

# Health, Safety, Risk and Emergency Management Policy

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| Version     | 3.0                               |
| Effective   | August 2026                       |
| Approved by | Governing Body                    |
| Review      | August 2027 or sooner if required |

## Daffodil standard

**Every Daffodil document is written to be understood, applied, evidenced and reviewed.**

- Know the non-negotiable requirements, the responsible lead and the point for escalation.
- Put pupils' welfare, dignity, equality and access at the centre of each decision.
- Act promptly where safety or safeguarding may be at risk; do not wait for certainty.
- Make reasonable adjustments and listen to the pupil's voice in an accessible way.
- Keep factual, dated and secure records; review whether action made the intended difference.

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## Policy summary

This operating table converts the policy into minimum actions and evidence. It supports implementation but does not replace the detailed modules.

| Decision point           | Minimum action                                                                                                         | Required evidence                                      | Review point                                   |
|--------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------|
| <b>Hazard identified</b> | Make the area safe, identify who may be harmed and apply controls using the hierarchy of control.                      | Risk assessment and action log                         | After action and on change                     |
| <b>Emergency</b>         | Raise the alarm, call emergency services where required, account for pupils and activate communication/recovery roles. | Incident log, attendance/accounting record and debrief | Immediate, 24-hour debrief and recovery review |
| <b>Visit or visitor</b>  | Confirm authorisation, competence, supervision, medical/SEND needs, safeguarding controls and emergency arrangements.  | Visit/visitor record and risk assessment               | Before activity and after incident/near miss   |
| <b>Fire control</b>      | Maintain detection, routes, signage, drills, PEEPs and competent servicing; never rely on a drill alone as assurance.  | Fire logbook, drill analysis and service certificates  | Each drill and scheduled inspection            |

## Part 1 Health and safety management

This policy is available to all parents and carers:

- On the school website:
- In printed form upon request from the school office

### Introduction

At Daffodil Preparatory School, we recognise the fundamental importance of providing a safe and healthy environment for all pupils, staff, parents, visitors, and contractors. We are fully aware that health and safety is both a statutory requirement and an essential foundation for effective teaching, learning, and personal development.

The purpose of this policy is to fulfil our statutory obligations and support our aim of maintaining a secure, safe, healthy, and stimulating environment for all members of our school community. Parents and carers can be assured that every measure is taken to safeguard their children and that all reasonable steps are in place to prevent accidents, injuries, or hazards.

We believe that achieving and maintaining high standards of safety requires a collective responsibility. Every member of the school community is expected to be vigilant, contribute positively, and accept their role in promoting a culture of safety and prevention.

This policy covers those areas over which the Headteacher and Governing Body have control, including the school site, building structure, plant, and fixed equipment. It is aligned with the **Independent School Standards Regulations (ISSRs)** and the expectations of **Ofsted**, ensuring that our provision meets both legal and educational requirements.

## Aims

The school will take all reasonable practical steps to ensure health and safety at work of its employees, pupils and other users of the school premises. The aim of the policy is to:

- provide a safe working/teaching environment
- safe systems of work
- safe plant and equipment
- adequate information, instruction, training and supervision to ensure health and safety at work
- adequate first aid facilities
- safe storage of all inherently dangerous materials and substances
- effective procedures for the evacuation of the building in the event of an emergency

## Responsibilities

The maintenance of a healthy and safe school is the shared responsibility of the whole school community. More specifically:

- The **GB and Head Teacher** will:
  - decide policy
  - give strategic guidance
  - monitor and review health and safety issues at the premises
  - ensure adequate resources for health and safety are available
  - Be responsible for the day-to-day implementation
  - develop a culture of safety throughout the school
  - report to all Governors on pertinent issues
  - report accidents and incidents of violence to the Premises, Health, Safety and Security
  - liaise with outside agencies able to offer expert advice
  - ensure that all staff fulfil their duties to cooperate with the policy
  - formulate and co-ordinate safety procedures

review first aid, fire/evacuation and risk assessment procedures with relevant staff, on an annual basis, or as and when necessary, reporting back to the GB

ensure relevant staff have access to appropriate training

meet with the HT on a weekly basis to manage site issues

report to the HT and Admin staff any defects and hazards that are brought to their notice

recognise their responsibility under the Health and Safety at Work Act 1974 so far as it is reasonably practical to:

