.
- Remember the first 6 minutes is the most important time for any accident victim.
- If you are absolutely sure of an unconscious child's name you can write it on a prominent area of skin e.g. on their arm, noting any important allergies.

The first contact person will
- Inform a member of the SLT and the bus company.
- Get staff help to the accident as quickly as possible if this is deemed necessary.
- Liaise and assist the SLT as required.
- May be required to assist with the transportation of parents to the various hospitals.
- Have a list of the names and addresses of the hospitals to which children may be taken in order to assist SLT and parents.

In the event of a serious accident resulting in casualties, the SLT representative will:
- Contact other SLT members.
- Directly contact the parents notifying them of the accident.
- Read a pre prepared statement acknowledging the possibilities of injuries but not give any details until the situation is clearer. (Use Crisis Management App)
- Suggest that all parents who are able meet at the school if this is a logistical possibility.
- Manage and support parents who need to go to the hospital to be with their children.
- Control any press statements if required.
- Inform all teaching staff enabling them to support the children.
- Debrief staff.
- Speak to the other children in school if necessary.

- Ensure a statement goes out to all parents when there is a suitable opportunity.
- Inform and consult with Regional H&S / legal team.
- Ensure that the accident report in SPHERA is completed for each child.
- Attach the initial investigation report including witness statements as advised by Head Office.

If the bus monitor is unavailable
- In the event of the bus monitor being injured or so incapacitated that they cannot perform their duty, the driver must contact the school. The Operations Department must ensure that all bus drivers have the required mobile numbers.
- Each bus should have a clear sign in both English and the local language indicating a point of contact at the school.

There is a range of best practice guidelines that have been developed by NAE schools and these are available on the following link.
Transportation Best Practice

Emergency contacts:
Police: 999
Fire: 997
The British International School Abu Dhabi: Main Reception – 025100100
School Operations Manager – 054-3052280
Shanawaz Transport Abu Dhabi: Mr. Fawad Shah – 055-7602648

The bus parking area is fully monitored by CCTV and each bus is fully compliant with local Department of Transport (DOT) regulations on health and safety, monitoring, equipment, and road traffic requirements, to ensure that they meet the standards set out by ADEK and DOT.

Routine checks are done on all vehicles to ensure that they are compliant and routine checks are also done on the bus monitors to ensure that they are adhering to the school rules outlined above.

Swimming Pools

Schools must comply with all local legal requirements for swimming pool use and ensure robust management procedures, including regular checks and properly trained staff. For competitions or regulated activities, all applicable local standards must be met. If local standards are unclear, schools may refer to UK best practices (e.g., Sport England, HSE) or NAE's generic Swimming Pool Guidelines to develop operating and emergency procedures.

The following links provide access to a range of support materials that are available on the Intranet Health and Safety Site:

UK and US Design Guidelines - [Swimming Pool Design Guides](#)

NAE Swimming Pool Guidelines - [NAE Swimming Pool Guidelines.docx](#)

General Guidelines - [Swimming Pool Guidance](#)

NAE School Best Practice Examples - [Best practice](#)

General Sports

Introduction

At BISAD, all sports and physical education activities must be safely managed in full compliance with UAE legal requirements. The Director of Sports is responsible for developing clear departmental procedures and ensuring all relevant staff follow them.

A robust risk assessment framework must be in place for each activity, tailored to different age groups and student abilities. Off-site activities (e.g., fixtures, trips) must include specific arrangements for transport, first aid, safeguarding, and welfare.

BISAD must also ensure necessary memberships to local or international professional bodies are maintained. A comprehensive PE handbook must be available, detailing all safety protocols and operational procedures to support staff in delivering safe and effective physical education.

Best practice examples are available on the Intranet H&S site:
[Physical Education - Best Practice Guidance](#)

Responsibilities

The School Health and Safety Officer has the following responsibilities:
▪ To make random checks to ensure that adequate safe systems are in place and being observed, and to initiate appropriate action if required.

The Head of PE has the following responsibilities:
- Ensure all staff involved have appropriate training, qualifications, and follow departmental procedures.
- Provide suitable facilities for the activity.
- Maintain regular inspection and maintenance of surfaces, equipment, fixtures, and fittings.
- Implement a clear system for reporting and repairing faults.
- Regularly sweep surfaces to remove debris.
- Maintain stock control and safe repair of all equipment.
- Keep updated medical information for all participating students.
- Have emergency procedures and fully stocked first aid kits in place.

Staff teaching or controlling the activity have the following responsibilities:
- Only lead activities if properly trained and skilled.
- Check surfaces, fixtures, and fittings before use; remove debris or use an alternative space.
- Report faults or defects to the appropriate authority.
- Ensure safe and controlled delivery of the activity.
- Be aware of participants' medical or fitness issues.
- Watch for signs of distress or exhaustion and stop play if needed.
- Know emergency procedures and have a stocked first aid kit available.
- Record all accidents/injuries per health and safety guidelines.
- Monitor indoor conditions and stop the activity if needed.
- Remove personal jewellery and ensure participants do the same and wear appropriate clothing.

The Pupils have the following responsibilities:
- To wear the appropriate clothing suitable for the activity and to remove all jewellery.
- To follow all instructions given and to participate in an enthusiastic, safe and meaningful manner.
- To alert staff to any known medical conditions or medications and should they feel unwell or distressed during the activity.

