



Enhanced Provision Health and Safety Policy

NetworkManager
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POLICY STATEMENT

Dedicated curriculum staffing for Maths, English and Science will travel over to teach at our EP for two lessons at a time. Staff have access to the curriculum intent maps (CIMs) being followed in school. Students have a dual timetable, so they are timetabled to be on EP as well as in main site classes.

Staff timetabled to teach the students on main site are required to put all work, PowerPoints and resources onto teams so that students can access this work. This ensures that students who are on a step out are able to easily transition back across to school as/when required. There are also some students who access a part time face to face EP timetable, so this ensures consistency between what is being covered at EP and in school. Any students on part time provision are all reported to the LEA and are monitored closely at the local partnership meetings. Part time timetables are only ever used as part of a graduated approach with the aim to always to support students to transition back to full time provision.

RESPONSIBILITIES

The employer has the ultimate duty to ensure the health and safety of employees and others. The task of overseeing health and safety is delegated to the Principal.

Within Enhanced Provision, this task is further delegated to the Vice Principal to ensure that the policy document is in place and arrangements for managing health and safety. The Enhanced Provision Health & Safety Policy and risk assessments will be reviewed regularly (minimum annually) to ensure compliance with legal requirements, industry best practice and curriculum guidelines.

Principal

- Ensuring that overall health and safety arrangements are being appropriately managed
- Ensure policies and procedures are in place, being maintained and regularly reviewed

Vice Principal (Enhanced Provision)

- Have final accountability for the overall operation in enhanced provision.
- Ensure staff are qualified, competent and experienced
- Ensure emergency arrangements and suitable first aid provision and equipment are available

Director of SEND

- Provide individual student learning plans including strategies to meet their needs and risk assessments including any relevant medical information and update as necessary
- Monitor student progress and ensure strategies are being employed to meet their needs
- Ensure half term review meetings with student and parent/carer have been undertaken and plans are updated accordingly

Director of Learning/Assistant Principal (Enhanced Provision)

- Ensure the Enhanced Provision Health & Safety Policy and supporting guidance are available to staff and has been read and understood.
- Ensure staff within the provision setting are complying with the arrangements outlined within the Enhanced Provision Health & Safety Policy
- Ensure that arrangements are in place for managing the risks from off-site visits
- Ensure activity areas and facilities have been risk assessed and written risk assessments communicated to staff
- Support the Enhanced Provision Coordinator to carry out additional risk assessment as necessary to ensure all activities can be delivered with risk as low as practicable.
- Review risk assessments as required but at least annually
- Line-manage the Enhanced Provision Coordinator to include regular reviews of the policy and risk assessments
- Quality assure curriculum provision and teaching and learning within the EP
- Ensure that students curriculum entitlement is broad and balanced, and students are provided with a range of suitable qualifications for securing future education, training and employment.
- Ensure that academy policies in relation to assessment, teaching and learning and reporting are implemented.
- Monitor students' academic progress and ensure intervention strategies are being implemented effectively
- Ensure any equipment is inspected and maintained and records are available
- Where required, ensure specific information regarding the medical condition of pupils is effectively communicated and activities planned to ensure pupils are not put at risk of injury or ill-health

Enhanced Provision Coordinator (EPC)

- Implement the Enhanced Provision Health & Safety Policy and ensure staff adhere to its requirements
- Ensure that the daily timetable and curriculum provision is implemented consistently and effectively
- Ensure that the assessment and reporting calendar is followed with assessment data recorded centrally and appropriate interventions put in place to support students.
- Set up half term review meetings with student and parent/carer, record and implement the outcomes
- Deliver a daily briefing to staff on site that includes a review of current issues with individual students and informs the day ahead ... possible areas to cover could include names of students on site on particular day, student bio for students new to site, each student's programme for the day, any actions following previous daily reviews, any changes to the 'actions on...' detailed in policy e.g. due to staffing changes
- Keep a record of any health and safety concerns and ensure appropriate intervention
- Complete and sustain DSL and First Aid training qualifications.
- Carry out additional risk assessment as necessary to ensure all activities can be delivered with risk as low as practicable.

