



BELMONT PRIMARY SCHOOL

HEALTH & SAFETY POLICY

September 2026

Date approved by governors:

Date shared with staff

Date of review: September 2026

Due for review on: September 2027

Health and Safety Lead: Mr C Gibson (Headteacher)

HEALTH AND SAFETY POLICY

1. Statement of Intent

Belmont Primary School is committed to providing and maintaining a safe, healthy and supportive environment for pupils, staff, visitors, volunteers, contractors and others who may be affected by the school's activities.

The school recognises that effective health and safety management is an integral part of good school leadership and contributes to the wellbeing, learning and achievement of pupils and staff.

We are committed to:

- providing and maintaining a safe and healthy working and learning environment;
- identifying significant hazards and assessing and managing risks in a sensible and proportionate way;
- preventing, so far as is reasonably practicable, accidents, injuries and work-related ill health;
- providing safe premises, equipment, systems of work and appropriate welfare facilities;
- providing staff with appropriate information, instruction, training and supervision;
- ensuring that emergency arrangements are appropriate, understood and regularly reviewed;
- consulting and communicating effectively with staff and their representatives on health and safety matters;
- ensuring that pupils are supported, according to their age and understanding, to recognise and manage risk safely;
- learning from accidents, incidents, near misses and other health and safety concerns;
- obtaining competent health and safety advice where required; and
- monitoring and reviewing health and safety arrangements to ensure that they remain effective.

The school recognises that effective health and safety management is not about eliminating all risk. Children benefit from opportunities to explore, develop independence, experience challenge and learn how to assess and manage risk. The school's approach will therefore seek to manage significant risks appropriately without unnecessarily restricting valuable educational experiences.

Health and safety is a shared responsibility. Everyone within the school community is expected to take reasonable care of their own health and safety and that of others, to follow agreed procedures and to report hazards or concerns promptly.

The Governing Body and Headteacher will provide leadership in developing and maintaining a positive health and safety culture and will ensure that appropriate resources are made available, so far as is reasonably practicable, to support the implementation of the policy.

Name : C Gibson (Head Teacher)

Signature:

Date: 01.09.2026

2. Legal Framework

Belmont Primary School will comply with its duties under relevant health and safety legislation and will have regard to current statutory and non-statutory guidance.

The principal legislation relevant to this policy includes:

- the Health and Safety at Work etc. Act 1974;
- the Management of Health and Safety at Work Regulations 1999;
- the Workplace (Health, Safety and Welfare) Regulations 1992;
- the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR);
- the Control of Substances Hazardous to Health Regulations 2002 (COSHH);
- the Regulatory Reform (Fire Safety) Order 2005;
- the Control of Asbestos Regulations 2012;
- the Provision and Use of Work Equipment Regulations 1998 (PUWER);
- the Manual Handling Operations Regulations 1992; and
- other legislation relevant to particular premises, equipment, activities or circumstances.

In meeting its responsibilities, the school will have regard to relevant guidance issued by the Department for Education (DfE), the Health and Safety Executive (HSE), the Local Authority and other competent bodies as appropriate.

The school will ensure that health and safety arrangements are appropriate and proportionate to the nature of its activities and the risks involved.

Where specialist knowledge or competence is required, the school will seek appropriate advice and assistance.

3. Roles and Responsibilities

Effective health and safety management requires clear responsibilities and cooperation between the employer, Governing Body, school leaders, staff and others using the school premises.

3.1 Governing Body

As the employer, the **Governing Body has overall legal responsibility for health and safety** at Belmont Primary School and for ensuring, so far as is reasonably practicable, the health, safety and welfare of employees and the safety of pupils, visitors and others who may be affected by the school's activities.

The Governing Body will:

- provide strategic leadership and promote a positive, sensible and proportionate approach to health and safety;
- ensure that appropriate policies, procedures and arrangements are in place to identify and manage significant risks;
- ensure that adequate resources are available to support effective health and safety management;
- ensure that appropriate information, instruction, training and supervision are provided;
- ensure that the school has access to competent health and safety advice where required;
- seek assurance that premises, equipment and systems of work are appropriately maintained and managed;
- monitor significant health and safety matters, including accidents, incidents and identified areas of risk;
- support and challenge the Headteacher in the day-to-day management of health and safety; and
- review the school's health and safety performance at least annually.

The Governing Body delegates the day-to-day management of health and safety to the Headteacher. **This delegation does not remove the Governing Body's overall responsibility as the employer.**

3.2 Headteacher

The Headteacher is the school's **Health and Safety Co-ordinator** and has responsibility for the day-to-day implementation, coordination and management of health and safety within the school.

The Headteacher will:

- implement this policy and the health and safety requirements of the Governing Body;
- ensure that significant risks are identified, assessed and appropriately controlled;
- coordinate the development and review of risk assessments and safe working procedures;
- ensure that suitable procedures are established for emergencies and other foreseeable incidents;
- ensure that staff receive appropriate health and safety information, instruction and training;
- ensure that accidents, incidents, near misses and hazards are reported, investigated and acted upon as appropriate;
- ensure that statutory inspections, testing, servicing and maintenance are undertaken and appropriately recorded;
- monitor identified hazards and ensure that appropriate action is taken;
- ensure that contractors and visitors are provided with appropriate health and safety information;
- liaise with the Local Authority, contractors and other competent advisers as appropriate;
- seek specialist advice where necessary;
- identify health and safety training requirements;
- maintain or oversee appropriate health and safety records;
- communicate significant health and safety matters to staff and governors; and
- monitor and review the effectiveness of the school's health and safety arrangements.

3.3 Site and Premises Staff

Staff with responsibilities for the premises will, within the scope of their role:

- undertake routine site and premises checks;
- identify and report defects, hazards and maintenance requirements;
- ensure that relevant checks, servicing and inspections are completed and recorded;
- support the safe management of contractors on site;
- ensure that plant, equipment and hazardous substances for which they are responsible are appropriately stored and managed;
- maintain access and escape routes appropriately; and
- take prompt action where an immediate hazard is identified, including restricting access where necessary.

3.4 All Staff

All employees have a responsibility to:

- take reasonable care of their own health and safety and that of others who may be affected by their actions or omissions;
- cooperate with the school and employer in meeting health and safety requirements;
- follow agreed policies, procedures, risk assessments and safe working practices;
- use equipment and safety measures correctly;
- report hazards, defects, accidents, incidents and near misses promptly;
- avoid undertaking tasks for which they do not have the necessary competence, information or authorisation;

- contribute to risk assessment and the development of sensible safety arrangements where appropriate; and
- raise health and safety concerns promptly where they believe existing arrangements may be inadequate.

Staff should take immediate reasonable action to protect themselves and others where they identify a serious or imminent danger and should report the matter as soon as possible.

3.5 Pupils

Pupils will be supported, according to their age and understanding, to take increasing responsibility for their own safety and that of others.

Pupils are expected to:

- follow reasonable instructions given by staff;
- use equipment and facilities appropriately;
- behave in ways that do not unnecessarily place themselves or others at risk;
- report hazards, accidents or concerns to an adult; and
- participate appropriately in emergency procedures and safety education.

The school recognises that pupils are learning to understand and manage risk. Expectations and responses will therefore be appropriate to their age, needs and level of understanding.

3.6 Visitors, Volunteers and Contractors

Visitors, volunteers and contractors are expected to cooperate with the school's health and safety arrangements and follow reasonable instructions while on the premises.

Contractors remain responsible for managing the health and safety risks arising from their own work and must provide appropriate information, risk assessments and evidence of competence where required.

The school will provide relevant information about site-specific hazards, emergency procedures and other arrangements necessary for their safety.

4. Risk Assessment and Safe Working Practices

Belmont Primary School will take a sensible and proportionate approach to managing health and safety risks.

Risk assessments will be undertaken where there is a significant risk to the health, safety or welfare of staff, pupils or others who may be affected by the school's activities.

Risk assessment is intended to identify significant hazards, determine who may be harmed and how, and establish appropriate measures to eliminate or control risk so far as is reasonably practicable.

4.1 Risk Assessments

Risk assessments will be suitable and sufficient for the activity or circumstance being considered and proportionate to the level of risk involved.

They will normally:

- identify significant hazards;
- identify those who may be affected, including individuals who may be particularly vulnerable;
- consider existing control measures;
- determine whether further action is required;
- identify responsibility for any additional action; and
- be recorded and communicated to relevant staff where appropriate.

Risk assessments may relate to premises, equipment, activities, working practices, individual needs or other circumstances where significant risks require management.

Staff responsible for activities or areas of work are expected to contribute to relevant risk assessments and ensure that agreed control measures are followed.