- Provide equipment and systems of work which are safe and without risks to health
- Plan for ensuring safety and absence of risks to health about the use, handling, storage and transport of articles and substances
- Develop safety awareness and provide adequate training, information, instruction and supervision to enable all staff employed in the school and pupils to perform their work safely and efficiently
- Promote the development and maintenance of sound safety, health and welfare practices
- Maintain the premises in a condition that is safe and without risks to health, and the maintenance of access to and from the premises
- Provide and maintain a working environment that is safe, without risk to health and adequate as regards to welfare facilities for staff, pupils and other supervising adults

- Ensure sufficient funds are available to provide, as necessary, protective clothing/equipment to all staff employed in the school, for the safe use of machinery, equipment and substances
- Maintain a close interest in all health and safety matters insofar as they affect activities in the premises under the control of the school

### **All Staff will:**

Ensure they have read the Health and Safety Policy

Fully support all health and safety arrangements

Take reasonable care of their own health and safety and that of others who may be affected by their actions

Ensure, as far as is reasonably practical, that their classroom or office is safe

Use equipment safely

Ensure, as far as is reasonably practical, that pupils use equipment safely

Report situations which may be present a serious or imminent danger to SLT, Caretaker or Admin staff

Report any defects and hazards to the caretaker through recording in his file in the School Office

Report any concerns of abuse to pupils to the child protection officer

Complete an 'Accident / Injury' form, available from the School Office, in the event of a significant accident or incident of violence

Complete the Inclusion Folder in the staffroom to inform all staff of any pupils with medical needs or who may need specific handling, to ensure the health and safety of pupils or staff. Supply staff are asked to familiarise themselves with this

### **The Head Teacher will:**

Ensure that s/he is familiar with the school's Health and Safety Policy

Conduct a termly health and safety survey with the SLT and GB

Conduct a half-term site check with the SLT

Meet with the SLT and Admin staff on a weekly basis to manage site issues

Ensure that all cleaning staff are aware of any implications of the Health and Safety Policy as it affects their work activities e.g. storage arrangements for materials, equipment, substances etc.

Report to the SLT and Admin Staff any defects and hazards that are brought to his notice

Ensure that everything the School receives from suppliers (for direct school use), machinery, equipment, substances etc. is accompanied by adequate information and instruction prior to use

Test and record the fire bells and fire doors weekly

Inform the SLT whenever contractors are due to enter the school to undertake maintenance, service or works contacts

Maintain a record of hazardous substances used for cleaning and similar purposes

### **The Admin Staff will:**

Report to the SLT any defects and hazards that are brought to their notice

Liaise with the HT when organising health and safety works

Report to the SLT and GB finance team on any financial implications for health and safety issues

Ensuring persons booking the school for a letting will be sent a copy of the

### **Subjects Leaders will:**

Ensure staff and any other supervising adults are aware of any matters pertaining to Health and Safety in their curriculum areas

### **The Lunch Supervisors with the Admin staff will:**

Report any health and safety concerns at lunch time to the SLT

Organise first aid cover at lunchtime

Send out medical alert questionnaires to parents in September, and compile a school list to be held by staff. Supply staff are asked to familiarise themselves with the form

Ensure 'Accident / Injury' forms are completed for any serious incidents

### **Pupils are expected to:**

Exercise personal responsibility for the safety of themselves and classmates

Observe standards of dress consistent with safety and/or hygiene

Follow the safety rules of the school and the instructions of teaching staff given in an emergency

Use and not wilfully misuse, neglect or interfere with things provided for their safety

### **Parents are expected to:**

Support the school in any health and safety matters reported to them on newsletters

## **ARRANGEMENTS**

### **Accidents and Injury Reporting**

Any pupils complaining about illness or who has been injured is sent to the School Office for the qualified First Aiders to inspect and, where appropriate, treat

All incidents, ailments and treatment are reported in the accident book

More serious accidents or incidents of violence are recorded on 'Record of concern' forms obtainable from the School Office