Enhanced Provision Staff

- Assistant Enhanced Provision Coordinator will deputise in EP Coordinator's absence.
- Adhere to the requirements outlined within the Enhanced Provision Health & Safety Policy and supporting guidance.

- Familiarise themselves with the content and control measures and ensure that all Enhanced Provision activities are risk assessed.
- Complete visual inspections of the activity area and equipment prior to use
- Report any defects with activity area and equipment and take out of service when appropriate.
- Report any health and safety concerns including accidents, incidents and near misses.
- Use observational and analytical skills to identify unsafe conditions and be able to rapidly respond to them.
- Have management, organisation and class control so that any activity can immediately be stopped if it becomes hazardous.
- Have knowledge of pupil medical conditions, their specific risk assessments and special educational needs.
- Ensure appropriate clothing, footwear and personal protective equipment is correctly worn by staff and pupils for the activity, location and weather conditions.
- Follow safeguarding procedures as outlined within school Safeguarding Policy

Communication

It is acknowledged that communication of health and safety information is vitally important. It is the task of the Director of Learning/Assistant Principal (EP) to ensure suitable and sufficient risk assessments have been undertaken. This includes individual assessments for pupils with medical conditions or special educational needs which the Director of SEND will provide additional support and guidance for.

All staff engaged in activities must have access to this policy, relevant guidance and risk assessments.

Risk Assessment

Under the Management of Health and Safety at Work Regulations, it is a legal requirement to risk assess all significant risks, including; all activities and environments, to identify foreseeable risks and establish proportionate control measures.

It is the day-to-day responsibility of all staff to ensure all activities are robustly managed. The academy is required to ensure suitable and effective risk assessments for Enhanced Provision are in place. All staff working in Enhanced Provision must sign to confirm that they have read and are familiar with the content of any risk assessment produced (relevant to their activities and role).

Other risk assessments may need to be considered in connection with activities e.g. manual handling. Where risk assessment findings identify significant hazards and specific control measures they must be recorded and incorporated into schemes of work. Any updates or changes to schemes of work will need to be effectively communicated to staff undertaking such activities.

Risk assessments will be reviewed regularly (minimum annually) to ensure compliance with legal requirements, industry best practice and curriculum guidelines.

Competence, Training and Awareness

The person with the task of ensuring that training is provided is the Principal. This responsibility is delegated to the Director of Learning/Assistant Principal (EP) to manage locally in relation to specific training staff require in order to effectively fulfil their roles at the EP.

Where staff identify a specific training need in relation to their EP role they need to take responsibility for raising this with the Director of Learning/Assistant Principal (EP) or EP coordinator to discuss with the HR manager.

In line with the academy policy documented evidence of training, such as certificate of attendance should be retained within individual PD records. Staff should be proactive in ensuring training is completed in advance of certification expiring.

Trainee teachers who are following a recognised teacher training course should be supervised by a qualified teacher at all times. This also applies to individuals following a graduate or registered teacher training programme. This supervision may be progressively reduced, depending on the competence of the individual. In such instances a specific risk assessment must be carried out and the degree of supervision required agreed by the Vice Principal (Enhanced Provision).

As part of the overall training strategy the requirements below should be considered:

- Induction training for new starters at the enhanced provision
- Health and safety training for newly qualified staff and trainees
- Health and safety training for enhanced provision staff
- Training to cover the inspection and safe use of equipment
- Refresher training requirements