The Operations Manager has the following responsibilities:
- To ensure that all floor surfaces and other areas being used are regularly cleaned and maintained and that all heating, lighting and ventilation is checked and maintained regularly to a safe and good working order.

Procedure
The following procedure will be observed at all times:
- PE staff must be appropriately trained and skilled.
- Surfaces must be checked daily before first use—and before each use if contamination is likely—for debris, defects, or obstructions; issues must be removed and reported.
- Equipment must be regularly inspected and safely maintained.
- Activities must be controlled; warn or remove participants showing aggressive or unsafe behavior.
- Monitor students with known medical conditions and remove them from activity if needed.
- Keep a first aid kit accessible and have an emergency contact system in place.
- Before starting, ensure all participants have removed jewellery and are wearing suitable clothing.

Cleaning and General Housekeeping

The school must ensure all areas are clean, well-maintained, and presented to high standards through an effective cleaning and housekeeping plan tailored to each area's needs. A detailed assessment should determine the specific requirements and scheduling, considering the impact during school hours.

Whether services are managed in-house or by contractors, clear roles, responsibilities, and strong supervision must be in place to maintain compliance with all standards.

The following items should be considered when establishing the management arrangements:

- Have all staff received adequate training for their tasks, including chemical handling?
- Are hazardous materials properly stored in secure areas?
- Are appropriate facilities available (e.g. sinks, drying areas)?
- Is equipment regularly maintained (e.g. PAT testing, visual checks)?
- Is suitable, well-fitting PPE available and used?
- Are warning signs used appropriately (e.g. wet floor signs)?
- Are high-risk activities (e.g. trailing cables on stairs) avoided during school hours?
- Are difficult-to-reach areas accessed safely using trained personnel and proper equipment?
- Is there a clear protocol preventing student presence in sensitive areas during cleaning (e.g. toilets, showers, boarding rooms)?
- Are chemicals managed safely with proper assessments, storage, training, and supervision?
- Do cleaning staff have access to essential information in their native language?
- Is there appropriate supervision of cleaning operations?
- Are there clear, documented cleaning protocols (e.g. methods, frequency, enhanced cleaning)?
- Are special arrangements in place for high-risk areas like laboratories (e.g. extra training or supervision)?
- Are medical areas cleaned with correct protocols for clinical or biohazard waste?
- Are specialist areas like pools and sports facilities covered by appropriate cleaning plans?
- Are items like waste bins included in regular cleaning routines?
- Are catering areas and equipment cleaned adequately (e.g. via separate provision)?
- Are all facilities included (e.g. security toilets, maintenance areas, driver restrooms)?
- Are extra requirements for Early Years/Nursery addressed (e.g. nappy disposal, changing area hygiene)?
- Is responsibility for removing waste and recycling clearly assigned?
- Are waste materials disposed of properly using licensed providers, with records maintained?
- Is there a system to ensure areas stay clear (e.g. fire exits)?
- Are external areas regularly cleaned?
- Have safer alternatives (e.g. long-reach poles for windows) been considered instead of ladders?

Note: Nappy waste from nurseries is classed as human hygiene waste "since the source population is essentially healthy, and the risk of infection is no greater than that from domestic waste." Nappy waste is therefore not clinical waste unless the nursery determines an infection risk.

The following documents cand be used to assist schools in the procurement and/or management of appropriate cleaning/housekeeping services.
NAE School Cleaning Specification and SOW (developed during COVID but still applicable for general cleaning) NAE School Cleaning Specification & SOW.docx

CDS School Cleaning Specifications & Frequency CDS School Cleaning Specifications & Frequency.xlsx

ISR Chemical labelling example (Spanish translation) ISR Chemical Label (Spanish).jpg

Note: A comprehensive range of detailed advice including cleaning and housekeeping requirements were developed to manage the risks from COVID. These form part of the COVID guidelines and are available on the following link. Covid-19 Guidelines

Medical provision and First Aid

Each school must comply with all local legal and regulatory requirements for medical and first aid provision, seeking expert advice where needed. Facilities must meet high standards of care, appropriate to the number and age of students, the school's operations (e.g., after-school activities, sports, or boarding), and any specific local authority guidelines.

The school clinic/treatment room must be constructed and set up in line with local standards for these facilities.

As a minimum it should contain:
- A treatment area(s) with suitable screening for privacy
- Segregation of male/female as required
- Separate/dedicated toilet provision (ideally including disabled facilities)
- Washing facilities (ideally including shower)
- Suitable secure storage for medical supplies
- Medical fridge with temperature monitoring
- Secure medicine storage (including provision for students own medicine)
- Workstation(s) for staff
- Appropriate lighting
- Waiting areas not overlooked by other students
- Rest area(s) for students that are unfit to return to normal activities
- Appropriate waste management including clinical waste provision
- Appropriate storage for sterile items
- Facilities for cleaning and disinfection
- Suitable furniture including examination couch/bed that can be easily cleaned/disinfected
- Suitable flooring, wall covering etc. that can be easily cleaned
- Adequate heating, cooling and ventilation
- Ability to secure all areas to prevent unauthorised access

All medical staff must be properly qualified, licensed, and maintain ongoing professional development (CPD) to meet local standards. Where required, medical staff (e.g. school nurses) must be overseen by a qualified clinician. Staff must clearly understand their roles and use school systems (e.g. ISAMS and Sphera) to manage medical information in full compliance with local laws.