Parents are contacted if there are any doubts over the health or welfare of a pupil

- In the event of a serious incident an ambulance is called, and a member of staff accompanies the pupil to hospital.
- Parents are asked to go immediately to the hospital.
- It may be appropriate to transport a pupil to hospital without using an ambulance.
- This should be on a voluntary basis.
- In such cases staff should ensure they have specific cover from their insurance company

If a staff member is concerned about the welfare of a pupil, they should contact the School Office immediately. If an injury has been sustained, the pupil should not be moved

### **Administration of Medicines**

Our trained First Aiders administer medicines for chronic or long-term conditions

Medicines are stored in a locked cupboard. Staff record the time medication is given and sign the record sheet

Parents give written consent to authorise First Aiders to administer prescribed medication

Medication for asthma is stored in an unlocked cupboard in the School Office. Pupils are supervised by a First Aider when taking their asthma medication

### **First Aid Provision**

The Head teacher is responsible for ensuring that there is an adequate number of qualified First Aiders.

Their names are displayed in all classrooms, passages, and school offices.

First Aid is administered in the School Office.

First Aid boxes are in the medical room, office, and kitchen.

Portable First Aid kits are taken on educational visits and are available from the School Office.

A qualified First Aider will go on any educational visit.

An appointed staff member will ensure the maintenance of the contents of the first aid boxes and other supplies.

All staff will be trained in any aspects of First Aid deemed necessary e.g. asthma, epilepsy, the use of an EpiPen.

### **Head injuries**

Parents are informed of an injury by letter. The letter outlines the injury and symptoms to look out for

First Aiders contact parents by phone if they have concerns about the injury

### **Head Lice**

If eggs are noticed in a pupil's hair a letter is sent home informing the pupil's parents

A general letter is sent to the parents of all pupils in a class if there is a case of head lice in the class

If live lice are noticed in a pupil's hair the parents are contacted by telephone and asked to collect him/her from class

### **HIV**

No person must treat a pupil who is bleeding, without protective gloves

Protective gloves are stored in the Medical Room

Sponges and water buckets must never be used for first aid to avoid the risk of HIV contamination

### **Control of Hazardous Substances**

The Site Manager completes a COSHH assessment sheet for substances in school, compiling and maintaining a list giving details of these substances.

### **Educational Visits**

The SLT and GB, have responsibility for ensuring staff have adhered to the school's 'Educational Visits Procedures' when organising a visit. All staff have a copy.

### **Electrical Testing**

All items of portable electrical apparatus and equipment in use at the school are inspected and checked annually and will be marked to show the date of the test.

## **Evacuation of the Building**

Fire exits are clearly labelled

Plans showing exit routes are displayed by the door of each classroom

Fire bells and fire doors are tested weekly by the facilities management team

A fire drill is practised once a term and reported by the SLT

Fire extinguishers and smoke alarms are checked regularly and serviced annually

## **Hot Drinks**

- Staff should ensure that they only transport hot drinks around school when it is quiet in the corridor areas.
- Hot drinks should not be transported when large numbers of pupils are moving around school.
- If a member of staff has a hot drink in the classroom s/he should ensure that a pupil cannot reach it and that it is in a safe position.

## **Manual Handling**

Pupils, staff and any other supervising adults should only lift equipment and furniture within their own individual capability.

## **Movement Around School**

Pupils should walk around school in single file and stand in single file when waiting

No pupils should remain unsupervised in classrooms

## **On Site Vehicle Movements**

[Not applicable to current site, but will be put into place if needed]

## **PE Equipment**

Gymnastics equipment is checked annually by the facilities management and repaired or removed as appropriate.

Playground

Staff actively encourage pupils to play safely and discourage fighting or other rough games

Two members of staff supervise the playground during playtime

## **Pregnant Workers and Nursing Mothers**

The SLT will carry out a risk assessment. Appropriate action will be taken to ensure she is not exposed to any significant risks.

## **Self-Stacking and Storage**

Equipment should be stored at an appropriate level and position relative to its height, weight and bulk.