4.2 Review of Risk Assessments

Risk assessments will be reviewed periodically and whenever there is reason to believe that they may no longer be effective or circumstances have significantly changed.

This may include following:

- an accident, incident or significant near miss;
- the introduction of new equipment, substances or working practices;
- significant changes to premises or activities;
- changes affecting an individual's needs;
- new information about a hazard or risk; or
- concerns raised by staff or others.

Reviews will focus on whether existing control measures remain appropriate and effective rather than simply repeating an assessment because a particular date has been reached.

4.3 Dynamic Risk Assessment

Not every situation can be anticipated in a written risk assessment. Staff are expected to use their professional judgement to respond appropriately to changing or unforeseen circumstances.

Where an immediate or unexpected hazard arises, staff should:

- assess the situation;
- take reasonable steps to prevent harm;
- stop or modify an activity where continuing would present an unacceptable risk;
- seek assistance where required; and
- report significant hazards or concerns so that further action can be considered.

Dynamic assessment does not replace the need for a written risk assessment where significant foreseeable risks can reasonably be identified in advance.

4.4 Safe Working Practices

Where necessary, the school will establish safe working procedures or other control measures for activities presenting significant risk.

Staff must:

- follow relevant risk assessments, procedures and instructions;
- use equipment only for its intended purpose and in accordance with appropriate instructions or training;
- use required protective equipment or safety measures;
- ensure that pupils receive appropriate instruction and supervision;
- not undertake specialist or higher-risk activities unless appropriately competent and authorised; and
- report defective equipment, unsafe conditions or concerns promptly.

Where equipment, an area or an activity presents an immediate significant risk, it should be **taken out of use, isolated or access restricted where reasonably practicable** until the risk can be appropriately addressed.

4.5 Supporting Pupils to Manage Risk

Risk assessment should enable worthwhile activities to take place safely rather than unnecessarily preventing them.

Pupils will be supported, according to their age, needs and understanding, to recognise hazards, follow appropriate safety measures and develop their ability to assess and manage risk.

Staff will balance the educational benefits of activities with foreseeable risks and will put proportionate control measures in place without unnecessarily limiting pupils' opportunities for challenge, independence and learning.

5. Premises and Site Safety

Belmont Primary School will ensure, so far as is reasonably practicable, that its buildings, grounds, access routes, facilities and building services are maintained in a condition that is safe for pupils, staff, visitors and others using the premises.

The school will operate appropriate arrangements for the inspection, maintenance, testing and repair of premises, plant and equipment and will retain relevant records of statutory inspections, servicing and remedial work.

5.1 Inspection, Maintenance and Defects

The school will undertake appropriate routine checks of its buildings, grounds and facilities and will arrange planned and reactive maintenance as necessary.

Staff should report defects, damage or hazards promptly.

Where a defect presents an immediate significant risk, reasonable steps will be taken to make the area or equipment safe. This may include:

- taking equipment out of use;
- isolating a hazard;
- restricting access to an affected area;
- providing temporary alternative arrangements; or
- obtaining specialist advice or emergency assistance.

Repairs and maintenance requiring specialist knowledge will only be undertaken by appropriately competent persons.

5.2 Statutory Inspection and Testing

The school will maintain arrangements to ensure that statutory and other required inspections, testing and servicing are undertaken at appropriate intervals.

These arrangements will include, where applicable:

- electrical installations and equipment;
- gas installations and appliances;
- heating and hot-water systems;
- fire detection, alarm and firefighting equipment;
- emergency lighting;
- water systems and controls for legionella;
- lifting equipment;
- play and physical education equipment;
- kitchen and catering equipment;
- security systems; and
- other plant or equipment requiring inspection, testing or servicing.

Appropriate records, certificates and evidence of remedial action will be retained.

5.3 Asbestos

The school will manage asbestos-containing materials in accordance with the **Control of Asbestos Regulations 2012** and its asbestos management arrangements.

Where asbestos-containing materials are present or presumed to be present, the school will maintain appropriate survey information, an asbestos register and an asbestos management plan.

The condition of identified asbestos-containing materials will be monitored and appropriate action taken where deterioration or damage is identified.

Staff and contractors who may undertake work capable of disturbing the fabric of the building must be provided with relevant asbestos information before work begins.

No drilling, cutting, fixing or other work that may disturb the fabric of the building should take place without appropriate checks and authorisation.

Any suspected damage or disturbance of asbestos-containing material must be reported immediately and the affected area isolated where appropriate pending specialist advice.

5.4 Water Hygiene

The school will maintain appropriate arrangements for managing risks associated with its water systems, including legionella.

A suitable water-hygiene risk assessment and control arrangements will be maintained, with appropriate monitoring, flushing, temperature checks, maintenance and remedial action undertaken as required.

A competent person will be appointed or engaged where necessary to support the management of water-hygiene risks.

5.5 Electrical and Gas Safety

Electrical installations and equipment will be maintained so as to prevent danger. Inspection, testing and maintenance will be proportionate to the type of equipment, its use and the environment in which it is operated.

Staff must not use electrical equipment that appears damaged or unsafe and should remove it from use and report it where appropriate.

Gas installations and appliances will be appropriately maintained and work on gas systems will only be undertaken by suitably qualified and competent persons.

Any appliance, installation or area suspected of presenting a gas-related danger must not be used until it has been made safe.

5.6 Grounds, Access and External Areas

The school will take reasonable steps to maintain external areas, paths, playgrounds, entrances, gates, fencing and other site features in a safe condition.

Particular attention will be given, as appropriate, to:

- slips, trips and uneven surfaces;
- snow, ice and adverse weather;
- damaged play or outdoor equipment;
- trees and vegetation;
- lighting and visibility;
- vehicle and pedestrian movement;
- access and egress;
- security of the site; and
- hazards arising from maintenance or construction work.

Where an external area cannot be made safe immediately, access will be restricted where reasonably practicable until appropriate action can be taken.

5.7 Site Security

The school will maintain proportionate security arrangements designed to protect pupils, staff and visitors while allowing the school to operate effectively.

External doors, gates, access controls and other security measures will be managed in accordance with the school's safeguarding and emergency arrangements.

Staff should report security defects or concerns promptly.

6. Fire and Emergency Procedures

Belmont Primary School will maintain appropriate arrangements to prevent fire and to respond safely and effectively to fires and other emergencies.

Detailed procedures for particular emergencies, including building-specific evacuation arrangements and lockdown procedures, are contained within the school's operational plans and procedures. These will be communicated to relevant staff and reviewed and practised as appropriate.

6.1 Fire Safety

The school will maintain a suitable and sufficient fire risk assessment for its premises and will implement appropriate measures arising from it.

Arrangements will include:

- maintaining appropriate fire detection and alarm systems;
- providing and maintaining appropriate firefighting equipment and emergency lighting;
- maintaining suitable and clearly identified escape routes and exits;
- ensuring escape routes and fire exits are kept clear and available for use;
- appropriate fire safety signage;
- identifying and controlling significant sources of ignition and combustible materials;
- ensuring appropriate arrangements for people who may require additional assistance to evacuate;
- providing staff with appropriate fire-safety information and instruction; and
- undertaking appropriate testing, inspection and maintenance of fire-safety systems and equipment.

Fire risk assessments will be reviewed periodically and following significant changes to the premises, activities or other circumstances that may affect fire safety.

6.2 Fire Evacuation

Separate building-specific Fire and Evacuation Procedures will be maintained for the EYFS / KS1 and KS2 buildings.

These procedures will identify, as appropriate:

- how the alarm is raised;
- evacuation routes and final exits;
- assembly points;
- responsibilities of staff and fire marshals;
- arrangements for accounting for pupils, staff and visitors;
- arrangements for summoning and liaising with the emergency services;
- arrangements for individuals who may require additional assistance;
- procedures for visitors, contractors and other users of the premises; and
- arrangements applicable outside normal school hours where appropriate.

Staff must familiarise themselves with the evacuation arrangements relevant to the building or area in which they are working.

On discovering or being alerted to a fire, the priority is to **raise the alarm, evacuate people to a place of safety and summon the Fire and Rescue Service.**

Staff are not expected to place themselves at risk by attempting to fight a fire. Firefighting equipment should only be used by a person who is competent to do so, where it is safe and appropriate and where there remains a safe means of escape.

No person should re-enter a building following an evacuation until authorised to do so by the Fire and Rescue Service or other person with appropriate authority.

6.3 Fire Drills and Training

Fire evacuation procedures will be practised regularly so that pupils and staff are familiar with the action required.

Drills will be appropriately recorded and any significant issues identified will be reviewed and addressed.