Each school must ensure that appropriate arrangements are in place for:
- Capturing up to date medical information for the students
- Ensuring that all mandatory vaccinations for students are in place (local requirements)
- Ensuring that the school has the required permissions to treat and administer medicines (as required)
- Obtaining permission to share medical information as required
- Ensuring that conditions such as allergies are identified, relevant information shared (i.e. to catering staff on food allergies) and protocols established for emergency treatment etc.
- Managing stocks of medicines to ensure that they are controlled and remain in date.
- Maintaining any equipment to appropriate standards
- Managing medical information and ensure it is stored securely with correct permissions in place

First Aid Provision

The school must maintain adequate first aid coverage across all activities, fully compliant with local regulations. A thorough assessment should be conducted, considering the nature, location, and risk level of each activity, as well as the age of the students involved, to ensure suitable first aid measures are in place, i.e.

- Are there younger learners on site that will require pediatric first aiders?
- Are any higher risk activities undertaken on site i.e. impact sports, climbing, swimming etc
- Do any areas require additional equipment/training due to the level of risk i.e. laboratories, DT, workshops, kitchens, swimming pools etc.
- Are there enough first aiders to cover normal operations (in core hours). Do we meet required ratios set out in local standards?
- Is there sufficient cover for outside of normal operations i.e. after school activities, extracurricular etc.
- Are sufficient resources in place to cover all core activities, such as boarding?
- Is there sufficient first aid kits (equipment/materials) to cover all operations and are they regularly checked?
- Have off-site activities and educational visits been sufficiently covered?
- Is an AED available and people trained to use it? How many are required to provide adequate coverage?
- Is there specialist equipment available where required i.e. spinal board/collar in swimming pool, burns kits in labs, emergency eye wash provisions, emergency showers (as required) and are these being maintained/tested in line with all requirements?
- Are all first aiders trained to a recognised standard and are they receiving adequate refresher training to ensure ongoing competency/compliance.
- Are emergency protocols being adequately tested to ensure that people can practice their skills in realistic training scenarios i.e. recovery from a pool?

Note: The school must consider how to support staff/pupils with urgent mental health requirements.

The medical team must maintain records of all interventions and log all injuries in the Sphera H&S system, including those reported by other staff.

NAE provides specific training on the use of the SPHERA Events module and this can be accessed by all relevant staff on the H&S Intranet site.
SPHERA Training Session #4 - How To Use The Events Module (Incident + Investigation).mp4
SPHERA Training Session #4 - How To Use The Events Module (Incident + No Investigation).mp4

The Sphera Events module can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

Additional detailed information on risk assessment and risk management is also available as part of the H&S Management Training.
H&S Manager Training Module 4 - Incident Causation and Incident Management
H&S Manager Training Module 5 - Health and Safety Investigations
H&S Manager Training Module 6 - Monitoring and Assurance
H&S Manager Training Module 7 - Continuous Improvement and Case Studies

School Visitors

The school is responsible for the health and safety of visitors and customers they invite onto the school's premises.

When confirming the dates and times of visits with visitors/customers the school must ensure that:

- The visitor is asked if they have any special requirements or disabilities that require specific arrangements to be made. Determine exactly what assistance is required, e.g. ramps for wheelchair access, allocated car parking, etc.
- Explain the location and layout of the building, and the facilities available, including disabled toilets.
- Reception/Security is informed of the date and time of the visit, name of the visitor, and specific arrangements to be made.

On the day of the visit the school will ensure that:

- The person being visited/nominated deputy is informed by reception on the arrival of the visitor.
- The visitor is escorted to the relevant meeting room pointing out the amenities and health and safety procedures.
- The visitor is accompanied at all times during their visit.
- In the event of a fire or other emergency the visitor is escorted to the assembly point and is accounted for until reoccupation. Where the visitor is in a wheelchair they must be escorted to the safe refuge (usually the nearest stairwell) to await rescue.
- In the event of an accident, a first aider is contacted, and record logged on Sphera.

Visitor Health & Safety Information (sample of information to be provided)

The visitor must:

- Always behave in a safe and responsible manner.
- Follow the school's health and safety procedures and your host's instructions.
- Wear your visitor badge at all times (available from Reception upon signing in).
- Familiarise yourself with and follow the school's emergency procedures.
- Respect the no smoking policy and contribute to a safe and healthy environment.
- Report any unsafe conditions or behaviours immediately.
- If you experience an accident, incident, or near miss, inform your host so it can be properly reported and you can receive appropriate care.
- If you feel unwell during your visit, notify your host to ensure you receive first aid or medical attention.

Fire/Emergency Procedures
- If during your visit you hear the fire alarm sounding your host will escort you out of the premises and take you to the assembly point.
- If the alarm sounds and you become separated from your host please leave the building by the nearest emergency exit and go to the assembly point.
- Please remain with your host representative until the all clear is given to re-enter the building.
- If for any reason you decide to terminate your visit please ensure that you inform your host representative.
- If you discover a fire:
  o Shout "FIRE" to alert either your host or any other employee.
  o Immediately operate nearest break-glass fire alarm call point.
  o DO NOT take undue personal risk.

