



Health and Safety Policy

Incorporating:

First Aid Policy and Procedures
Emergency Evacuation Procedure

Policy reviewed by all staff and governors – April 2010

Contents

	Page
Introduction	3
Health and Safety Policy	4 - 9
First Aid Policy and Procedures	10 - 12
Evacuation Procedures	11

FOREWORD

This document outlines Orchard County Primary School's approach to a range of Health and Safety issues. Its main function is to provide practical guidance for all those employed within our school and those external agencies working with the pupils within the school environment.

The three sections are outlined as follows:

Section A Health and Safety Policy This section should be viewed as an umbrella document outlining our school's overall approach and the emphasis we place on this most vital of areas.

Section B First Aid Procedures. This section provides guidelines on the policy and procedures for first aid.

Sections C Emergency Evacuation Procedures outlines our procedures in the case of any emergency evacuation from the school premises.

This document should be used in conjunction with a range of other school policies and guidelines including:

- Child Protection
- Behaviour Management
- Pastoral Care

Whilst Individual sections of this document will be salient depending on a given situation, it is essential to note that Orchard County's commitment and holistic approach to the personal safety of all pupils, staff and visitors is the lynchpin connecting all sections.



HEALTH AND SAFETY POLICY

Rationale

In Orchard County Primary School we recognise that it is essential to promote the health and safety of all in our school community. We will work towards providing an environment where each pupil's physical, social, emotional, intellectual and spiritual development is promoted with his or her best interest in view.

Principles

Health and Safety Education is an important strand of learning and is taught mainly through the subjects of the curriculum. It promotes the development of personal qualities and skills with knowledge and understanding.

Health Education depends not only on specific knowledge and understanding but also promotes positive attitudes towards a healthy lifestyle.

Aims

1. To enable pupils to achieve their physical psychological and social potential and to improve their self-knowledge and self-esteem.
2. To promote positive attitudes towards health and safety.
3. To promote a sense of responsibility in respect of individual family and community health and safety.
4. To encourage a healthy lifestyle.
5. To enable pupils to achieve skills in decision making, in managing and handling situations of stress in relation to health.
6. To provide a knowledge base and to enable pupils to acquire an understanding of this knowledge and the skills to interpret it.

OBJECTIVE 1

Health in Context of Personal Development

Personal Development

Pupils should develop to their fullest potential. They should develop a positive self-image and self-confidence. They should understand the stages involved and the factors which govern physical and emotional growth.

Physical Fitness, Recreation and Relaxation

Pupils should achieve and maintain an appropriate level of physical fitness. They should understand the role of recreation and the value of relaxation.

Nutrition

Pupils should be able to make responsible decisions about their diet. They should know and understand the contribution of foods to growth, energy and health.

Uses of and Problems Related to Drugs and Other Potentially Harmful Substances

Pupils should develop their knowledge and understanding of the use, misuse, risks and effects of drugs and other potentially harmful substances. They should develop a critical awareness of the relevant personal, social and economic implications.

OBJECTIVE 2

Health in the Context of Social Development

Relationships within the Family

Pupils should be able to make a positive contribution to the life of the family unit based on their knowledge and understanding of the concept of the family.

Relationship with Peers

Pupils should be able to manage relationships with peers in a variety of situations.

Relationships with Others

Pupils should understand the nature of relationships with others and, as they mature, be able to establish responsible relationships within a widening community.

OBJECTIVE 3

Health and Safety in Relation to the Environment

Personal Safety in the Environment

The school will provide a safe and secure environment for all members of the school community

A Healthy Environment

Pupils should understand what is meant by a healthy environment and their responsibility for maintaining and improving it.

OBJECTIVES TOWARDS WHICH THE SCHOOL WILL WORK

Ethos

1. Provide a safe, secure and stimulating school environment which encourages pupils to be health and safety conscious both in and out of school.

School Safety is based on three key elements:

- Premises and property of a high safety standard
- Staff and pupils familiar with all school routines
- Adequate supervision to support safety policy

This will mean regular checking of premises, grounds and equipment in school.