Emergency Evacuation and Lockdown Procedures

- In the event of the fire alarm sounding, staff and students will evacuate the building using the nearest exit and muster at the Assembly Point in the car park ensuring that
 - students remain calm and orderly
 - windows and doors are closed behind you
 - nobody stops to pick up personal belongings
 - students leave bags in the classroom
- Partial lockdown is likely to be the result of an incident or civil disturbance in the locality with a potential to pose a threat to staff or students or it might be as a result of a warning of a risk of air pollution etc. The priority here is to get all personnel inside the buildings and to lock external doors and windows. Movement should be minimal and if necessary be directly supervised by members of staff. It may be possible for some lessons to continue as normal
- Full lockdown signifies an immediate threat to staff and students and it might be the escalation of a partial lockdown. All personnel must protect students and staff in the safest places, minimise the risk to students and staff and maintain as calm and orderly an atmosphere as possible by ensuring that ...
 - Students who are in transit indoors but not in a classroom for any reason when the signal sounds will proceed to the nearest classroom which has a member of staff present and remain with that member of staff and any other students already there
 - If students are outside, they will be brought inside as quickly as possible unless this endangers them and others. If students are further away (eg walking the lake)

- staff will assess the situation and decide based on the nature of the threat. It may be safer to exit the grounds and assemble in a secure area away from the premises
- Students in classrooms should be positioned as far as possible away from possible sight lines from external windows and doors. They should sit on the floor or under tables or benches
 - Staff will lock/close doors and windows where possible and draw blinds or curtains where fitted
 - Lights, machinery, projectors, equipment etc will be turned off
 - Students will be supported to keep calm and be quiet
 - Staff and students should remain inside the room they are in until the all clear has been given
 - In the event of a lockdown, parents will be notified as soon as is practical by email

Referral Process

Students are referred to our Enhanced Provision or an Alternate Provider by their Head of House, the Director of SEND and the Vice Principal as part of a graduated support approach, for several reasons including but not limited to ...

- To encourage the inclusion in education of students who have had more than one suspension or who are at risk of permanent exclusion
- To ensure students are offered a variety of alternative curriculum provisions as a way of supporting their wider development, and equipping them with skills and experience that will benefit them later in life
- To personalise the curriculum for some students, where there is a need eg ARNA, mental health or safeguarding concerns
- To meet the needs of students who struggle to access the academic and social demands of mainstream education expectations
- To meet the EHCP obligations
- To provide a greater degree of flexibility in what and how they learn, increasing a student's motivation
- To give students a level of independence and encouragement to take responsibility for themselves

Establishing our enhanced provision has minimised the need for the academy to commission alternate providers and if this is necessary, will only engage with providers who are Ofsted registered and /or on the Nottinghamshire, Lincolnshire or Doncaster Local Authority approved provider directory. Service Level Agreements in addition to Ofsted regulation and Local Authority quality assurance ensure all providers have relevant policies in place to cover safeguarding, health, and safety.

Notifying Parents and Carers

The decision to include a student in our Enhanced Provision or refer to an Alternate Provision is taken in conjunction with the parent/carer and social worker if there is one working with the family. The reasons for this will be clearly explained to the student and parent/carer and the Learning Contract will be signed by all parties demonstrating their agreement to the plan. Where an Alternate Provider is commissioned a key member of our school staff will accompany the student and parent/carer on an initial visit to the provision and ensure all key information is shared and all safeguards are in place. The student will then undertake an induction with the provider

Monitoring academic progress, behaviour and welfare

The key principles for students attending our Enhanced Provision are to be positive members of the group and never challenge or be disrespectful to staff or fellow students in a way that undermines the learning of themselves and others ... **to be respectful, responsible and resilient**. This is reflected in the weekly conduct card that highlights our expectations, recognises positive work ethic, engagement and contribution throughout the day and the negative behaviours identifying where a student is falling short. All behaviours are tariffed, and staff are expected to consistently catch students doing things right to enable them to reach the weekly threshold for rewards as well as holding students to account when they compromise the learning environment, welfare and safety of others.

Heads of House and senior leaders attend our Enhanced Provision each day to ensure a settled start to the day, students are accessing lessons as per timetable and offer additional pastoral support as required eg remove student immediately and intervene with behavioural/emotional intervention strategies. These staff also complete regular QA drop ins to check the quality of provision.