New staff and other relevant persons will receive appropriate information about fire and emergency arrangements as part of their induction.

6.4 Individuals Requiring Additional Assistance

The school will consider the needs of any pupil, member of staff, visitor or other person who may require assistance during an emergency evacuation.

Where appropriate, an individual **Personal Emergency Evacuation Plan (PEEP)** or other suitable arrangement will be developed and communicated to relevant staff.

Emergency arrangements will take account of temporary as well as permanent mobility, sensory, medical or other needs.

6.5 Other Emergencies

The school will maintain proportionate arrangements for responding to other foreseeable emergencies that could affect the safety of pupils, staff or the operation of the school.

These may include:

- serious injury or medical emergency;
- gas leak or other utility failure;
- flooding or severe weather;
- structural damage;
- hazardous substance release;
- loss of essential services;
- significant security incidents; and
- other circumstances requiring evacuation, shelter or other emergency action.

Staff should follow the relevant emergency procedure, take reasonable immediate action to protect people from harm and seek assistance from the emergency services or other appropriate agencies where required.

6.6 Lockdown and Security Incidents

Where an incident presents a potential threat that makes normal evacuation inappropriate or unsafe, the school may implement its lockdown or other security procedures.

Detailed lockdown arrangements are set out in the school's separate Lockdown Policy and associated procedures.

Staff are expected to understand their responsibilities under those arrangements and participate appropriately in training and practice exercises.

In any emergency, staff should follow the procedure appropriate to the nature of the incident rather than assuming that evacuation is always the safest response.

6.7 Communication, Review and Recovery

Emergency procedures will be communicated to relevant staff and, where appropriate, pupils, visitors, contractors and other users of the premises.

Following a significant emergency, evacuation or practice exercise, the school will consider whether any lessons have been identified and whether procedures, risk assessments, training or other arrangements require amendment.

Where an incident significantly disrupts the operation of the school, the school's **Business Continuity and Disaster Recovery arrangements** will be implemented as appropriate.

7. First Aid, Medical Emergencies and Emergency Equipment

Belmont Primary School will maintain appropriate first aid and emergency medical arrangements to provide prompt assistance to pupils, staff, visitors and others who become ill or injured while on the premises or participating in school activities.

First aid provision will be informed by an appropriate assessment of need and will take account of the size and layout of the school, the nature of its activities, the needs of pupils and staff, and arrangements for educational visits and other off-site activities.

7.1 First Aid Provision

The school will ensure that:

- appropriate first aid equipment and facilities are readily available;
- sufficient appropriately trained first aid personnel are available, taking account of foreseeable absences and school activities;
- staff know how to obtain first aid assistance;
- first aid arrangements are available during off-site school activities, including educational visits;
- first aid equipment is appropriately located, checked and replenished;
- emergency services are contacted promptly where required; and
- appropriate records are maintained of first aid treatment and significant incidents.

The school's detailed first aid arrangements, including the names of trained personnel and locations of first aid equipment, will be maintained separately and communicated to staff.

7.2 Medical Emergencies

Where a pupil, member of staff or other person appears to require urgent medical attention, staff should:

- summon appropriate first aid assistance;
- contact the emergency services where necessary;
- provide emergency treatment within the limits of their competence and training;
- follow any relevant individual healthcare or emergency plan where available;
- use appropriate emergency equipment or medication where indicated; and
- ensure that parents/carers or other appropriate contacts are informed as soon as practicable.

The need to contact emergency services must not be delayed while attempting to contact a parent/carer.

7.3 Automated External Defibrillators (AEDs)

Belmont Primary School maintains **Automated External Defibrillators (AEDs) in both the EYFS / KS1 building and the KS2 building.**

Their locations will be clearly identified and communicated to staff. Arrangements will be in place to ensure that the devices remain accessible, appropriately maintained and ready for use.

In the event of a suspected cardiac arrest:

- the emergency services must be contacted immediately;
- cardiopulmonary resuscitation (CPR) should be commenced as appropriate;
- an AED should be obtained as quickly as possible; and
- the spoken and visual instructions provided by the AED should be followed.

Staff should not delay the use of an AED because a specifically trained person is unavailable. AEDs are designed to provide instructions to the user and will only deliver a shock where the device determines that one is required.

Following use, the AED will be checked and made ready for future use as soon as practicable, including replacement of consumable items where necessary.

7.4 Allergies and Anaphylaxis

The school recognises that anaphylaxis is a potentially life-threatening medical emergency and will maintain arrangements to reduce the risk of allergic reactions and respond effectively where they occur.

In accordance with current requirements and the strengthened national arrangements commonly referred to as **Benedict's Law**, the school will:

- maintain appropriate arrangements for identifying and supporting pupils with known allergies;
- ensure that relevant information is recorded in Individual Healthcare Plans or other appropriate allergy-management documentation;
- provide appropriate allergy-awareness training for staff;

- ensure that staff understand how to recognise and respond to suspected anaphylaxis;
- maintain **spare emergency adrenaline auto-injectors (AAIs)** for emergency use;
- ensure that emergency AAIs are appropriately stored, accessible, monitored and replaced when required; and
- record and review significant allergy-related incidents so that lessons can be identified.

Where anaphylaxis is suspected, staff should treat the situation as a **medical emergency**, administer adrenaline promptly where appropriate and contact the emergency services. Detailed arrangements for the use of emergency AAIs will follow current statutory guidance and the school's procedures for supporting pupils with medical conditions.

7.5 Pupils with Medical Conditions

Pupils with medical conditions will be supported so that they can access education, including school trips and physical education, as fully and safely as possible.

Where appropriate, an **Individual Healthcare Plan (IHP)** will set out the pupil's needs and the arrangements required to support them.

Relevant staff will be provided with the information and training necessary to implement those arrangements safely.

Medication will be stored, administered and recorded in accordance with the school's procedures for supporting pupils with medical conditions.

7.6 Infection Control and Hygiene

Appropriate hygiene and infection-control measures will be followed when providing first aid or responding to bodily fluids.

Suitable protective equipment and arrangements for safe cleaning and disposal will be available, and staff should follow relevant procedures to reduce the risk of exposure to infection.

8. Accident, Incident and Near-Miss Reporting

Belmont Primary School will maintain appropriate arrangements for reporting, recording and reviewing accidents, incidents, occupational ill health and significant near misses.

The purpose of reporting is to ensure that appropriate assistance is provided, legal and other reporting requirements are met, and lessons are identified that may help prevent recurrence.

8.1 Reporting and Recording

Staff must report accidents, significant incidents and significant near misses promptly in accordance with the school's procedures.

Appropriate records will be maintained and should include sufficient information to establish:

- who was involved;
- when and where the incident occurred;
- what happened;
- the nature of any injury or harm;
- any treatment or immediate action taken;
- relevant circumstances or contributing factors; and
- any further action required.

Parents/carers will be informed of accidents or injuries involving their child in accordance with the school's procedures and the nature and seriousness of the incident.

Accident and incident information will be handled and retained appropriately in accordance with data-protection and records-retention requirements.

8.2 Serious Incidents

The Headteacher must be informed promptly of any serious accident, incident or near miss. Immediate priorities will be to:

- provide first aid or emergency medical assistance;
- protect others from further harm;
- contact the emergency services where required;
- preserve relevant evidence where appropriate and safe to do so;
- notify parents/carers or other appropriate persons;
- obtain competent health and safety advice where necessary; and
- consider whether the incident requires notification to an external body.

8.3 Investigation and Learning

Accidents, incidents and near misses will be reviewed at a level proportionate to their seriousness and potential consequences.

The purpose of an investigation is to establish what happened, identify relevant causes or contributing factors and determine whether further action is required to reduce the likelihood of recurrence.

Appropriate action may include:

- reviewing a risk assessment or procedure;
- repairing or removing defective equipment;
- changing the environment or working practice;
- providing additional information, instruction, training or supervision;
- seeking specialist advice; or
- implementing other reasonable control measures.

The school will seek to promote a culture in which staff report hazards, mistakes and near misses openly so that lessons can be learned. **Reporting an incident or near miss in good faith will be regarded as an important part of effective health and safety management.**

8.4 RIDDOR

The Governing Body, as employer, will ensure that accidents, occupational diseases and dangerous occurrences that meet the statutory reporting criteria are reported to the appropriate enforcing authority in accordance with the **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)**.

The Headteacher, as Health and Safety Co-ordinator, will ensure that potentially reportable incidents are identified and that appropriate advice is sought where there is uncertainty.

