

# Health & Safety Policy Including Arrangements and Procedures



**Approved by:** Trustee Board

**Date:** January 2026

**Signed by:** *W Marshall Beach* **Position:** Chair of Trustees

**Last reviewed:** January 2026

**Next review due:** December 2026

## Monitoring arrangements

This policy will be reviewed annually but may be reviewed earlier if deemed appropriate by the Chief Executive or Trustees.

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## **1. Aims**

Inclusion Education aims to:

- Provide and maintain a safe and healthy environment
- Establish and maintain safe working procedures amongst staff, Learner/Students and all visitors to Inclusion Education sites (School, College and EB8)
- Have robust procedures in place in case of emergencies
- Ensure that the premises and equipment are maintained safely, and are regularly inspected

The Policy should be read in conjunction with:

- 1.5 Inclusion Education's Safeguarding, Child Protection and Vulnerable Adults Policies, Violence at Work, Lone Working Policy and Lockdown / Stay Put procedures.
- 1.6 Current Inclusion Education Risk Assessments.

## **2. Legislation**

This policy is based on advice from the Department for Education and the following legislation:

- [The Health and Safety at Work etc. Act 1974](#),
- [The Management of Health and Safety at Work Regulations 1992](#),
- [The Management of Health and Safety at Work Regulations 1999](#),
- [The Control of Substances Hazardous to Health Regulations 2002](#),
- [The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations \(RIDDOR\) 2013](#),
- [The Health and Safety \(Display Screen Equipment\) Regulations 1992](#),
- [The Gas Safety \(Installation and Use\) Regulations 1998](#),
- [The Regulatory Reform \(Fire Safety\) Order 2005](#) (amended 2021)
- [The Work at Height Regulations 2005](#)
- Inclusion Education follows [national guidance published by UK Health Security Agency \(formerly Public Health England\)](#) and government guidance on [living with COVID-19](#) when responding to infection control issues (updated 6 monthly and still applicable)

## **3. Roles and responsibilities**

### **3.1 The Trustee board**

- 3.1.1 The Trustee board has ultimate responsibility for health and safety matters within Inclusion Education but will, via the CEO, delegate responsibility to the Governing boards of each provision to oversee the day-to-day responsibilities for health and safety performance by the Head / Leads of provisions.
- 3.1.2 The Governing board has a duty to take reasonable steps to ensure that staff and Learner/Students are not exposed to risks to their health and safety. This applies to activities on or off Inclusion Education sites
- 3.1.3 Inclusion Education Trustee board, as the employer, also has a duty to:
- 3.1.4 Assess the risks to staff and others affected by Inclusion Education activities in order to identify and introduce the health and safety measures necessary to manage those risks
- 3.1.5 Inform employees about risks and the measures in place to manage them
- 3.1.6 Ensure that adequate health and safety training is provided.

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### **3.2 Governing boards and Senior Managers**

- 3.2.1 The governing boards and senior manager teams, with support and guidance from Business operations and the Site and Construction manager, are responsible for health and safety day-to-day. This involves:
  - 3.2.2 Implementing the health and safety policy
  - 3.2.3 Ensuring there is enough staff to safely supervise Learner/Students
  - 3.2.4 Ensuring that Inclusion Education premises are safe and regularly inspected
  - 3.2.5 Providing adequate training for staff
  - 3.2.6 Reporting to the Trustee board on health and safety matters
  - 3.2.7 Ensuring appropriate evacuation procedures are in place (All premises are at Appendix 5) and regular fire drills are held
  - 3.2.8 Ensuring that in their absence, health and safety responsibilities are delegated to another member of staff
  - 3.2.9 Ensuring all risk assessments are completed and reviewed at least each term
  - 3.2.10 Monitoring cleaning contracts, and ensuring cleaners are appropriately trained and have access to personal protective equipment, where necessary.
  - 3.2.11 The nominated Health & Safety lead at Inclusion College (Unit 5, Meridian Office Park, Osborn Way, Hook, Hampshire, RG27 9HY) is: **Chris McShane**, Interim Head of setting (in their absence, **Sharon Moores** Senior Administrator)
  - 3.2.12 The nominated Health & Safety lead at Inclusion School (Jays Close, Viables, Basingstoke RG22 4BS) is **Matthew Atkinson**, Headteacher (in their absence, **Paula Ball**, School Business manager)
  - 3.2.13 The nominated Health & Safety lead at EB8 (EB8 Belvedere House Basing view Basingstoke RG21 4HG) is **Alex Edwards**, Operations manager & Vocational lead on behalf of Liz Cooper, Headteacher (in their absence, **Sherrelle-Jade Munns**, Mental Health Support)
  - 3.2.14 The nominated Health and Safety Lead at Inclusion School Aldershot (Auchinleck Way, Aldershot, GU11 1WT) is **Paul Blake**, Head of Setting (in their absence, **Marjatta Charles**, Administrator).