Students receive a half term progress report including attitude to learning and behaviour and this informs the half term review with student and parent/carer. This also applies to students accessing an alternate provider together with a weekly interim learning log. Furthermore, they are included in the graduated approach of assess, plan, do, review cycle.

Monitoring attendance

Daily attendance checking is a statutory safeguarding requirement and as such the Enhanced Provision Coordinator, Attendance Officer and/or Head of House will support and intervene where students fail to attend our Enhanced Provision, in line with our attendance policy.

Where students attend an alternate provision, the alternate provider will inform our Attendance Officer of their attendance daily as per the agreed time and will contact the student's parent/carer, if their child has been absent, to resolve the issue and to ensure regular attendance is achieved, with the support of school.

Reintegration

The academy strives to reintegrate all learners back into mainstream education wherever possible, in line with their special educational needs and with due regard to the advice and guidance of external professionals, the Director of SEND and Vice Principal. This is a supported and personalised process that includes identifying a key advocate for the student making the transition who will guide, monitor and review to a successful outcome. This process is overseen by the Head of House. Some students will operate a blended timetable consisting of time on main site, at our enhanced provision or with an alternate provider.

Visitors

All visitors will be pre-checked against our Single Central Register and sign in and out. Any visitors who do not feature on the SCR will be directly supervised by school staff for the duration of the visit

First Aid

Due to the remote nature of the provision to the main site, care must be taken to ensure first aid provision is adequate. As such the Enhanced Provision Coordinator and Assistant Coordinator will be First Aid trained and ensure the First Aid kit is fit for purpose

Incident Reporting

Accidents, injuries and near misses involving staff or pupils must be recorded. Accident reporting procedures for the school must be followed at all times. Where a serious accident, incident or dangerous occurrence needs to be investigated it should be undertaken as soon as possible following the incident.

Members of the Public

Idle Valley Nature Reserve has open areas of wetland with a purpose-built visitor centre which is used by members of the public every day. Our staff and students have exclusive use of the suite of classrooms and these are out of bounds for the general public. Students are not allowed in the public areas apart from using the toilets with staff supervision.

Retford Post 16 Centre is a provision site that is used by students from other schools and our staff and students have exclusive use of a suite of 6 classrooms on the top floor and a workshop classroom on the ground floor. The Centre has secure fobbed access

Rules for Students

The **Learning Contract** for students accessing our Enhanced Provision details the main expectations that students and parents/carers agree to as follows ...

- Students travelling to the provision by mini-bus arrive on main site at 08:40 via reception and wait quietly and respectfully in LS4, under the supervision of learning support staff. Behaviour on the mini-bus must be sensible and safe
- Students arrive at the provision at 9.00am ready to start learning. Entry to the classroom is via the designated door and not through the main public entrance
- Use the footpath to Idle Valley from Hallcroft fisheries ... if cycle, lock up bike in designated area
- Students must sign in and out of the identified file
- Dress should be school trousers/skirt, school shirt and school shoes.
- Mobile phones to be switched off and out of sight during lessons – they may be used during the drink/snack breaks
- As Idle Valley is well used by the public during the day, students must remain within our designated classrooms and behave respectfully when accessing the public toilet (this will be on a one at a time basis.) Breaks are taken in the kitchen/common room or in the immediate outside area within sight of staff
- Ensure all work is completed to the best of your ability and presentation is neat
- Be respectful of other students' beliefs and opinions and never be judgemental about their responses
- Support and encourage your fellow students to enjoy their learning and achieve well
- We reserve the right to test for substances if students present as being under the influence and the presence of parent/carers will be expected

- Parent/carers to attend review meetings each half term and students to review their progress as part of the timetabled activities

The **Conduct Card**, devised in consultation with students, identifies specific positive and negative behaviours students at the Enhanced Provision are judged against.