RIDDOR reporting may be required in circumstances including:

- a work-related death;
- specified work-related injuries to employees;
- a work-related injury resulting in an employee being unable to undertake their normal duties for more than seven consecutive days;
- certain diagnosed occupational diseases;
- specified dangerous occurrences; and
- certain work-related accidents involving pupils, visitors or other non-workers where the statutory reporting criteria are met.

Not every accident requiring first aid or hospital attendance is reportable under RIDDOR. The school will apply the statutory criteria and current HSE guidance when determining whether a report is required.

Appropriate records of RIDDOR notifications and related investigations will be retained.

8.5 Monitoring

Accident, incident and near-miss information will be reviewed periodically to identify recurring hazards, patterns or trends.

Significant findings and any actions required will be reported to the Governing Body as appropriate.

Where monitoring identifies a recurring issue or increased risk, the school will review relevant risk assessments, procedures or control measures.

9. Hazardous Substances, Equipment and Machinery

Belmont Primary School will ensure that hazardous substances, work equipment and machinery are selected, stored, used and maintained in a manner that reduces risks to pupils, staff and others so far as is reasonably practicable.

Staff must not use substances, equipment or machinery where they have not received the information, instruction, training or authorisation necessary to do so safely.

9.1 Hazardous Substances and COSHH

The school will identify substances that may present a risk to health and will assess and control exposure in accordance with the **Control of Substances Hazardous to Health Regulations 2002 (COSHH)**.

Where a hazardous substance is used or stored, appropriate arrangements will include, where relevant:

- obtaining and retaining appropriate product and safety information;
- undertaking a suitable COSHH assessment;
- considering whether the substance can be eliminated or replaced with a safer alternative;
- establishing appropriate control measures and safe methods of use;
- ensuring appropriate storage, labelling and segregation;
- controlling access to substances that could present a risk to pupils or unauthorised persons;
- providing appropriate information, instruction and training;
- providing arrangements for dealing safely with spills, exposure or other emergencies; and
- reviewing controls where circumstances or available information change.

Staff must use hazardous substances in accordance with relevant instructions and control measures and must not introduce hazardous substances for use at school without appropriate consideration of the risks.

9.2 Storage and Disposal

Hazardous substances will be stored securely and appropriately, taking account of their properties and any relevant safety information.

Substances must, where appropriate:

- remain in suitable and clearly identified containers;
- be stored away from pupils and unauthorised persons;
- be segregated where incompatible substances could present a risk;
- be protected from accidental damage, release or misuse; and
- be disposed of safely and in accordance with relevant requirements.

Hazardous substances must not be transferred into food or drink containers or other containers that could cause their contents to be mistaken.

9.3 Personal Protective Equipment

Risks should, wherever reasonably practicable, be eliminated or adequately controlled by measures other than personal protective equipment (PPE).

Where a risk assessment identifies that PPE is required to control remaining risk, the school will provide suitable equipment appropriate to the specific hazard and task.

This may include, as appropriate:

- protective gloves;
- **heat-resistant gloves;**
- eye or face protection;

- protective clothing or footwear;
- hearing protection;
- respiratory protective equipment; or
- other specialist protective equipment.

PPE will be selected to ensure that it is suitable for the task and user, compatible with any other PPE required and appropriately maintained and stored.

Staff provided with PPE must use it correctly, follow relevant instructions and report loss, damage or defects promptly.

Appropriate information, instruction or training will be provided where necessary.

9.4 Work Equipment and Machinery

Work equipment will be suitable for its intended use, maintained in a safe condition and inspected or tested where required.

Appropriate measures will be taken to ensure that:

- equipment is used only for its intended purpose;
- guards, safety devices and other protective measures are maintained and used correctly;
- staff receive appropriate information, instruction and training;
- higher-risk or specialist equipment is used only by appropriately competent and authorised persons;
- pupils using tools or equipment receive appropriate instruction and supervision;
- defective or unsafe equipment is taken out of use and clearly identified where appropriate; and
- maintenance and repairs are undertaken by competent persons.

Staff must not disable, bypass or interfere with guards, interlocks or other safety devices.

9.5 Equipment Used by Pupils

The school recognises that practical activities involving tools and equipment can make an important contribution to pupils' learning and development.

Pupils may use age-appropriate tools and equipment where risks have been suitably assessed and appropriate instruction, supervision and control measures are in place.

The level of supervision will reflect the nature of the activity, the equipment being used and the age, needs, experience and competence of the pupils involved.

Equipment that is unsuitable for pupil use will be secured or otherwise made inaccessible when not under appropriate supervision.

9.6 Defective Equipment

Staff must report equipment that is damaged, defective or believed to be unsafe.

Where continued use could present a significant risk, the equipment must be:

- taken out of use immediately;
- disconnected or isolated where appropriate;
- clearly marked to prevent inadvertent use; and
- referred for appropriate inspection, repair or disposal.

Equipment must not be returned to use until it is considered safe to do so by an appropriately competent person.

10. Contractors, Visitors and Lettings

10.1 Contractors

Contractors engaged by the school will be selected with appropriate regard to their competence, experience and ability to undertake the work safely.

All contractors attending the school site must complete the school's AW3 form, or have an appropriate current AW3 form in place, before commencing work. The AW3 process will be used to ensure that relevant health and safety, safeguarding and site-specific information has been considered and communicated.

Contractors must sign in on arrival and sign out when leaving the site, in accordance with the school's visitor and contractor procedures. They must wear or display the identification provided by the school while on site.

Before work begins, the school will provide contractors with relevant information about significant site-specific hazards and arrangements that may affect their work. This may include:

- safeguarding and site-security requirements;
- access and working arrangements;
- fire and emergency procedures;
- asbestos-containing materials and the asbestos register;
- electrical, gas or other building services;
- vehicle and pedestrian movements;
- areas occupied or used by pupils;
- other contractors or activities taking place on site; and
- any other significant hazards relevant to the work.

10.2 Safeguarding During Contractor Work

Contractor access to areas occupied by pupils will be appropriately managed. Work will, where reasonably practicable, be planned to minimise unnecessary interaction between contractors and pupils and to reduce disruption to the safe operation of the school.

Contractors must comply with the school's safeguarding and security arrangements at all times. **Contractors must not permit another person to access the school site under their own sign-in, identification or authorisation arrangements.**

Contractor access to areas occupied by pupils will be appropriately managed and the school's safeguarding procedures will determine any requirements relating to supervision or checks.

10.3 Visitors and Volunteers

Visitors and volunteers will be provided with information appropriate to the nature and duration of their visit.

This may include information about:

- signing-in and identification arrangements;
- safeguarding expectations;
- fire and emergency procedures;
- areas they may or may not access;
- relevant site hazards; and
- how to obtain assistance or report a concern.

Visitors and volunteers must follow reasonable instructions given by staff and must not enter restricted areas or undertake activities for which they are not authorised.

10.4 Lettings and Community Use

Where school premises are made available to external organisations or individuals, appropriate health and safety responsibilities will be established as part of the letting or hire arrangements.

Hirers will be expected to:

- take reasonable care for the health and safety of those attending their activities;
- use the premises and equipment only for agreed purposes;
- comply with relevant fire, emergency, security and site procedures;
- provide appropriate supervision for their activities;
- undertake appropriate risk assessments where required;
- report accidents, damage, hazards or defects promptly;

- not introduce hazardous substances, equipment or activities without prior agreement where these may create additional risk; and
- leave the premises in a safe and secure condition.

The school will provide hirers with relevant information about emergency arrangements and significant site-specific hazards.

The respective responsibilities of the school and the hirer will be clearly established through the school's letting arrangements and conditions of hire.

10.5 Monitoring Contractor and External Use

The level of monitoring and supervision applied to contractors and other external users will be proportionate to the nature and risk of the activity.

Any significant concerns about unsafe working or use of the premises must be reported promptly to the Headteacher.

Where necessary, work or activities may be stopped until appropriate safety measures are in place.

11. Educational Visits

Belmont Primary School recognises the educational value of visits and learning beyond the classroom and is committed to enabling pupils to participate in these opportunities safely.

Educational visits and off-site activities will be planned, approved and managed in accordance with the school's **Learning Beyond the Classroom Policy**, relevant Local Authority requirements and current national guidance.

11.1 Planning and Risk Management

Staff organising educational visits must ensure that appropriate planning and risk management are undertaken before the visit takes place.

Arrangements will take account of:

- the nature, location and duration of the activity;
- foreseeable significant hazards and appropriate control measures;
- the age, needs, experience and behaviour of the pupils involved;
- appropriate staffing and supervision;
- pupils with SEND, medical conditions, disabilities or other individual needs;
- transport and travel arrangements;
- first aid and medication;
- emergency and contingency arrangements;
- communication with parents/carers; and
- any requirements relating to the provider, venue or activity.