- PE equipment is checked and all recommended repairs carried out annually.
- Fire equipment is checked regularly internally and should be annually checked by outside agencies.

Supervision will involve all staff on a rota basis

Encourage pupil involvement in caring for their environment.

- Provision of bins, litter pickers, keeping toilet areas tidy and clean, keeping classrooms tidy.

Safety procedures will include:

- Corridor and Classroom routines
- Playgroup routines
- Fire drill routine
- School security
- Litter arrangements
- Cars on and at the gates of the premises
- Road safety, pedestrian and cyclist
- Safety whilst travelling by car, bus and other forms of transport
- School educational / residential visits
- First Aid Procedures
- No smoking policy on school premises
- Drug awareness

Posters and pupils' work displayed around the school integrating these procedures with the environment.

Governors and staff informed of up-dated Health and Safety DENI Circulars.

2. Actively promote pupils' self esteem and self confidence through the provision of opportunities to contribute widely to the life of the school, successfully enabling pupils to take initiatives, make choices, exercise responsibility for their own health and that of others.

School ethos – a warm, caring atmosphere encouraging respect

Positive marking policy

Anti bullying policy

Healthy break policy

Extra Curricular Activities Include:

- French
- tennis
- choir
- football, netball, hockey
- cycling proficiency
- gardening
- craft
- computer club
- technology club
- chess
- board games

Other Strategies Used Include:

- Displaying pupils' work
- Performing for class, classes, parents, friends and other outside groups
- Records of achievements
- School profile (encouraging self-reflective profiling)
- Contributions to class discussion are valued
- Class and school reward system
- Use of active learning methods
- Encouraging responsibility, eg litter collection, classroom duties, relating to younger classes on wet break times

3. Foster a whole school understanding and sharing of the school's aims for health education.

This will include:

- Whole school decision-making on healthy issues eg breaks; smoking; drug abuse
- Raising parental awareness of school health programme.

4. Create a school climate in which good relationships, respect and consideration for other flourish.

Pastoral Care Policy:

- Each teacher has special pastoral role for each child in the class
- Pastoral Care Co-ordinator and Designated teacher is Mr Crawford
- Deputy designated teacher is Mrs McMillan
- Pastoral role of pupils and staff – Mr Blevins and Mrs McMillan
- Warm, caring responsibility and respect for one another among the staff, teaching and non-teaching together
- Mutual respect for staff and pupils
- Home/school links will be highly valued as both work together for the education and care of the child
- Circle Time integrated into the curriculum

5. Activity promote the health and well being of all staff and pupils.

- Curriculum activities taught through all subjects

- Pupils involvement in promoting health and well being eg writing and performing short drama on drugs or bullying or poster making
- Use of resources in planning and teaching
- Staff training on health issues
- Appropriate educational visits eg Well Teddy Clinic (P1)

CURRICULUM

1. Formulate and review regularly a range of health related policies which are in accord with the school's aims, eg those concerned with nutrition, physical activity, substance misuse, smoking and bullying.
 - a. Review Health Education Policy
 - b. Be open to following through incidental learning opportunities
 - c. Sex education policy – The P7 class will apply to partake in SELB's 'Love for Life Programme'

Teachers will be sensitive and alert to the development of pupils' sexuality, recognising the maturity of many pupils as young adolescents by the end of their Primary Education.

- d. Address and implement new information from Health Promotion Agency or DENI
2. Plan and implement a coherent health education curriculum which complies with statutory requirements and is accessible to all pupils.
 - a. Principal supporting all staff
 - b. Staff training
 - c. Active plans related to School Development Plan
 3. Ensure that teaching is informed, is of a consistently high quality and is based on positive approach which recognises the importance of starting with pupils' existing levels of understanding and experience of health matters.
 - a. Use of resources available in planning and teaching
 - b. Variety of teaching strategies used to implement Health Education Programme
 - c. Providing learning experiences to promote Health Education
 - d. Support for teachers in relation to handling sensitive issues
 - e. Sharing teacher expertise and training
 4. Provide stimulating challenges for all pupils through a wide range of physical, academic, social and community activities.
 - a. Educational visits
 - b. Rewarding non academic achievements.
 - c. Celebrating and appreciating good health through whole school activities and assemblies
 - d. Sports Activities eg Sports Day
 - e. Residentials

FAMILY AND COMMUNITY

1. Develop good liaison with other schools, pupils', parents/guardians and the community on a range of health promoting initiatives.