Positive behaviours

- After each lesson the teachers scores each student out of 5 in relation to positive work ethic, engagement and contribution
- Arrive on time in the morning (+1)
- Help tidy up after a lesson and in the kitchen (+1)
- Being polite and respectful to students and staff alike (+1)
- Take any issues to staff to help resolve rather than trying to tackle issues personally (+1)
- Being kind and supportive (+1)
- Have a go at answering a question, it doesn't matter if it isn't the correct answer (+1)
- Complete work independently (+1)
- Excellent piece of work (+1)
- Stay focussed if others are misbehaving (+1)
- Demonstrating resilience (+1)
- Leadership activity eg helping another student understand a task, presenting to a small group (+2)
- Outstanding service / effort / performance (+5)

Rewards

- The daily tally is converted into reward points on Arbor to achieve RP star badges (divide total points by 3)
- Weekly tally threshold met (150 positive points) ... students select from treat from Greggs, Krispy Kreme, beauty experience (P16) on Tuesday, football at school, art equipment
- Half term tally threshold met (800 positive points) ... students select from Amazon voucher, trip e.g. Escape Rooms, YWP, ice-skating, Meadowhall

Negative behaviours

- Arriving late in the morning (-1)
- Failing to tidy up any mess you have created (-1)
- Not cooperating / following instructions at the first time of asking (-1)
- Shouting at and talking over each other (-1)
- Monopolising food that is meant to be shared (-1)
- Swearing in general conversation (-1)
- Throwing items across the room, putting feet on tables, running around (-1)
- Encroaching on personal space, belongings and personal matters (-1)
- Bringing vapes and cigarettes into Idle Valley and main site (-1)
- Using derogatory, offensive, racist and sexualised language or anti-social behaviours e.g., burping, reference to drugs/rape, catcalling (-3)
- Smoking or vaping in or around Idle Valley and main site (-5)
- Swearing directly at others (-10)

Sanctions

- Daily tally converted into negative points on Arbor (divide total by 3)
- Hotspot (strike 3) if continue to disrupt a lesson
- Complete extra work during social time away from others if hotspotted
- Isolation within IV/P16 for swearing directly at others
- Isolation Base and/or an extended day in school if reach 15 negative points during the day

In line with our academy **Behaviour Policy** the following behaviours can automatically lead to an outcome of internal exclusion or suspension

- Violent conduct
- Bringing a dang item/substance into school
- Dangerous conduct
- Under the influence of a substance
- Bullying (emotional/physical/cyber/prejudice)

Daily routines

Travel to and from Idle Valley and Post 16 Centre

- Use of school car / staff car / minibus
 - Seatbelts worn at all times
 - Permission is obtained from parents/guardians and students' mode of transport is identified on their individual profiles
 - Staff drivers carrying participants are DBS checked to safeguarding requirements
 - Only school staff drive will drive the school car
 - Staff driver confirms their own car is insured to carry participants and is roadworthy
 - Student Learning Contracts highlight expectations and ways of working and are signed by students and parents
- Walking and cycling to Idle Valley and Post 16 Centre
 - Students and parents/carers are briefed re hazards and the safest routes to take
 - There is a purpose-built footpath away from the main road for pedestrian and cyclist use that mitigates the need to use the main road to Idle Valley
 - Parents/carers and students must ensure the bicycle is road worthy and safe to ride, and are advised to wear helmets and high vis equipment
 - There is a safe public car park immediately outside both provisions if parents transport students by car
- Public use of Idle Valley
 - The toilet facilities are routinely used by members of the public, centre staff, North Notts College students and external agencies who tutor students on site. They are not isolated, they are close to the offices and cafeteria
 - Students are briefed on appropriate interaction with members of public. When students come into contact with members of the public, they uphold our 3R expectations of being respectful, responsible and resilient at all times, as ambassadors of our school
 - As the toilets are shared usage with the general public at Idle Valley and other personnel and students at the Post 16 Centre, students are supervised walking to and from the toilets during social time