Out of Hours and Lone Working
Lone working is when someone works without others nearby, either visually or audibly. The school must assess the risks involved and ensure safe systems of work are in place. All lone or out-of-hours work must be risk assessed, authorised, and formally notified to a line manager.

Safe Systems of Work
- For tasks like office administration during normal hours, no special action is needed, but notifications are required if done outside normal hours.
- Risk assessments may determine that some lone working situations (e.g., in laboratories, workshops, or remote buildings) are too hazardous for one person.
- During normal hours, approval must be given to named individuals for specific tasks, considering any known health issues.
- If certain conditions are met, approval for these tasks may extend to unspecified occasions during normal hours, but outside normal hours, approval is only granted for specific occasions.

In giving approval for lone working, managers will identify any hazards by completing a suitable and sufficient risk assessment and ensure that:
- All equipment used must be safe and in good working order.
- Employees must be trained, competent, and follow safe procedures without taking shortcuts.
- The work area must be safe, tidy, spacious, and have safe access.
- For work outside normal hours, managers must arrange regular safety checks based on the hazards.
- If equipment poses significant hazards, work should not be done outside normal hours unless another employee is present.

Out-of-Hours and Lone Working Procedure
- All out-of-hours and lone working must be authorised by the line manager.
- Reception/Security must be informed of staff whereabouts for safety checks and emergencies.
- Employees must use all control measures and follow safe work procedures.
- Lone workers must not work at height.
- Employees must notify Reception/Security when leaving the premises.
- Extra caution is required when leaving offices or traveling late at night, especially in remote areas.

Working From Home

Each school is required to comply with all relevant local legal requirements. These requirements vary considerably depending on jurisdiction and the school should seek local expert advice to ensure full compliance.

The school/operation must ensure that any working from home is in line with local HR policies and procedures.

This guidance applies to those who:
- work at home long term
- routinely split their time between their workplace and home (sometimes called hybrid working)
-

Most of the time, risks to home workers will be low and the actions you should take to protect them will be straightforward.

Things you should consider as part of your risk assessment for home workers include:
- stress and poor mental health
- using equipment like computers and laptops safely
- their working environment

You must talk to your member of staff about their arrangements, as working from home may not be suitable for everyone. For example, some people may not have an appropriate place to work or may prefer to come into the workplace for wellbeing, mental health or other reasons.

Risk Assessment

It is important to keep a balanced and proportionate approach for home workers. In most cases you do not need to visit them to ensure their health and safety, but you should make sure they have a healthy and safe environment to work in.

You might decide to visit them, for example:
- to meet any special requirement, such as for a worker with a disability

When someone is working from home, consider:
- how you will you keep in touch with them
- the type of work they will be doing (and for how long)
- how it can be done safely
- if you need to put control measures in place to protect them

You should consider:
- providing advice and guidance on their home working set-up
- using questionnaires or self-assessment tools
- talking to them, for example using phone or video calls

Where your risk assessment indicates you need to take some action, your workers cannot be charged for this.

When people cannot work from home

You should agree alternative arrangements for people to use your workplace or another suitable location, if you decide:
- someone's home is not a suitable work environment
- reasonably practicable measures cannot be taken to protect them

Stress and mental health
You must protect workers from stress by conducting a risk assessment and taking appropriate action. This applies equally to home workers as to all other staff.

Home workers face many of the same challenges but may find it harder to get support and maintain social connections.

Lack of social contact at work can lead to feelings of isolation or disconnection, increasing stress or worsening existing mental health issues.

Manage the risks of stress from working at home
There are practical things you can do to help manage the risks of stress and mental health problems for home workers.
- Talk openly with them about the possibility of them becoming stressed or mentally unwell
- Involve them in completing stress risk assessments so they can help identify potential problems and solutions
- Keep them updated on what is happening so they feel involved and reassured
- Have regular keep-in-touch meetings or calls so they can share any concerns
- Make home workers aware of any occupational support available to them
- Take account the needs of the individual – if someone is a home worker for medical reasons you may need to meet their needs differently

Talk to your home workers
Without daily contact, stress or mental health issues can be harder to spot, so provide extra opportunities to check on home workers' wellbeing.

- Maintain regular one-on-one and team communication, ensuring meetings are accessible to all.

- Review work processes to identify and reduce stressors by consulting with your staff about any challenges they face.

Work/life balance
Those working at home can sometimes work longer hours, making them tired and stressed. Speak regularly about workloads, demands and training needs.
- Encourage home workers to take regular breaks and use their annual leave. Make sure people aren't working too long to meet unrealistic deadlines or feel obliged to answer emails outside normal working hours.
- Stress can build up over time and the causes can be work-related or from other issues. Whatever the cause, it's important that any worker gets help as soon as possible, and you should support them to do so.

Display Screen Equipment
You should ensure:
- home workers can achieve a comfortable, sustainable posture while working with DSE
- any equipment provided is safe and suitable for use

Office-type furniture may not be essential for maintaining good posture at home, but personal furniture or equipment may also be inadequate. Use DSE assessments to determine what is appropriate based on each worker's individual circumstances. You should reduce the risks identified by your DSE assessment so far as reasonable.

Work Environment

Electrical Equipment
At BISAD, staff should visually inspect sockets, plugs, and cables used for their work and be advised on the dangers of overloaded extension cables.