Risk management will be **proportionate to the nature and complexity of the visit**. Staff are expected to exercise professional judgement and respond appropriately to changing circumstances while away from the school site.

11.2 Approval and the Educational Visits Co-ordinator

Visits must follow the school's established approval process and must not proceed until the required approval has been obtained.

The school's **Educational Visits Co-ordinator (EVC)** will support staff in planning and managing visits and will provide appropriate advice and challenge.

Visits requiring submission through **EVOLVE** will be processed in accordance with the school's Learning Beyond the Classroom Policy and Local Authority requirements.

11.3 External Providers and Activities

Where an external provider, venue or activity is used, appropriate checks will be undertaken to provide assurance that the arrangements are suitable for the proposed visit.

The use of an external provider does not remove the school's responsibility to consider the suitability of the activity for the pupils involved and to manage those aspects of the visit that remain within the school's control.

11.4 Emergency Arrangements

Visit leaders must understand the arrangements to follow in the event of an accident, illness, safeguarding concern, significant delay or other emergency while off site.

Appropriate emergency contact information must be available to the visit leader and school, and arrangements must enable the school to respond appropriately should a significant incident occur.

Serious accidents or incidents occurring during an educational visit will be reported and reviewed in accordance with **Section 8 of this policy** and the school's Learning Beyond the Classroom procedures.

12. Staff Training, Consultation and Communication

Belmont Primary School will ensure that staff receive appropriate health and safety information, instruction, training and supervision to enable them to carry out their responsibilities safely and effectively.

Training and information will be proportionate to the individual's role, responsibilities and the risks associated with their work.

12.1 Staff Induction

Health and safety will form part of the induction arrangements for new staff and, where appropriate, volunteers, students and other persons working regularly within the school.

Induction will include information appropriate to the individual's role and may include:

- fire and emergency procedures, including evacuation and lockdown arrangements;
- how to summon first aid and emergency assistance;
- the location of relevant emergency equipment, including **AEDs and emergency adrenaline auto-injectors (AAIs)**;
- accident, incident, near-miss and hazard reporting;
- safeguarding and site-security arrangements;
- significant site-specific hazards;
- relevant risk assessments and safe working procedures;
- arrangements for pupils with particular medical or other needs, where relevant to the role;
- procedures for reporting defects or maintenance concerns; and
- where to obtain further health and safety information or advice.

Staff moving to a substantially different role or taking on additional responsibilities will receive further information, instruction or training where required.

12.2 Health and Safety Training

The Headteacher will identify health and safety training requirements having regard to staff roles, risk assessments, statutory requirements and the needs of the school.

Training may include, where relevant:

- first aid;
- fire safety and emergency procedures;
- allergy awareness and responding to anaphylaxis;
- moving and handling;
- use of specialist equipment or machinery;
- COSHH and hazardous substances;
- working at height;
- asbestos awareness;
- educational visits;
- premises-related responsibilities; and

- other role-specific health and safety matters.

Training requiring formal renewal or refresher training will be monitored so that it can be updated within appropriate timescales.

Staff must not undertake work requiring specific competence, qualification or authorisation unless the relevant requirements have been met.

12.3 Information and Communication

Relevant health and safety information will be made readily available to staff.

This may be communicated through:

- staff induction;
- staff meetings and briefings;
- training;
- policies and procedures;
- risk assessments and safe working instructions;
- notices and signage;
- electronic communication and shared systems; and
- direct communication where an immediate or significant risk is identified.

Urgent or significant health and safety information will be communicated promptly and will not be left solely until the next scheduled staff meeting or policy review.

Staff are responsible for reading and following health and safety information relevant to their role.

12.4 Consultation and Staff Involvement

The school recognises that effective health and safety management benefits from the knowledge and experience of the people carrying out the work.

Staff will therefore be encouraged to:

- raise health and safety concerns;
- report hazards, defects and near misses;
- contribute to relevant risk assessments and reviews;
- suggest improvements to working practices; and
- provide feedback following incidents, drills, training or changes to working arrangements.

The school will consult employees, and recognised representatives where applicable, on health and safety matters in accordance with relevant requirements.

Staff raising genuine health and safety concerns will be encouraged to do so openly and promptly so that concerns can be considered and appropriate action taken.

12.5 Training and Competence Records

Appropriate records of health and safety training, qualifications and other relevant competence will be maintained.

Where a role requires particular certification, qualification or refresher training, arrangements will be made to monitor relevant expiry or renewal dates.

The school will seek competent specialist advice where an issue falls outside the knowledge or experience reasonably available within the school.

13. Monitoring and Review

The Governing Body, as employer, will monitor the effectiveness of the school's health and safety arrangements and will review health and safety performance at least annually.

The Headteacher, as Health and Safety Co-ordinator, will oversee day-to-day monitoring and will provide the Governing Body with appropriate information to enable it to fulfil its responsibilities.

Monitoring may include consideration of:

- accidents, incidents and significant near misses;
- reported hazards and remedial actions;
- significant findings from risk assessments;
- premises inspections and maintenance;

- statutory inspections, testing and servicing;
- fire drills and other emergency exercises;
- staff training and identified training needs;
- significant contractor or premises issues;
- findings from audits, inspections or external advice;
- relevant staff concerns and feedback; and
- changes in legislation, guidance, premises, activities or working practices.

13.1 Health and Safety Inspections

Appropriate inspections of the premises and health and safety arrangements will be undertaken periodically and where circumstances indicate that an additional inspection is required.

Significant findings will be recorded and actions identified, prioritised and monitored through to completion.

Where an issue cannot be resolved immediately, appropriate interim control measures will be put in place where necessary.

13.2 Learning and Improvement

Monitoring will be used to identify trends, recurring concerns and opportunities to improve health and safety arrangements.

The school will seek to learn from accidents, incidents, near misses, emergency exercises and other relevant experience and will amend risk assessments, procedures, training or control measures where appropriate.

Health and safety arrangements will be reviewed following any significant incident or significant change where there is reason to believe that existing arrangements may no longer be adequate.

13.3 Policy Review

This policy will be reviewed **annually** by the Governing Body, or earlier where:

- there is a significant change in relevant legislation or guidance;
- significant changes are made to the premises or school activities;
- monitoring identifies that existing arrangements require amendment;
- a significant accident or incident indicates that review is necessary; or
- there is another material change affecting the school's health and safety responsibilities.

Operational procedures, risk assessments and other health and safety records may be reviewed or updated independently of this policy whenever required.

Significant changes to the policy will be communicated to staff and other relevant persons.

14. Related Policies, Procedures and Records

This policy should be read alongside other relevant Belmont Primary School policies, procedures, risk assessments and records.

These include, where applicable:

- Child Protection and Safeguarding Policy;
- Staff Code of Conduct;
- Supporting Pupils with Medical Conditions Policy;
- First Aid procedures;
- Lockdown Policy and procedures;
- Learning Beyond the Classroom Policy;
- Behaviour Policy;
- SEND Policy and Accessibility Plan;
- Business Continuity and Disaster Recovery arrangements;
- Fire Risk Assessment and **EYFS and KS1 / KS2 building-specific fire and evacuation procedures**;
- individual Personal Emergency Evacuation Plans (PEEPs), where required;
- premises and site risk assessments;
- COSHH assessments and safety information;