## **Security**

All Staff must ensure that the main door is shut always except for when it is manned by a member of staff between 8 am to 8:30 am and 3 pm to 3:30 pm

All staff must ensure that the door in the foyer leading to the school floors is closed at all times

Visitors and Parents must buzz the intercom on the main door and staff must view before allowing access to the premises

## **Site Inspections**

The Site Manager inspects the site as part of his daily routine

Urgent matters are referred to the SLT or Administration Officer and actioned ASAP

More routine matters are discussed at the weekly premises meeting between the SLT, Site Manager and Administration Officer and actioned accordingly

The SLT and Site Manager inspect the site on a half-termly basis

The SLT and Site Manager conduct a termly health and safety survey and report back to the GB

The SLT and GB conduct Risk Assessments on an annual basis or as and when necessary

All significant matters are reported back to the GB

## **Slips, Trips and Falls**

It is unrealistic to expect pupils to never fall, especially at playtime. However, staff or other supervising adults should report any conditions considered hazardous e.g. uneven surfaces, holes, wet/slippery surfaces, worn carpet, trailing cables to the SLT or Admin

## **Supervision of Pupils**

Staff and other supervising adults should maintain good order and discipline, safeguarding their health and safety always

No pupil should be left unsupervised

Staff should be in the classroom when pupils come into class in the morning

The same duty of care applies when staff supervise pupils in after school clubs

If a member of staff knows that s/he is unable to undertake a duty s/he should organise cover

Other staff on duty should inform supply teachers of their duties regarding supervision

## **Transporting Pupils**

Parental consent must be sought before transporting any pupils and staff to any school visits or off-site activities.

## **Working at Height**

Staff and other supervising adults should use stepladders when working at height e.g. displaying work. Chairs and tables should not be used for this purpose

## **Working during the evening**

Staff sometimes stay late at school. Staff should alert the SLT that they are staying late (after 5pm) and are not allowed to stay on the premises on their own.

## **RISK ASSESSMENT PROCEDURE**

Think of possible hazards. A hazard is anything that has the potential to cause harm e.g. a physical condition which can make the school unsafe, such as a slippery floor; unsafe acts e.g. rushing, horseplay, taking shortcuts. Unsafe omissions such as the failure to follow safe systems or wear protective equipment can also be termed hazards

Decide who might be affected and how

Evaluate the level of risk and consider preventive measures. Risk is the likelihood, high or low, that somebody could be harmed by these and other hazards, together with an indication of how serious the harm could be

Discuss with school staff/parents/carers/and pupils as appropriate

Formulate into a written plan

Put measures into practice

Review and revise as necessary

### **Hazard identification**

Identify all the hazards relevant to the activity.

Specific hazards should be assessed on a separate risk assessment form and cross referenced with this document.

### **Possible hazards may include:**

Manual handling operations, display screen equipment, lifting and handling of pupils, hazardous substances and some locations beyond the school. Other hazards to consider include slipping/tripping hazards, electricity, noise, dust, temperature extremes, fire/explosion, portable tools, machinery, pressure systems, compressed gases, work at height, confined areas, lone-working, out-of-hours working, irregular or unusual activities such as maintenance or repair work.

### **Risk Evaluation**

- Evaluate the risks (low / medium / high) to which individuals might be exposed.
- This will be a subjective evaluation but should be used to give an indication of the priority with which the risks need to be addressed.
- Where risks are already controlled, monitor the effectiveness of the control to decide whether they are sufficient.
- Where the risk to individuals is thought to be medium or high, additional control measures must be considered.

### **Risk Control**

Decide what controls are necessary to reduce the risk to individuals.

The steps to controlling the risks are as follows:

- Avoid the hazard - can the hazard be avoided or altered to reduce the likelihood or risk?
- Substitute or replace the hazard
- Procedural controls – can the procedure be altered to avoid or reduce the risk?
- Can the individual be removed / distanced from the risk? Can the activity be carried out at a time that would have a lesser impact on others?
- Pupil management – make sure you and your staff are aware of each pupil's needs
- Setting management – such as the monitoring of exits and entrances
- Additional staff – can an additional person be utilised to avoid or reduce the risk?
- Personal Protective Equipment - consider the value of using such things as gloves, over garments or a hat
- Emergency procedures – have contingencies in the event of things going wrong such as an accident, incident or fire

- Health surveillance – are your staff or pupils physically able or sufficiently fit to engage in the planned activity
- Monitor the control measures that have been identified to ensure that they are effective and implemented correctly.