The school is responsible only for electrical equipment it provides but must ensure it is used safely within the work environment.

Slips and Trips
Advise on how to minimise the risks of slips and tripes by keeping their work area clear of obstructions, spillages and trailing wires.

Emergencies
Ensure your staff know what to do in an emergency. Emergency procedures should include guidance on how and when home workers should contact you, including details of any emergency contact numbers.
Consider what you would do if you could not get in contact with a home worker, such as holding emergency contact details.

Lone working
There will risks for those with no direct supervision or anyone to help if things go wrong. There is separate guidance on this within the out of hours and lone working section.

All accidents must be reported on Sphera.
Detailed guidance on managing the risks from homeworking is available on the UK Health and Safety Executive website by following the link.
https://www.hse.gov.uk/home-working/index.htm

Other guidance is also available on the H&S Intranet site by following the link.
Working form Home Guidance

Another useful guide is available in French on the H&S Intranet site by following the link.
Homeoffice_recommendations (french).pdf

Management of Stress at Work
Nord Anglia Education (NAE) is committed to safeguarding the health, safety, and wellbeing of its employees and recognises workplace stress as a significant health and safety concern. NAE is dedicated to identifying and reducing work-related stressors wherever possible.

All staff have the right to work in an environment that supports their wellbeing and does not lead to prolonged stress.
Preventing and managing work-related stress is a shared responsibility between

NAE and its managers and supervisors. These guidelines apply to all employees. Managers are accountable for their implementation, and NAE will ensure appropriate resources and support are provided.

While NAE cannot address all potential sources of stress—particularly those arising outside the workplace—it acknowledges that stress may result from a range of factors, including personal circumstances, financial pressures, and work-life balance challenges.

This policy outlines NAE's commitment to proactively prevent and manage work-related stress to the extent that it is reasonably practicable.

Definition of Stress
Stress is defined as "the adverse reaction people have to excessive pressure or other types of demand placed on them". This makes an important distinction between pressure, which can be a positive state if managed correctly, and stress, which can be detrimental to health.

Objectives
Whilst it may not be possible to eradicate all work-based stress, NAE wishes to create an organisational culture in which issues of employee stress are taken very seriously and the well-being of employees is given the highest priority.

NAE is committed to:
- Preventing, in so far as is practicable, employee stress resulting from work practices, excessive workloads or interpersonal relationships within the workplace.
- Where work-related stress does occur, taking steps to minimise the impact of this stress on individuals.
- Identify all workplace stressors and conduct risk assessments to eliminate stress or control the risks from stress. These risk assessments will be regularly reviewed.
- Provide training for all managers and supervisors and employees understand and recognise the nature, causes and management of work-related stress; and, for managers in particular, how to prevent or minimise work-related stress.
- Provide confidential counselling/support for employees affected by stress caused by either work or external factors.
- Provide adequate resources to enable managers to manage stress in the workplace.

Procedure & Responsibilities

Managers should:
- Conduct and implement risk assessment recommendations within their areas.
- Ensure clear communication between management and employees, especially during organizational or procedural changes.
- Discuss issues with employees and provide regular, accurate information about matters affecting their work.
- Set clear, measurable, achievable, and reasonable work objectives in line with procedures and agreements.
- Hold regular performance appraisals with employees.
- Provide meaningful development opportunities.
- Identify roles where stress has been or may be an issue.

- Monitor workloads to prevent overloading.

- Track working hours, overtime, and holidays to avoid overwork and ensure entitlements are taken.
- Meet regularly with all direct reports.
- Attend management and health and safety training as required.
- Ensure zero tolerance for bullying and harassment.
- Offer extra support to employees facing personal stresses like bereavement or separation.
- Allocate work with appropriate skills requirements and reasonable timeframes.
- Address employee absences sensitively, offering support during long-term absence.
- Provide planned induction programs for new employees.
- Ensure employees are fully trained to perform their duties.
- Identify and address training and development needs.
- Allow time for corporate inductions, including safety training.
- Support employees during job changes or promotions with advice and training.
- Treat employees fairly and consistently.
- Maintain confidentiality when employees disclose personal matters.
- Foster a culture that does not tolerate bullying or harassment and act promptly on reports.
- Take employee concerns seriously and ensure support procedures are in place.
- Encourage employees to raise concerns without fear of blame.
- Recognize the importance of work-life balance for employees.

School Principals/Senior Managers should:
- Provide specialist advice and awareness training on stress.
- Assist and support managers with stress risk assessments.
- Support individuals recovering from stress-related absence and advise on planned return to work.
- Refer staff to workplace counsellors or specialist agencies as needed.
- Monitor and review the effectiveness of stress reduction measures.
- Update managers and the health and safety committee on developments related to workplace stress.
- Offer guidance to managers on managing stress.
- Help monitor stress management effectiveness by analyzing sickness absence data.
- Advise managers and staff on training needs.
- Provide ongoing support to managers and staff during change and encourage referrals to occupational counsellors when appropriate.

Employees should:
- Be alert to behavioral changes caused by stress, such as increased smoking, drinking, or poor sleep patterns.
- Discuss signs of stress with your Departmental Manager, another manager, or supervisor.
- Utilize any counselling services provided by the employer.
- Consult a doctor or medical professional if concerned about stress affecting health.