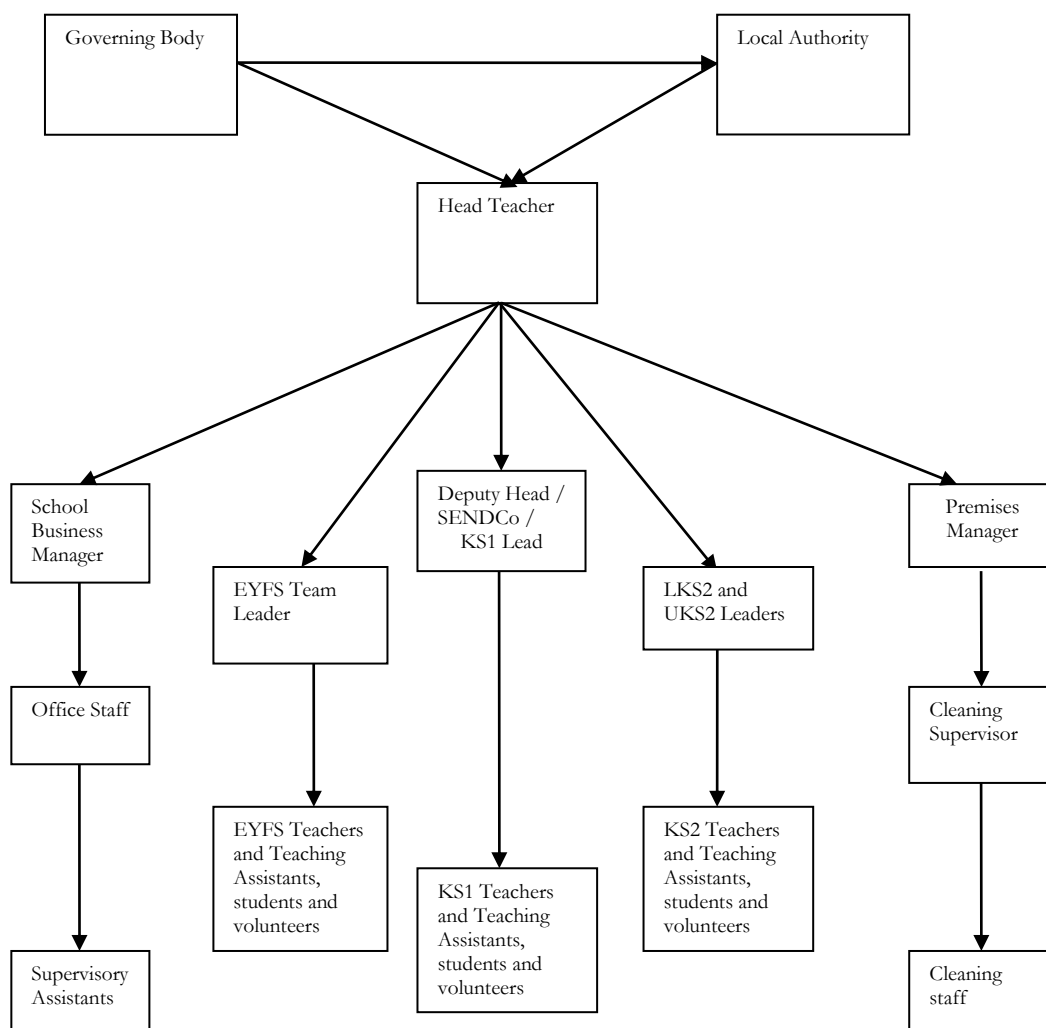
- asbestos register and management plan;
- water-hygiene/legionella risk assessment and monitoring records;
- statutory inspection, testing, servicing and maintenance records;
- accident, incident and near-miss records;
- Individual Healthcare Plans and relevant medical procedures;
- contractor arrangements, including **AW3 documentation**;
- letting arrangements and conditions of hire;
- health and safety training records; and
- other relevant risk assessments and safe working procedures.

These supporting documents provide the detailed operational arrangements through which this policy is implemented and may be updated as necessary without requiring amendment of the policy itself.

The school will have regard to current guidance and advice issued by the **Department for Education (DfE)**, **Health and Safety Executive (HSE)**, the Local Authority, emergency services and other competent bodies as appropriate.

HEALTH AND SAFETY POLICY

Appendices (including operational planning and fire evacuation procedures)



FIRE EMERGENCY PLAN (EVACUATION STRATEGY ONLY)

Name of organisation	Belmont Primary School
Address of premises	Lauderdale Drive Guisborough TS14 7BS
Building number/name (if applicable)	EYFS / KS1 Building
Date plan produced and/or amended	Reviewed August 2026
Name of person producing plan (print name)	CHRIS GIBSON
Job title	Head Teacher
Signature	

Action to be taken by a person discovering a fire	
Raise alarm by activating the alarm system (see plan for the location of break glass points) Evacuate the building by nearest exit point - closing doors behind you as you leave. If a member of the kitchen staff - turn off the emergency gas valve.	
How the fire brigade (and any other emergency services) are to be called and who is responsible	
A member of the office staff will dial 999	
Fire warning system (description of bells/sirens/voice, etc and types of signals and location of system panels)	
The fire warning is a persistent bell. The fire system panel is located at the main entrance, adjacent to the school office	
Evacuation procedures (description of procedures to be followed)	
Most rooms have at least two exits. All classrooms have direct egress to the outside of the building and it is these that are normally used. PLEASE NOTE: Normally, due to the distance between buildings, only one building is evacuated	
Key escape routes (how access can be gained, where they lead to, how they are protected from fire)	
Evacuate by the nearest exit door. Children should be sent from the building as quickly as possible and in an orderly fashion. Doors SHOULD be closed as rooms are vacated. All staff should check that their evacuation routes are clear each day. The caretaker regularly checks that fire exit routes are clear	
Assembly points	
The assembly point for everyone except nursery is on the large Key Stage 2 playground. Nursery assemble on the infant playground via reception classrooms, main entrance or via the gate outside the school kitchen. If appropriate, children should be sent to their registration group. Children should lined up in class register order. Staff should insist on quiet and take both a head count and a register check	

	Duties and identities of employees with specific responsibilities	
	The most senior member of staff present will take charge of the evacuation. THE PERSON IN CHARGE 1) Is responsible for accounting for everyone and passing on information to the fire brigade when they arrive. To achieve this, they will need reports from the adult groups detailed below and delegate tasks to other adults (see Procedures for liaison with fire brigade) 2) Will receive reports from the various staff groups detailed below. OFFICE STAFF 1) On hearing the alarm, will collect and take class registers and key for boiler room to the assembly point. An evacuation list is provided to the Head Teacher, Business Manager and Premises Manager via a phone app to account for all staff and visitors present on site. 2) Nominate one of your number to distribute registers, account for office staff, teachers and teaching assistants, caretaker & visitors and report the outcome to the person in charge. 3) Nominate someone to dial 999 TEACHERS 1) At the assembly point, teachers should return children to their normal registration groups (if appropriate). 2) Registration teachers ensure that all pupils are accounted for (head count & register check) and report the outcome to the person in charge TEACHING ASSISTANTS 1) Nominate one of your number to account for Teaching Assistants and report outcome to the office staff. KITCHEN STAFF (If present) The senior person must account for members of the team and report the outcome to the person in charge and whether the gas "cut off" valve was activated. CLEANING STAFF (If present) The senior person must account for other members of the cleaning team and report the outcome to the person in charge. LUNCH TIME SUPERVISORS (If present) The nominated person from the supervisor team must account for the other supervisors and report the outcome to the person in charge	

Duties and identities of employees with specific responsibilities (continued)	
Kiddiwinks (separate self contained building)	
The senior person from Kiddiwinks must account for children and other members of staff and report that all are present or that someone is missing to the person in charge. NOTE: MEMBERS OF STAFF ARE NOT EXPECTED TO FIGHT THE FIRE, NO-ONE SHOULD BE EXPECTED TO PUT THEMSELVES IN DANGER. If the fire occurs at dinnertime the second building must be evacuated so that everyone can be accounted for. This is best done by activating the break glass near the control panel in the Key Stage 1 building or by one of the exit doors in Key Stage 2. INITIALLY ONE PERSON SHOULD TAKE CHARGE OF KEY STAGE 1 & ANOTHER KEY STAGE 2. WHEN PUPILS, STAFF and VISITORS ARE ACCOUNTED FOR ONE OF THESE PEOPLE SHOULD TAKE OVERALL CHARGE.	
Arrangements for safe evacuation of persons identified as being especially at risk from fire	
Individual fire evacuation plans are in place for pupils known to be at specific risk. General plans to be used for visitors with a disability that affects their mobility are available in the school office.	
Fire fighting equipment provided (locations and details)	
See Fire Plan for details NB staff are not expected to fight the fire	
Specific arrangements for high fire risk areas	
SCHOOL KITCHEN	
Senior person present to ensure that the gas "cut-off" value is closed before leaving the building	
Procedures for liaison with fire brigade on arrival (who, where, what, etc)	
THE PERSON IN CHARGE	
1) Report the suspected location of the fire. 2) Any unaccounted children, staff or visitors and their possible location. 3) If the emergency gas "cut off" valve in the kitchen has been activated. 4) The location of the main gas and electrical "cut off" switches/valves	
Training needed by employees and arrangements for giving such training	
Fire drills each term with follow-up on effectiveness / any revisions needed to procedures. Annual updates for adult groups on procedures and on fire safety requirements including the need to keep fire exits clear, storage of materials, location of break glass points and fire-fighting equipment. Fire marshal training completed by Head Teacher, Caretaker and School Business Manager	