- a. Raising parental awareness of health issues and Health Education Policy
 - b. Keeping parents informed of health related issues by issuing leaflets:
 - 'The Law on Fireworks'
 - 'Is Your Child Safe?'
 - 'Be Safe, be Seen'
 - c. Friendly and competitive sports activities with local schools.
 - d. Home/School links
 - e. Parents keeping hallways as clear as possible.
 - f. Parents/adult to bring young children to and from school. (P1-P3)
2. Use the expertise within the school to contribute to community understanding of a range of health related issues.
- a. Wall displays throughout school
 - b. Health related means of raising charity funds
 - c. Visits to local community – nursing homes
3. Make effective use of outside agencies and specialist services to advise, support and contribute to the promotion of health, either directly or through the Curriculum.
- a. Use expertise of outside agencies eg nurse to overcome the problem of head lice
 - b. Visits to the school to promote healthy living eg dentists, doctor/nurse and emergency services
 - c. Visits to school of Speech Therapist, Road Safety Officer, Educational Psychologist
 - d. Use of charity programmes within the curriculum eg Help the Aged

RESOURCES

- a. Range of PE equipment to implement the Health Education Programme
- b. Tarmac playground – which have markings to encourage games
- c. Large grass area
- d. Litter pickers

VIDEOS/DVDS

- a. 'First Aid'
- b. 'In Safe Hands' – St John's Ambulance
- c. 'The Amazing Adventures of Catherine Wheel' – fireworks
- d. 'Fighting Asthma Together – A guide for schools'
- e. 'Heartstart'

BOOKS

- a. 'The Health promoting School – A Guide for Teachers'
- b. 'Educational Themes' HMSO (1989) and Guidance Material NICC (1989)
- c. 'Safe Practice in Physical Education' BAALPE
- d. 'Play it Safe' – A guide to prevent children's accidents

ADDITIONAL RESOURCES

- Food in Schools Toolkit
- Catering for Healthier Lifestyles DENI
- Fit Futures: Focus on Food Activity & Young People DHSS & Public Safety



FIRST AID POLICY

Rationale

Children become ill or get injured in school due to minor accidents on a weekly basis. Whilst we recognise that parents are best placed to care for ill or injured children, we realise that our school is well placed to provide strong support and care in the area of first aid.

In Orchard County Primary School we understand the term First Aid to mean the treatment of any injury or sudden illness.

Aims

- To establish appropriate and consistent treatment for ill or injured pupils
- To ensure parents and guardians are communicated with if their child is ill or injured

Objectives

- To provide factual information about school policy on first aid procedures
- To develop confidence in the school's ability to care for sick and injured children

Mrs McMillan is currently the school's designated First Aider. Mr Crawford, Mrs Erwin and Mrs Allen are also qualified first aiders.

If a child is ill or injured they and all other adults are encouraged to inform one of these teachers who will administer first aid.

Responsibilities of a First Aider

- Be calm and quickly identify what has happened, speak to casualty and witnesses
- Look for dangers to yourself, the casualty and others
- As far as possible protect the casualty from further danger
- Summon appropriate help
- To identify as far as possible the injury or nature of the illness affecting the casualty.
- To give early, appropriate and adequate treatment
- To arrange for the removal of the casualty to hospital, to the care of a doctor or home
- To remain with the casualty until handing him/her over to the care of an appropriate person
- To make and pass on a report and give further help if required.

What is an emergency?