- Protect your well-being by taking regular breaks from DSE work and following safe working procedures without shortcuts.

Health and Safety Officers/Coordinators should:
- Actively ensure stress is effectively managed in the workplace.
- Participate in meaningful consultation regarding changes to work practices or design that may cause stress.
- Support the risk assessment process.
- Report any issues, concerns, or conditions that may cause stress.
- Inform management if you suspect or know an employee is experiencing stress.
- Conduct joint workplace inspections to ensure environmental stressors are controlled.

Reporting Stress
1. NAE recommends that employees seeking help should initially approach their Line Manager to resolve issues informally and at an early stage.
2. If the employee feels unable to approach their manager, they may contact HR directly.
3. If informal resolution is not possible, the employee may consider raising a formal grievance or complaint.
4. The HR Department provides guidance and support, which may include offering counselling where needed.
5. NAE offers independent professional counselling for employees experiencing work-related stress, fully funded by the company. This counselling is confidential and independent.
6. With the employee's consent, the counsellor will inform HR about the factors contributing to the employee's stress.
7. If stress significantly affects health and leads to time off work, the standard sickness absence procedures will apply.

Monitoring and Review
Monitoring and evaluation are essential to any effective process of stress management. They provide feedback, which is critical to the maintenance and development of strategies and procedures to control stress in the workplace. For this reason, the organisation will carry out stress audits from time to time, the key objectives of which are as follows:
- To ensure that the requirements and standards set out in the policy are being met
- To assess and compare the effectiveness of different aspects of the policy
- To provide information to justify continuation of current policy or to propose an necessary changes in strategy
- To assess the cost-effectiveness of the policy and its provisions

Data collected for these audits will include both individual and organisational issues.

Note: The annual staff surveys capture key information on a number of stress indicators.

Further information
The UK Health and Safety Executive provide a large amount of guidance on managing stress in the workplace and this is available by following the link.
https://www.hse.gov.uk/stress/index.htm

Additional information including some useful toolkits are also available on the H&S Intranet pages.
[Management of Stress Guidance](#)

External property assessments (staff)
The school must ensure the safety of employee housing that it directly rents.

For housing not rented by the school—where the employee receives a rental allowance and leases are directly between the employee and landlord—the school is not responsible for health and safety checks.

The Facilities/Operations Manager or a designated person must complete a safety checklist before the employee moves into any school-rented accommodation.

Property Checklist
The checklist serves as a guide to ensure the rented property is safe for the staff member and their family.

It is based on current British standards, which may not apply or be legally enforceable in the school's country of operation. Any issues found must be reported to the landlord, and a remedial action plan implemented if required by the lease and local laws.

Employer liability legislation in the country of operation should be considered before and during the use of this checklist.

The checklist does not form part of any contractual entitlement between Nord Anglia and the Employee.

The checklist is available on the H&S Intranet site by clicking on the link below.
[NAE Property Checklist.docx](#)

Control of Contractors
Each school/operation is required to comply with all relevant local legal requirements.

The school/operation and the contractor have a duty to ensure the health and safety of their own and each other's employees and students.

Selection of contractors
The school will ensure that any contractor is competent to carry out the tasks required. Cost should never be the main criteria for the selection of a contractor. Before commencing major works, a pre-contract meeting will be arranged by the manager in charge of the project to discuss safety matters.

Contractors' safety policy and procedures
Managers selecting contractors to carry out works must ensure that the contractor's safety policy and arrangements, where appropriate, outlines their commitment to safety. A copy of the contractor's safety policy and arrangements will be requested during the tender process.

The school/operation must also satisfy itself that the policy and arrangements has been disseminated to the employees and self-employed staff of the contractor and that its procedures are understood by them.

Risk Assessment

Contractors must provide the school/operation with risk assessments and detailed method statements on how the tasks will be completed and what tools/equipment will be used. The following must also be reviewed:

- That the contractor's employees have received training for the works to be carried out.
- That there will be adequate supervision for the task.
- That the contractor has a level of competency in the management of health and safety.
- That the contractor understands the hazards and has adequate proposals for safe working.
- Whether the contractor has ever been subject to enforcement action.
- Whether the contractor has records of accident incidence rates and how these compare with standard industry rates (where this information is available).
- The acceptability of the contractor's commitment to H&S issues by referring to previous clients.

The results of the review must be recorded and kept on file for future reference.

NAE Safety Requirements for Contractors on Site

Managers wishing to engage a contractor for a major project should send them a copy of the NAE Safety Requirements for Contractors on Site form for their signature prior to their engagement This form identifies all of the safety requirements for contractors working on any of our sites. Managers engaging contractors should be expected to monitor their compliance with these conditions.

NAE Safety Requirements for Contractors on Site.docx

On-site Safety Checklist

On a major project when the contractor arrives on site and prior to the commencement of any work, the Manager should complete the Control of Contractors on Site Checklist.

NAE Control of Contractors on Site Checklist.docx

Operational Environments, Assets and Equipment

Working environment
The school/operation will ensure compliance with all local legal requirements.