Name of organisation	Belmont Primary School
Address of premises	Lauderdale Drive Guisborough TS14 7BS
Building number/name (if applicable)	KS2 BUILDING
Date plan produced and/or amended	Reviewed August 2026
Name of person producing plan (print name)	CHRIS GIBSON
Job title	Head Teacher
Signature	

Action to be taken by a person discovering a fire	
Raise alarm by activating the alarm system (see plan for the location of break glass points) Evacuate the building by nearest exit point - closing doors behind you as you leave.	
How the fire brigade (and any other emergency services) are to be called and who is responsible	
Once outside the building the teacher in charge should send another staff member to the school office to ensure office staff are aware. They will ensure fire brigade are alerted. The school's alarm system also communicates with the local fire station.	
Fire warning system (description of bells/sirens/voice, etc and types of signals and location of system panels)	
The fire warning is a persistent bell. The fire system panel is located at the main entrance next to DHT office.	
Evacuation procedures (description of procedures to be followed)	
Most rooms have at least two exits. All classrooms have direct egress to the outside of the building and it is these that are normally used. PLEASE NOTE: Normally, due to the distance between buildings, only one building is evacuated	
Key escape routes (how access can be gained, where they lead to, how they are protected from fire)	
Evacuate by the nearest exit door. Children should be sent from the building as quickly as possible and in an orderly fashion. Doors SHOULD be closed as rooms are vacated. All staff should check that their evacuation routes are clear each day. The caretaker regularly checks that fire exit routes are clear	
Assembly points	
The assembly point for everyone except nursery is on the large Key Stage 2 playground. If appropriate, children should be sent to their registration group. Children should lined up quietly for register to be called. Staff should insist on quiet and take both a head count and a register check	

Duties and identities of employees with specific responsibilities (continued)	
NOTE: MEMBERS OF STAFF ARE NOT EXPECTED TO FIGHT THE FIRE, NO-ONE SHOULD BE EXPECTED TO PUT THEMSELVES IN DANGER. If the fire occurs at dinnertime the second building must be evacuated so that everyone can be accounted for. This is best done by activating the break glass near the control panel in the Key Stage 1 building or the "break glass" by one of the exit doors in Key Stage 2. INITIALLY ONE PERSON SHOULD TAKE CHARGE OF KEY STAGE 1 & ANOTHER KEY STAGE 2. WHEN PUPILS, STAFF and VISITORS ARE ACCOUNTED FOR ONE OF THESE PEOPLE SHOULD TAKE OVERALL CHARGE.	
Arrangements for safe evacuation of persons identified as being especially at risk from fire	
Individual fire evacuation plans for pupils identified as having a disability are available and general fire evacuation plans for visitors with a disability affecting mobility are available in the school office.	
Fire fighting equipment provided (locations and details)	
See attached Fire Plan for details.	
STAFF ARE NOT EXPECTED TO FIGHT THE FIRE.	
Specific arrangements for high fire risk areas	
Individual fire evacuation plans are in place for pupils known to be at specific risk. General plans to be used for visitors with a disability that affects their mobility are available in the school office.	
Procedures for liaison with fire brigade on arrival (who, where, what, etc)	
THE PERSON IN CHARGE 1) Report the suspected location of the fire. 2) Any unaccounted for children, staff or visitors and their possible location, and, 3) The location of the gas and electrical "cut off" switches/valves. 4) The location of solar panels on the building roof, cut off switch in main switch cupboard with other 'cut off' switches.	
Training needed by employees and arrangements for giving such training	
Fire drills each term with follow-up on effectiveness / any revisions needed to procedures.. Annual updates for adult groups on procedures and on fire safety requirements including the need to keep fire exits clear, storage of materials, location of break glass points and fire-fighting equipment. Fire marshall training completed for Head Teacher, Caretaker and school Business Manager..	

FIRE EMERGENCY PLAN

OUT OF NORMAL SCHOOL OPENING HOURS (EVACUATION STRATEGY ONLY)

NOTE: To use this facility the group leader or designated person MUST have access to a mobile phone.

Name of organisation	Belmont Primary School
Address of premises	Lauderdale Drive Guisborough TS14 7BS
Building number/name (if applicable)	EYFS / KS1 Building
Date plan produced and/or amended	Reviewed August 2026
Name of person producing plan (print name)	CHRIS GIBSON
Job title	Head Teacher
Signature	

Action to be taken by a person discovering a fire
Raise alarm by activating the alarm system (see plan for the location of break glass points) Evacuate the building by nearest exit point - closing doors behind you as you leave.
How the fire brigade (and any other emergency services) are to be called and who is responsible
The group leader, or designated member will telephone for the fire brigade on hearing the alarm.
Fire warning system (description of bells/sirens/voice, etc and types of signals and location of system panels)
The fire warning is a persistent bell. The fire system panel is located at the main entrance, adjacent to the school office
Evacuation procedures (description of procedures to be followed)
Most rooms have at least two exits. All classrooms have direct egress to the outside of the building and it is these that are normally used. The hall is evacuated either through the main entrance or through the nursery onto the nursery play area.
Key escape routes (how access can be gained, where they lead to, how they are protected from fire)
The group leader or designated member should check that the evacuation routes are clear before each event. Evacuate by the nearest exit door. Doors should be closed as rooms are vacated.
Assembly points
The assembly point for everyone is on the large Key Stage 2 playground.
Duties and identities of employees with specific responsibilities
The group leader or designated member will take charge of the evacuation. 1) Will check that the appropriate evacuation routes are clear and open before the event. Including those which may be needed by a disabled visitor if appropriate 2) Will appoint other adults to check that assigned areas are clear as they leave the building (inc. toilet areas) 3) Will appoint someone to assist with the evacuation of a person with a disability if appropriate 4) Is responsible for accounting for everyone and passing on information to the fire brigade when they arrive.

	NO ONE IS EXPECTED TO FIGHT THE FIRE OR PUT THEMSELVES IN DANGER.	
	Arrangements for safe evacuation of persons identified as being especially at risk from fire	
	The group leader is responsible for ensuring that they are aware of the specific needs of any members of their group or visitors who have a disability which might require modification of these plans. If the person with a disability is a regular member of the group an individual evacuation plan should be drawn up in consultation with the group member. Otherwise please follow the instructions on the general plan for the evacuation of people with a disability. The group leader will designate an assistant to help with the evacuation if required. He/she is responsible for ensuring that the assistant and the person with a disability are aware of the preferred safe routes (see plans) and that the assistant is capable of carrying out the additional duties required. The group leader will ensure before the event that all exits which may be needed by a disabled visitor in the event of an emergency are clear. The assistant if designated, or group leader if not, must ensure that information about the position of anybody with a disability who might be making their way slowly out of the building or who has been left in a safe place to await rescue is passed on to the emergency services. (Please note leaving a person in a safe place should be a last resort and not the planned means of evacuation).	
	Fire fighting equipment provided (locations and details)	
	See attached Fire Plan for details. NO ONE IS EXPECTED TO FIGHT THE FIRE	
	Specific arrangements for high fire risk areas	
	SCHOOL KITCHEN is never hired to a third party, as a consequence gas cut-off valves will already be turned off	
	Procedures for liaison with fire brigade on arrival (who, where, what, etc)	
	THE PERSON IN CHARGE 1) Report the suspected location of the fire. 2) Any unaccounted children, or adults and their possible location. 3) The location of the main gas and electrical "cut off" switches/valves	
	Training needed by third parties using the building out of hours and arrangements for giving such training	
	Third parties using the school building out of hours will always be provided with a building plan showing the break glass points, location of emergency exits and fire-fighting equipment. They will be made aware of the location of the assembly point and have a copy of the appropriate evacuation/ fire emergency plan.	

FIRE EMERGENCY PLAN

OUT OF NORMAL SCHOOL OPENING HOURS (EVACUATION STRATEGY ONLY)

NOTE: To use this facility the group leader or designated person MUST have access to a mobile phone.