### **Recording the Findings**

Record the significant hazards and conclusions using the appropriate risk assessment form.

### **Assessment Review**

The assessment must be reviewed periodically to ensure it remains relevant and effective. In addition, the assessment must be reviewed if there are any significant changes to the activity such as different pupils or staff, new procedures, substances or equipment.

### **School Visits**

The school has a policy on school visits which is read by all members of staff.

## **August 2026 operational update**

### **Statement and organisation**

- The employer/proprietor retains overall legal responsibility; functions may be delegated but accountability cannot.
- Appoint competent assistance and define responsibilities for premises, curriculum activities, contractors, fire, first aid, medical/allergy safety, security and emergency planning.
- Consult staff, provide information and training, and require employees to take reasonable care and report danger.

### **Risk control**

- Use suitable and sufficient risk assessments, prioritising elimination, substitution, engineering and administrative controls before personal protective equipment.
- Maintain statutory inspection and testing for fire systems, gas, electricity, water hygiene, asbestos where present, lifts, work equipment, playgrounds and hazardous substances.
- Control contractors, visitors, lone working, manual handling, slips and trips, work at height, violence, stress, infection, food allergens and educational visits.

### **Compliance registers and assurance**

- Maintain controlled registers for risk assessments/actions; accidents and first aid; RIDDOR decisions; medical needs and IHP reviews; allergies and dietary requirements; medication and expiry checks; first-aid training; equipment/kit checks; fire tests/drills; statutory premises inspections; contractors; and serious incidents/near misses.
- Every register has a named owner, access rules, review frequency, version/date, escalation threshold and retention rule. A register supports action and does not replace direct communication or emergency instructions.
- Investigate incidents and near misses, make RIDDOR or other reports where required and retain records under the Data Retention Policy.
- Review leading and lagging indicators termly and the policy annually or after significant change, incident or enforcement advice.

**Equality, SEND and accessibility**

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

## Part 2 Risk management

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**Policy at a glance****Purpose and scope**

This policy sets out Daffodil Preparatory School's arrangements for risk management policy. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activity off site and online conduct connected with the school.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human-rights, employment, health and safety and education law.

**Policy commitments**

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.
- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

**Responsibilities**

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.
- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

**Framework**

- Maintain a strategic risk register and operational risk assessments with owner, controls, score, actions, deadline and residual risk.

- Assess safeguarding, health and safety, financial, compliance, cyber, data, staffing, premises, reputation and business continuity risk.
- Escalate intolerable risk immediately; do not rely on paperwork where controls are absent.

## Review

- Review assessments after change, incident, near miss, new guidance or evidence that controls may be ineffective.
- Governors receive termly assurance on principal risks and overdue actions.

## Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

## Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

## Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

## Related school policies

- Part 1 — Health and safety management
- Part 6 — Educational visits and off-site activity
- Part 4 — Emergencies and critical incidents

## Legal and guidance framework

- Management of Health and Safety at Work Regulations 1999
- Health and safety responsibilities and duties for schools
- KCSIE 2026
- Independent School Standards guidance (April 2026)
- Independent school inspection toolkit (August 2026)
- Equality Act 2010
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-phone

guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

## Part 3 Fire safety

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### Policy at a glance

#### Purpose and scope

This policy sets out Daffodil Preparatory School's arrangements for fire safety policy. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activity off site and online conduct connected with the school.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human-rights, employment, health and safety and education law.

#### Policy commitments

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.
- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

#### Responsibilities

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.
- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

#### Fire risk management

- Maintain a suitable and sufficient fire risk assessment by a competent person and complete actions promptly.
- Control ignition, fuel and oxygen sources; maintain alarms, emergency lighting, extinguishers, fire doors, escape routes, signage and assembly arrangements.
- Prepare personal emergency evacuation plans for anyone who may need assistance.