In general, the school/operation should consider the following:

Heating/Cooling
- A sufficient number of thermometers to enable employees to determine the temperature in any workplace inside the building.
- The school/operation should aim to maintain the environment at a comfortable temperature (this will be dependent on local expectations/legal requirements).
- Air conditioning should be considered where significant overheating occurs.
- Space heating may be considered for large areas such as sports halls etc.
- Heating and cooling provision must be maintained to a suitable standard i.e. filters changed etc.
- All portable heating appliances should be checked as per manufacturer and PAT guidelines.
- During the summer months all efforts should be made to maintain the temperatures at comfortable levels, and it may be appropriate to utilise fans and portable air conditioning units.

Lighting
- Lux (unit of luminance) levels appropriate to the working area and must comply with local legal requirements.
- Task lamps, where necessary should be provided.
- Special consideration should be made to those personnel who undertake fine work.
- All emergency lighting should be tested on a regular basis and results recorded.

Sanitary facilities
- Suitable and sufficient toilets shall be provided at readily accessible places and at the correct ratios in line with local legal requirements.
- Consideration must be given to the provision of gender-neutral facilities as necessary.
- Sanitary disposal bins should be provided in accordance with requirements.
- A suitable cleaning regime must be in place to ensure that all welfare facilities are kept to a high standard.
- All toilet facilities should have clear signage to identify who can use them i.e. staff, student, male, female, gender neutral etc.
- Toilet facilities should be available for disabled personnel and visitors.
- Changing tables should be considered as required.

Workstations
- Sufficient space for each employee
- Suitable software and work equipment
- Workstation assessments should be completed by staff in line with local requirements.
- Suitable training should be provided as required.

Resting facilities
- Facilities for pregnant women or nursing mothers to rest.
- A smoke-free environment.
- Facilities for making hot drinks and heating food, e.g. kettle and microwave.
- An adequate supply of wholesome drinking water. Drinking cups or beakers are provided where required. In the case of non-disposable cups, a facility for washing them is provided nearby.

Supply and use of work equipment
The school/operation will ensure compliance with all local legal requirements.

The school/operation will ensure that all work equipment provided for use is:
- Suitable for the intended use.
- Safe for use.
- Maintained in a safe condition.
- Inspected as necessary.
- Used only by people who have received adequate information, instruction and training.
- Has suitable safety measures such as protective devices, markings and warnings.
- Is compliant with all local legal requirements.

Definition of Work Equipment
- The definition of work equipment is broad and ranges from simple tools to complete installations, e.g. hammers, knives, ladders, drills, photocopiers, floor polishers, lifting equipment (including lifts), vehicles etc.
  - The term 'installation' includes a series of machines connected together such as a conveyor system, a fire sprinkler system, or even scaffolding.
- Where employees provide their own work equipment then it is the duty of the school/operation to ensure it complies with local regulatory requirements, otherwise it will not be authorised for use.
- The definition applies to all new, second hand and existing work equipment.

Scope
- These requirements apply to all employees with responsibility for purchasing or approving work equipment for use at NAE sites.
- They also apply to all employees with a responsibility for the provision and use of work equipment and those with a managerial responsibility for employees using the work equipment to ensure they have the appropriate levels of training and supervision.
- Where employees are required to use or operate work equipment owned by or leased from a third party or another employer, it will be the duty of their line manager to ensure that the work equipment is safe for use and compliant with requirements.

Purchasing New Equipment
- Before equipment is purchased, hired or contracted for use (whether new or second hand) it must be ascertained that it complies with local regulatory requirements. This will be included in the specification details of the supply contract and a 'Declaration of Conformity' (or local equivalent) will be supplied with the equipment.

- Consideration must be given to how the equipment will be installed, used, and maintained, as well as any specific training requirements for operators and supervisors. The manufacturer will be responsible for providing information on how to install, use and maintain the equipment.

- The school must ensure that it is possible to maintain any equipment before it is purchased/installed. This can often present a problem where complex equipment is supplied from overseas.

Existing Work Equipment
- Existing work equipment must be assessed to ensure compliance with local regulatory requirements. Other hazards such as manual handling, hazardous substances, electric shock, noise etc., will also be considered.
- The responsibility for ensuring assessments are carried out rests with head of department even where a service level agreement exists with a third party for the equipment.
- Any non-compliance identified by the assessment must be rectified within a reasonable timescale depending on the severity.
- Records of risk assessment must be kept either by the person responsible for the equipment or through a service level agreement with a third party such as facilities management or service providers.
- In many cases the assessment will already be complete, and the only action will be to confirm that all the requirements are being met.
- Any control measures identified should be incorporated into existing operating procedures and related training. These controls must be regularly monitored by the Facilities/Operations Manager.

Monitoring and Audit
- The Facilities/Operations Manager should monitor compliance by ensuring that all work equipment has been the subject of risk assessment and records are available to confirm this.
- The Facilities Manager should carry out an annual audit of compliance with this policy and report any issues to the responsible manager.

Review
- The Facilities/Operations Manager should review the application of these requirements on a regular basis to ensure it reflects current regulations and guidance and that it remains effective.

Monitoring and Assurance

Incident, Near Miss and Hazard Alert Management Process
When an unplanned event occurs in the workplace/school, it is essential that relevant information is captured as quickly and accurately as possible.

NAE has developed a bespoke online Health and Safety Management system (SPHERA) to support the business. This includes an events module that is used by schools to ensure the accurate recording, good management and detailed review of all incidents, near misses and hazard alerts to ensure that lessons can be learned, and ongoing improvements made to our safety management systems.