- Security and use of classroom areas
 - The classroom areas not accessible by the general public and there are doors separating the classroom and public areas
 - Students are supervised at all times
 - All visitors to the provision will sign in/out to ensure accurate fire register records. Volunteer helpers will never be in charge of a group without direct supervision unless DBS checked and a regular volunteer
 - On arrival students will enter the Idle Valley building via the common room door, not the main entrance. Anxious students may enter directly via the rear classroom door. They will enter via the main entrance at the Post 16 Centre and sign in at reception
 - Students are registered directly onto Arbor for the statutory roll call
 - Heads of House/Senior Leaders are on site every day to support with anxious students and offer behaviour support and intervention if necessary
 - If a student leaves site without permission, the DSL on main site, deputy DSL or Principal must be contacted immediately. Parent/carer of the student must also be informed
 - Where necessary classroom doors will remain open to indirectly supervise students working independently
 - All valuable pieces of equipment are locked away at the end of the day
- Social time
 - Students will remain in their designated areas for social time
 - Students are competent and safe when preparing food and drink in the common room, they are trained in and supervised when using kettle, microwave and toaster
 - Students are trained and aware of hot water when washing up and are responsible for ensuring they clean up after themselves
 - Students are responsible for ensuring the classrooms remain clean and tidy
 - If students go outside during break, they are only permitted within the short fence boundary and must stay in site of the workshop or classroom so remain in view of staff at all times
 - Music volume must be kept at a minimal level and only appropriate games are used with games console or on mobile phones
 - Students not allowed in the public areas apart from using the toilets, without direct supervision
 - Year 11 students, with parental consent, are allowed lunch passes in line with mainstream school policy
- Open water
 - All staff are familiar with the site
 - All students know that the areas of water are out of bounds
 - Students only visit water under the close supervision staff, they will not be near the water during the school day unless walking around the lake under the supervision of staff
 - Students and staff must wear appropriate footwear
 - Staff will be familiar with the location and use of buoyancy aids and in the event of buoyancy aids being missing walks will be suspended
 - Clear guidance is given to students re wildlife and plant hazards and the expectations of Notts Wildlife Trust
- Communication with main school site
 - Internet access during the school day enables access to the same level of information as is available in school

- Staff have mobile phone contact with other colleagues and school and there is easy access to the centre landlines if necessary
- Both centres are 5 mins away from school and support if necessary
- Specific needs – medical, behavioural
 - All information is contained within Individual Student Profiles and on Arbor
 - Further advice is taken from Students Health Coordinator, HoHs and Director of SEND if appropriate
 - Individual risk assessments are in place for all students attending the provision
 - All staff are familiar with the specific needs of all students and strategies to employ in the best interests of the student
 - Referrals are completed via a Microsoft form to enable smooth transition into the provision and not compromise dynamics of student need

Separate Risk Assessments will be completed for any activity different to the normal daily routines and timetable

Monitoring and review (of this policy)

This policy will be reviewed by the Vice Principal annually and any changes will be communicated directly to all members of staff

Processes under this policy will be quality assured in line-management meetings with the Enhanced Provision Coordinator and half termly senior leader management group meeting

Record of Communication

The following table should be completed each time the Enhanced Provision Health & Safety Policy is reviewed and updated (minimum annually). Each member of the Enhanced Provision department including the Vice Principal (Enhanced Provision) must sign to indicate the policy has been read and understood.

Name	Position	Signature	Date
Alison Clark	Vice Principal	A Clark	15/5/2023
Sarah Withall	Assistant Principal	S Withall	18/5/2023
Nikki Mason	HoH	N Mason	18/5/2023
Dawn Ager	Director of SEND	D Ager	21/5/2023
Tracy Lilley	EP Coordinator	T Lilley	21/5/2023
Francesco Ciardulli	Head of House	F Ciardulli	13/6/2023
Peter Rawson	Asst EP Coordinator	P Rawson	6/6/2023