## Testing and drills

- Complete and record statutory/risk-based inspections, weekly alarm tests and evacuation drills at least termly or when risk indicates.
- Account for pupils, staff, contractors and visitors; no one re-enters until authorised.

## Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

## Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

## Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

## Related school policies

- Part 1 — Health and safety management
- Part 4 — Emergencies and critical incidents
- Accessibility Plan

## Legal and guidance framework

- Health and Safety at Work etc. Act 1974
- Good estate management for schools
- KCSIE 2026
- Independent School Standards guidance (April 2026)
- Independent school inspection toolkit (August 2026)
- Equality Act 2010
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-phone guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

## Part 4 Emergencies and critical incidents

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### Policy at a glance

### Purpose and scope

This policy sets out Daffodil Preparatory School's arrangements for emergency and critical incident policy. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activity off site and online conduct connected with the school.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human-rights, employment, health and safety and education law.

### Policy commitments

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.
- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

### Responsibilities

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.
- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

### Preparedness

- Maintain plans for evacuation, invacuation, lockdown, fire, severe weather, utility failure, violence, missing child, infectious disease, cyber incident and bereavement.
- Define incident command, deputies, communication, pupil accountability, SEND/medical support, reunification and business continuity.
- Keep plans accessible offline, protect sensitive detail and exercise arrangements at risk-based intervals.

### Response and recovery

- Call emergency services where required, follow police/fire instructions and communicate verified information only.

- Record decisions, preserve evidence, support affected people and review lessons, welfare and continuity after the incident.

## Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

## Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

## Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

## Related school policies

- Part 1 — Health and safety management
- Part 3 — Fire safety
- Part 5 — Visitors and contractors
- Data Breach Policy

## Legal and guidance framework

- School and college security guidance (July 2026)
- Health and safety responsibilities and duties for schools
- KCSIE 2026
- Independent School Standards guidance (April 2026)
- Independent school inspection toolkit (August 2026)
- Equality Act 2010
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-phone guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

## Part 5 Visitors and contractors

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### Policy at a glance

### Purpose and scope

This policy sets out Daffodil Preparatory School's arrangements for visitors policy. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activity off site and online conduct connected with the school.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human-rights, employment, health and safety and education law.

### Policy commitments

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.
- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

### Responsibilities

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.
- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

### Access control

- Pre-arrange visits where possible, verify identity and purpose, sign visitors in and out, issue a visible badge and explain emergency and safeguarding arrangements.
- Determine DBS/checking and supervision based on activity and regulated-activity status; a visitor badge is not evidence of suitability.
- Challenge unidentified visitors and report suspicious or hostile behaviour immediately.

### Safeguarding

- Visitors must not be left unsupervised with pupils unless appropriately checked and authorised.
- Safeguarding concerns are reported immediately to the DSL; allegations about visitors follow the LADO pathway where applicable.

## Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

## Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

## Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

## Related school policies

- Child Protection and Safeguarding Policy
- Part 1 — Health and safety management
- Part 4 — Emergencies and critical incidents

## Legal and guidance framework

- KCSIE 2026
- School and college security guidance (July 2026)
- Independent School Standards guidance (April 2026)
- Independent school inspection toolkit (August 2026)
- Equality Act 2010
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-phone guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

## Part 6 Educational visits and off-site activity

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### Policy at a glance

#### Purpose and scope

This policy sets out Daffodil Preparatory School's arrangements for educational visits policy. It applies to the proprietor/governing body, leaders, employees, agency staff, contractors, volunteers, pupils and visitors where relevant, including school-organised activity off site and online conduct connected with the school.

The school is an independent primary school in Tower Hamlets with an Islamic ethos. The welfare and best interests of children are central. Faith ethos is implemented consistently with safeguarding, equality, human-rights, employment, health and safety and education law.

#### Policy commitments

- Act lawfully, promptly, proportionately and in the child's best interests.
- Listen to children and take account of age, development, communication, disability, SEND, EAL, culture and vulnerability.
- Keep clear, factual, secure records of decisions, actions, rationale and review.
- Escalate concerns and seek competent advice rather than allowing uncertainty to cause delay.
- Monitor implementation and learn from incidents, complaints, near misses, pupil voice and external guidance.