Everyone has a responsibility to engage with the Incident, near-miss and hazard alert processes and all staff will receive Health and Safety training appropriate to

their role and responsibilities. Any contractors and third parties are also required to fully engage and comply with all NAE incident reporting processes.

NAE provides specific training on the use of the SPHERA Events module and this can be accessed by all relevant staff on the H&S Intranet site.

[SPHERA Training Session #4 - How To Use The Events Module (Incident + Investigation).mp4](#)
[SPHERA Training Session #4 - How To Use The Events Module (Incident + No Investigation).mp4](#)

The Sphera Events module can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

Additional detailed information on risk assessment and risk management is also available as part of the H&S Management Training.
[H&S Manager Training Module 4 - Incident Causation and Incident Management](#)
[H&S Manager Training Module 5 - Health and Safety Investigations](#)
[H&S Manager Training Module 6 - Monitoring and Assurance](#)
[H&S Manager Training Module 7 - Continuous Improvement and Case Studies](#)

Types of Incident
The Events module on SPHERA allows the school/operation to capture detailed information on a wide range of incidents including:
- Animal Incident
- Illness
- Injury
- Release of Substance
- Fire/Explosion
- Security
- Transportation
- Violent Incident/Assault/Verbal Abuse
- Severe Weather/Natural Disaster
- Property Damage

Roles and Responsibilities
Reporting Person - All members of staff have access onto SPHERA and are responsible for reporting incidents, near misses and hazard alerts.
Owner – The owner (normally Head of Department) is responsible for the ongoing management and closure of the event once they are satisfied that all of the necessary elements have been completed, any required actions raised and lessons captured. They are also responsible for determining whether a formal investigation is required.

Approver – The approver is responsible for ensuring that all the steps have been completed and the event can be closed.

If the Event requires a formal investigation the Principal is required to review and approve the findings.

Formal notification to authorities
Local Regulations may impose duties on the school/operation to report specified injuries, diseases and dangerous occurrences. It is the responsibility of the school/operation to determine what the requirements are and ensure that they are met.

First Aid/Medical Treatment
In the event of injury or ill health at work, the School/Operation will ensure that trained first aid personnel are available to provide treatment for employees, pupils and visitors at all reasonable times whilst the premises are in operation. Any first aid treatment/medical treatment must be recorded within the Incident that has been raised on SPHERA.

Audit and Inspection Process
NAE has developed a bespoke online Health and Safety Management system (SPHERA) to support the business. This includes an audit module that must be used by schools/Region to ensure they can undertake consistent, high-quality monitoring/evaluation and ensure that ongoing improvements are made to the safety management systems.

Everyone has a responsibility to engage with the audit, inspection and drill processes and all staff will receive health and safety training appropriate to their role and responsibilities. Any contractors and third parties are also required to fully engage and comply with all NAE incident reporting processes.

NAE provides specific training on the use of the SPHERA Audit module and this can be accessed by all relevant staff on the H&S Intranet site.
SPHERA Training Session #2 - How To Use The Audits Module.mp4

The Sphera Audit module can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

Additional detailed information on Audit, inspections and drills is also available as part of the H&S Management Training.
H&S Manager Training Module 6 - Monitoring and Assurance
H&S Manager Training Module 7 - Continuous Improvement and Case Studies

There are a wide range of audits, inspections and drills available and they must be completed as per the required frequencies, including:
Food Hygiene and Safety –Termly / Annual
Electrical Safety – Annual
Boarding – Annual
Playground – Monthly /Annual
Fire Safety – Annual Audit
Fire Safety – Weekly/ Termly/ Annual Maintenance Checklist
Fire Evacuation Drill - Termly
Severe Weather/Natural Disaster Drill – Yearly/as required
Lockdown/Emergency Response Drill – Bi-annual
Regional Health and Safety Audit – Annual (can be remote if required)
Regional on-site H&S Audit – Annual (can be less frequent if replaced by remote Regional audit)

Corrective Actions (Using Sphera Actions Module)

NAE protects our people and operations by the proactive identification and mitigation of all risks. Everyone has a responsibility to engage with the corrective actions processes and all staff will receive Health and Safety training appropriate to their role and responsibilities. Any contractors and third parties are also required to fully engage and comply with all NAE risk management processes.

NAE has developed a bespoke online Health and Safety Management system (SPHERA) to support the business. This includes an Actions module that is used by schools to help manage any improvement actions that have identified through Incidents, near-misses, hazard alerts, investigations, risk assessments, audits, inspections, drills and in isolation.

NAE provides specific training on the use of the SPHERA Actions module and this can be accessed by all relevant staff on the H&S Intranet site.

SPHERA Training Session #3 - How To Use The Actions Module.mp4

The Sphera Actions module can be accessed via the Sphera log in page.
https://www.rivosafeguard.com/auth/saml/SignIn?idp=https://sts.windows.net/189ae708-15d7-447e-9278-38b19d37390b/

Additional detailed information on the use of corrective actions to improve is health and safety performance is also available as part of the NAE bespoke H&S Management Training.

H&S Manager Training Module 2 - Health and Safety Management Systems
H&S Manager Training Module 3 - Risk Assessment and Risk Management
H&S Manager Training Module 7 - Continuous Improvement and Case Studies

The actions module can also be used to support the school facilities management processes and has the functionality to identify actions that are related to this area.