This is defined as a critical or life threatening situation and the following conditions require immediate action

- Unconsciousness - check airway, breathing, circulation
If breathing place in recovery position, if not, commence relevant CPR procedure
- Heavy blood loss
- A deep wound ie stab
- A suspected heart attack
- Serious difficulty with breathing

- Slow pulse rate
- Crush injuries
- Suspected breakage of spine - limbs do not move casualty unless in danger

Procedures for calling an ambulance for the above conditions

- Phone 999 ask for appropriate services
- Explain the number of casualties, nature of injuries and the scene
- Give detailed information on how to get to the school/ scene
- Give your name, telephone/mobile phone number.

In the event of an injury occurring in school or on a school trip

The person in charge at the time will:

- seek the assistance of a first aider if not one themselves
- check the pupils' profile list, in the first aid cupboard, before administer any plasters.
- inform the pupil's class teacher
- inform a parent when an injury has occurred.
- explain to the parent the treatment given and who administer it.
- complete the accident register

Minor Injuries

Cuts and grazes

- Where possible rinse the wound under running water to remove dirt, the using swabs, gently clean around the wound.
- Stop the bleeding by applying pressure to the wound for approx. 15 minutes
- Gently dry around the wound and apply, if permission has been given by parent/ guardian, a plaster or sterile dressing
- Rest the injured area and keep in a raised position

Swelling

- Check to ensure there is no breakage
- Raise the affected area and apply an ice pack wrapped in a paper towel

Burns

- If skin is not broken run under cold water
- Do not cover or put on lotion or plaster

Training

All teachers will be trained at the appropriate time interval to ensure their qualification are maintained and valid.

Location of First Aid Equipment

All staff will be made aware of the location of the First Aid Cupboard and any additional medication required by children with specific problems, for example Epi-pens, etc. All children with a significant medical condition will have an individual care plan which is clearly displayed in key areas in the school. All staff are encouraged to wear latex gloves when dealing with injuries or sickness.

Communication

All accidents should be reported to the class teacher and a trained first-aider.

If after assessment by a trained first-aider, a pupil's accident or injury is confirmed as minor, the child will be given an 'I've had first aid today' sticker to advise the parent/guardian that first aid was given.

Parents will be directly advised of more significant accidents or injuries and the incident will be recorded in the accidents and injuries book (located in the staffroom).

In the case of a serious accident, a member of staff will:

- Phone the doctor or ambulance immediately
- Phone the parent/guardian
- If necessary, accompany the child to hospital and stay until the parent arrives



EMERGENCY EVALUATION PROCEDURE

Signal for the Emergency Evacuation: Continuous ringing of school bell

Place of Assembly: Football pitch

IF IN DOUBT GET EVERYBODY OUT

Upon hearing the emergency bell warning

- Persons in charge of classes will take the class register and walk the classes in an orderly manner to the Assembly Point by the exit route away from the emergency
- Administrative staff, caretaker and other ancillary staff should make their way immediately to the Assembly Point
- Anyone not in class when the alarm sounds eg in the toilet, staffroom, hall etc should make their way **DIRECTLY** to the Assembly Point and join their appropriate class or group
- Classroom/Domestic Assistants will sweep the nearest and most relevant toilet area as they exit
- The Principal, Vice Principal will resume responsibility to immediately call for assistance for the appropriate Emergency Services
- As soon as classes and groups are assembled, each teacher will take a roll call and report to the Principal or the teacher in charge if anyone is missing
- If any person is found missing appropriate action will be taken by the Principal or the teacher in charge. If necessary and safe to do so, the Principal or Vice Principal will search the school premises. Mrs Davidson, Mrs Erwin or Mr Crawford will (if necessary) search the school grounds. Where possible two adults must remain with the classes
- No person must leave the Assembly Point unless given permission by the principal or teacher in charge or in an actual emergency the person in charge of the Emergency Service Team
- If it is safe to do so, a member of the staff should tackle a fire with the nearest appropriate fire extinguisher.

DO NOT HESITATE IN CARRYING OUT THE ABOVE PROCEDURES. THE SAFETY OF ALL PERSONS ON THE PREMISES WILL DEPEND ON YOUR INSTANT AND EFFICIENT ACTION.