#### Responsibilities

- The proprietor/governing body retains strategic oversight, approves the policy, assures resources and receives evidence of effectiveness.
- The Headteacher implements the policy, assigns competent leads, ensures training and reports material risk or non-compliance.
- The DSL leads safeguarding aspects and is consulted whenever a child may be at risk of harm.
- The SENCO advises on SEND, disability, communication and reasonable adjustments.
- All staff follow procedures, maintain professional curiosity, record accurately and report concerns immediately.
- Pupils and parents are expected to follow school rules and are given accessible ways to ask questions, seek help and raise concerns.

#### Approval and planning

- Use an educational visits coordinator or competent adviser, define educational value, staffing, transport, accessibility, emergency contacts and safeguarding arrangements.
- Assess foreseeable risks proportionately, including venue, travel, weather, water, remote supervision, medical needs, SEND and third-party providers.
- Obtain informed consent where required and give parents clear information.

#### Delivery and emergency response

- The visit leader holds dynamic decision authority and can modify or stop activity.
- Maintain registers, communication and medication/first-aid access; report incidents and near misses and complete a post-visit review.

## Equality, SEND and accessibility

The school applies the Equality Act 2010, anticipates reasonable adjustments and avoids blanket decisions. Staff distinguish deliberate misconduct from behaviour or difficulty arising from disability, SEND, communication need, trauma or medical condition. Information and processes are made accessible, and the pupil's voice is sought in a way they can understand.

## Records, confidentiality and information sharing

Records are factual, dated, attributable, access-controlled and retained under the Data Retention Policy. Information is shared on a need-to-know basis when lawful and necessary. Safeguarding information is shared promptly to protect a child; data protection law is not used as a reason to withhold necessary safeguarding information.

## Training, monitoring and assurance

- Induction and refresher training are proportionate to role and risk.
- The policy lead monitors incidents, timeliness, outcomes, equality impact, recurring themes and overdue actions.
- Material breaches are reported promptly to the Headteacher and governing body/proprietor and, where required, regulators or authorities.
- This policy is reviewed at least annually and sooner after significant incidents, legal change, updated statutory guidance or evidence that arrangements are ineffective.

## Related school policies

- Part 1 — Health and safety management
- Part 2 — Risk management
- First Aid Policy

## Legal and guidance framework

- Health and safety responsibilities and duties for schools
- KCSIE 2026
- Independent School Standards guidance (April 2026)
- Independent school inspection toolkit (August 2026)
- Equality Act 2010
- Children's Wellbeing and Schools Act 2026

Legal status note: KCSIE 2025 applies through 31 August 2026. This August review is written for implementation from 1 September 2026 and therefore adopts KCSIE 2026, the statutory mobile-phone guidance and the revised Relationships, Sex and Health Education guidance where relevant. Proposed SEND reforms are not treated as enacted duties unless commenced.

## Part 7 Monitoring, accountability and review

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### Equality, SEND and accessibility

Decisions must be fair, evidence-based and free from unlawful discrimination. Staff identify and record reasonable adjustments, accessible communication and support required by disability, SEND, medical need, language, religion or belief and other protected characteristics.

### Safeguarding priority

Any concern that may indicate abuse, neglect, exploitation, peer-on-peer harm, self-harm, significant vulnerability or risk of serious harm is referred immediately to the DSL. Policy processes must not delay emergency or safeguarding action.

### Records and confidentiality

The responsible lead records the decision, evidence, action, communication, support, adjustment, owner and review date in the appropriate secure system. Information is shared on a lawful, necessary and proportionate basis and retained under the school's information-governance requirements.

### Training and implementation

The policy owner identifies role-specific induction, refresher training, drills or competency checks. Leaders sample implementation and records, address inconsistency promptly and report material themes and risks to governors.

### Review and continuous improvement

The policy is reviewed at least annually, and sooner after a serious incident, complaint, audit finding, statutory or guidance change, recurring pattern or evidence that controls are ineffective. Pupil, parent and staff voice is considered where relevant.

Health, Safety, Risk and Emergency Management Policy, version 3.0, effective August 2026. This document supersedes the corresponding earlier policy drafts included within it. Previous files remain version-history records and must not be used as concurrent instructions.