Name of organisation	Belmont Primary School
Address of premises	Lauderdale Drive Guisborough TS14 7BS
Building number/name (if applicable)	KS2 BUILDING
Date plan produced and/or amended	Reviewed August 2026
Name of person producing plan (print name)	CHRIS GIBSON
Job title	Head Teacher
Signature	

Action to be taken by a person discovering a fire
Raise alarm by activating the alarm system (see plan for the location of break glass points) Evacuate the building by nearest exit point - closing doors behind you as you leave.
How the fire brigade (and any other emergency services) are to be called and who is responsible
The group leader, or designated member will telephone for the fire brigade on hearing the alarm.
Fire warning system (description of bells/sirens/voice, etc and types of signals and location of system panels)
The fire warning is a persistent bell with voiced instructions to leave the building. The fire system panel is located at the main entrance, car park entrance
Evacuation procedures (description of procedures to be followed)
Most rooms have at least two exits. All classrooms have direct egress to the outside of the building and it is these that are normally used. The hall is evacuated either through the front or rear entrances.
Key escape routes (how access can be gained, where they lead to, how they are protected from fire)
The group leader or designated member should check that the evacuation routes are clear before each event. Evacuate by the nearest exit door. Doors should be closed as rooms are vacated.
Assembly points
The assembly point for everyone is on the large Key Stage 2 playground.
Duties and identities of employees with specific responsibilities
The group leader or designated member will take charge of the evacuation. 1) Will check that the appropriate evacuation routes are clear and open before the event. Including those which may be needed by a disabled visitor if appropriate 2) Will appoint other adults to check that assigned areas are clear as they leave the building (inc. toilet areas) 3) Will appoint someone to assist with the evacuation of a person with a disability if appropriate 4) Is responsible for accounting for everyone and passing on information to the fire brigade when they arrive. NO ONE IS EXPECTED TO FIGHT THE FIRE OR PUT THEMSELVES IN DANGER.

	Arrangements for safe evacuation of persons identified as being especially at risk from fire	
	The group leader is responsible for ensuring that they are aware of the specific needs of any members of their group or visitors who have a disability which might require modification of these plans. If the person with a disability is a regular member of the group an individual evacuation plan should be drawn up in consultation with the group member. Otherwise please follow the instructions on the general plan for the evacuation of people with a disability. The group leader will designate an assistant to help with the evacuation if required. He/she is responsible for ensuring that the assistant and the person with a disability are aware of the preferred safe routes (see plans) and that the assistant is capable of carrying out the additional duties required. The group leader will ensure before the event that all exits which may be needed by a disabled visitor in the event of an emergency are clear. The assistant if designated, or group leader if not, must ensure that information about the position of anybody with a disability who might be making their way slowly out of the building or who has been left in a safe place to await rescue is passed on to the emergency services. (Please note leaving a person in a safe place should be a last resort and not the planned means of evacuation).	
	Fire fighting equipment provided (locations and details)	
	See attached Fire Plan for details. NO ONE IS EXPECTED TO FIGHT THE FIRE	
	Specific arrangements for high fire risk areas	
	SCHOOL KITCHEN is never hired to a third party, as a consequence gas cut-off valves will already be turned off	
	Procedures for liaison with fire brigade on arrival (who, where, what, etc)	
	THE PERSON IN CHARGE 1) Report the suspected location of the fire. 2) Any unaccounted children, or adults and their possible location. 3) The location of the main gas and electrical "cut off" switches/valves 4) Inform the fire brigade that there are solar panels on the roof of the building, cut off switch in main switch cupboard with other 'cut off' switches	
	Training needed by third parties using the building out of hours and arrangements for giving such training	
	Third parties using the school building out of hours will always be provided with a building plan showing the break glass points, location of emergency exits and fire-fighting equipment. They will be made aware of the location of the assembly point and have a copy of the appropriate evacuation/ fire emergency plan.	

FIRE EVACUATION PLAN for Visitors with a disability (mobility)

Name of organisation	Belmont Primary School
Address of premises	Lauderdale Drive Guisborough TS14 7BS
Building number/name (if applicable)	EYFS / KS1 Building
Date plan produced and/or amended	Reviewed August 2026
Name of person producing plan (print name)	CHRIS GIBSON
Job title	Head Teacher
Signature	

Action to be taken by a person discovering a fire	
Raise alarm by activating the alarm system (see plan for the location of break glass points) Evacuate the building by nearest suitable exit - closing doors behind you as you leave. If a member of the kitchen staff - turn off the emergency gas valve.	
How the fire brigade (and any other emergency services) are to be called and who is responsible	
A member of the office staff will dial 999	
Fire warning system (description of bells/sirens/voice, etc and types of signals and location of system panels)	
The fire warning is a persistent bell. The fire system panel is located at the main entrance, adjacent to the school office	
Evacuation procedures (description of procedures to be followed)	
All visitors, including those with a disability. Must sign into the portal at reception on arrival at school. Visitors with a disability are asked their requirements for evacuation when signing in. If the assistance of an adult is required to enable evacuation to take place, one will be agreed and allocated at the point of signing in. This may be another visitor, volunteer or a member of staff. Office staff will ensure that the visitor and assistant are both aware of the safe evacuation routes and that the assistant is capable and available to assist with evacuation, unless to do so would put themselves at risk. The assistant should check that the exit route is clear. Most classrooms have at least two exits. Reception class, Kiddiwinks day care and nursery classrooms have direct egress to the outside of the building without steps and it is these exits that are normally used and should be used by visitors in a wheelchair or having other mobility difficulties. The assistant may be required to help with the doors. Disabled access / exit routes are present in all classrooms including the main entrance to the building. PLEASE NOTE: Normally, due to the distance between buildings, only one building is evacuated when the alarm sounds.	
Key escape routes (how access can be gained, where they lead to, how they are protected from fire)	
Evacuate by the nearest external door from Reception and nursery classes. The reception area opens out onto flat ground so provides easy access. Y1 & Y2 classrooms open out onto pavements or onto decking which has a ramp for disabled access. The designated assistant will open the classroom and interior lobby doors. Doors SHOULD be closed as rooms are vacated. Staff should check that their evacuation routes are clear each day. The caretaker regularly checks that fire exit routes are clear.	

	Assembly points	
	The assembly point for everyone except nursery is on the large Key Stage 2 playground. If the visitor with a disability is making slow walking progress to the assembly point the designated assistant may leave them, once safely clear of the building, to tell the responsible person where he/she is. In the event that the visitor with a disability has been left in a place of safety because the planned exit could not be made the assistant is responsible for ensuring that the emergency services are made aware of the location on arrival. Nursery children and staff / visitors assemble on the infant playground Staff will make a head count of pupils and adults. Office staff will match the adults present to the list of visitors.	

FIRE EVACUATION PLAN for Visitors with a disability (mobility)

Name of organisation	Belmont Primary School
Address of premises	Lauderdale Drive Guisborough TS14 7BS
Building number/name (if applicable)	KS2 BUILDING
Date plan produced and/or amended	Reviewed August 2026
Name of person producing plan (print name)	CHRIS GIBSON
Job title	Head Teacher
Signature	

Action to be taken by a person discovering a fire	
Raise alarm by activating the alarm system (see plan for the location of break glass points) Evacuate the building by nearest suitable exit - closing doors behind you as you leave. If a member of the kitchen staff - turn off the emergency gas valve.	
How the fire brigade (and any other emergency services) are to be called and who is responsible	
A member of the office staff will dial 999	
Fire warning system (description of bells/sirens/voice, etc and types of signals and location of system panels)	
The fire warning is a persistent bell with a voiced message to leave the building The fire system panel is located at the main entrance, adjacent to the school office	
Evacuation procedures (description of procedures to be followed)	
All visitors, including those with a disability. Must sign in at reception on arrival at school. Visitors with a disability are asked their requirements for evacuation when signing in. If the assistance of an adult is required to enable evacuation to take place, one will be agreed and allocated at the point of signing in. This may be another visitor, volunteer or a member of staff. Office staff will ensure that the visitor and assistant are both aware of the safe evacuation routes and that the assistant is capable and available to assist with evacuation, unless to do so would put themselves at risk. The assistant should check that the proposed exit route(s) are clear. PLEASE NOTE: Normally, due to the distance between buildings, only one building is evacuated when the alarm sounds	
Key escape routes (how access can be gained, where they lead to, how they are protected from fire)	
Evacuate by the nearest suitable external door. All classrooms have at least two exits but these may not be wide enough for an adult wheelchair to pass through. If the wheelchair user has indicated that in the event of an emergency they are able to walk, they should exit by the exterior classroom door. The designated assistant should help as required. From the hall, corridors, staffroom, PPA rooms or library; exit should be via the nearest external fire exit (see plans). Assistance with doors may be required and should be provided by the designated assistant. Doors SHOULD be closed as rooms are vacated. Staff should check that their evacuation routes are clear each day. The caretaker regularly checks that fire exit routes are clear	
Assembly points	
The assembly point for everyone except nursery is on the large Key Stage 2 playground. If the visitor with a disability is making slow walking progress to the assembly point the designated assistant may leave them, once safely clear of the building, to tell the responsible person where he/she is. In the event that the visitor with a disability has been left in a place of safety because the planned exit could not be made the assistant is responsible for ensuring that the emergency services are made aware of the location on arrival. Staff will make a head count of pupils and adults. Office staff will match the adults present to the list of visitors.	