## Part 8 Putting the policy into practice

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### Control hierarchy and competent oversight

- Eliminate hazards where reasonably practicable before relying on supervision or personal protective equipment; record why remaining controls are proportionate to the risk.
- Assign a competent owner to each significant risk, inspection, statutory examination and corrective action, with a due date and escalation route for overdue work.
- Consult staff on risks affecting their work and provide pupils with age-appropriate safety instruction, while retaining adult responsibility for control.
- Contractors must be selected, inducted, supervised and monitored according to risk, including safeguarding, asbestos, fire, isolation, access and permit requirements.

## Emergency command and continuity

- Define who leads an incident, calls emergency services, accounts for people, communicates with families, preserves evidence and authorises reoccupation or closure.
- Maintain accessible plans for fire, lockdown, evacuation, shelter, severe weather, utility failure, infectious disease, missing pupil, serious injury and loss of premises or systems.
- Practise proportionate drills, including arrangements for pupils or adults needing assistance; record outcomes, debrief and close actions.
- Emergency communications must be accurate, coordinated and privacy-aware; staff must not post incident information or images through personal accounts.

## Incident learning and governor assurance

- Investigate incidents and near misses to identify underlying causes, not simply individual fault, and check whether risk assessments, maintenance, training or supervision need revision.
- Governors receive termly assurance on incidents, statutory checks, fire safety, drills, risk actions, contractor controls and any RIDDOR or enforcement matter.
- Principal framework: Health and Safety at Work etc. Act 1974, Management of Health and Safety at Work Regulations 1999, Regulatory Reform (Fire Safety) Order 2005, HSE education guidance and Independent School Standards.

## Fire safety management

- Maintain a suitable fire risk assessment, named responsible-person arrangements, evacuation plan, personal emergency evacuation plans where required and an action tracker for deficiencies.
- Test alarms, emergency lighting, extinguishing systems, fire doors and escape routes at the required frequency through competent persons and retain certificates and corrective evidence.
- Keep escape routes available, control ignition and combustible materials, manage hot work and contractor activity, and brief staff on raising the alarm, evacuation, accounting and re-entry authority.
- Run and evaluate drills at suitable intervals and varied times, including provision for pupils, staff or visitors who need assistance; never use a drill to frighten or surprise vulnerable pupils.

## Educational visits and off-site activity

- Obtain proportionate approval before commitment, with clear educational purpose, competent leadership, staffing, transport, venue, insurance, medical, allergy, SEND, safeguarding and emergency arrangements.
- Use an individual assessment where a pupil's needs or behaviour create additional risk; adjustments should enable participation wherever reasonably practicable rather than defaulting to exclusion.
- Confirm consent and emergency contacts, medication and A&A access, first-aid cover, pupil information, communication method, lost-pupil procedure and a school-based emergency contact before departure.
- Dynamic risk assessment may change or stop an activity; leaders record significant decisions and notify the school contact of material changes.
- After an incident or near miss, preserve records, support those affected, notify required bodies and review the visit plan before a similar activity proceeds.

## Visitors, premises and contractor interface

- Coordinate visitor safeguarding with site safety: induction covers alarms, evacuation, restricted areas, hazards, accident reporting and the school contact.
- Separate pupils from hazardous work through scheduling, barriers, isolation and supervision; permits are used for high-risk work such as hot work or electrical isolation.

- Check contractor competence, insurance, method statements and risk assessments before work and monitor compliance rather than relying solely on submitted documents.
- Handover confirms the area is safe, isolations are removed appropriately, defects are recorded and relevant premises information is updated.

## References and statutory guidance

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*Linked titles open the current published source. Check the source page for later updates when this policy is reviewed.*

1. [\*\*Independent School Standards guidance\*\*](#) - Department for Education, April 2026.
2. [\*\*Keeping children safe in education 2026\*\*](#) - Department for Education; in force from 1 September 2026.
3. [\*\*Working together to safeguard children 2026\*\*](#) - HM Government, updated March 2026.
4. [\*\*Education inspection toolkits and supporting evidence\*\*](#) - Ofsted; September 2026 inspection materials.