### **3.3 Staff**

Inclusion Education staff have a duty to take care of Learner/Students in the same way that a prudent parent would do so.

#### **Staff will:**

- Take reasonable care of their own health and safety and that of others who may be affected by what they do at work
- Co-operate with the organisation on health and safety matters
- Work in accordance with training and instructions
- Inform the appropriate person of any work situation representing a serious and immediate danger so that remedial action can be taken
- Model safe and hygienic practice for Learner/Students
- Understand emergency evacuation procedures and feel confident in implementing them

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### **3.4 Learner/Students and parents**

Learner/Students and parents / carers are responsible for following Inclusion Education health and safety advice, on-site and off-site, and for reporting any health and safety incidents to a member of staff.

### **3.5 Contractors**

- 3.5.1 Contractors will agree health and safety practices with the Business/Site and Construction manager/Administrator before starting work. If in doubt, contact the Head of Business Operations
- 3.5.2 Before work begins the contractor will complete Inclusion Education contractor induction form, provide evidence of qualifications (relevant to the task), insurance policies, DBS (as deemed appropriate by the Head of Business Operations) and that they have completed an adequate risk assessment of all their planned work.
- 3.5.3 If appropriate, the Site and Construction Manager will issue Permits to Work (PTW), I.E. Hot works.

## **4. Site security**

- 4.1 The Senior Leadership team and Site and Construction manager are responsible for the security of the sites during working hours. They are responsible for visual inspections of the site, and for the intruder and fire alarm systems as applicable.
- 4.2 The Headteacher, Site and Construction Manager, CEO and Head of Business Operations are key holders and will respond to an emergency.
- 4.3 When responding to an emergency, the Headteacher, Site and Construction manager, CEO and Head of Business Operations must ensure that another person (employee/family member) is aware that they have responded to an emergency.

## **5. Fire**

- 5.1 Emergency exits, assembly points and assembly point instructions are clearly identified by safety signs and notices. Fire risk assessment of the premises will be reviewed regularly.
- 5.2 Emergency evacuations are practised at least once a term.
- 5.3 The fire alarm is a loud continuous bell.
- 5.4 Fire alarm testing will take place weekly.
- 5.5 New staff will be trained in fire safety procedures, and all staff and Learner/Students will be made aware of any new fire risks.
- 5.6 Records must be maintained of ALL fire related activities I.E. Fire Alarm Testing

In the event of a fire:

- The alarm will be raised immediately by whoever discovers the fire and emergency services contacted. Evacuation procedures will also begin immediately
- Fire extinguishers may be used by staff only, and only then if staff are trained in how to operate them and are confident they can use them without putting themselves or others at risk

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- Staff will accompany Learner/Students and any visitors to the respective assembly points (Copies of ALL 3 sites Emergency Procedure are in Annex 5 to this document). The Senior staff member on site to check premises is empty including toilets
- A member of the administration team will “initiate evacuation by the sign in app” and take a register at the assembly point. All tutors to ensure they know the whereabouts of their Learner/Students and that they are at the assembly point.
- Staff and Learner/Students will remain outside the building until the emergency services say it is safe to re-enter
- Any persons with any additional needs regarding evacuations will have special arrangements in place and relevant staff aware.

## 6. COSHH

Inclusion Education are required to control hazardous substances (and maintain a COSHH register including Safety Data Sheets) which can take many forms, including:

- Chemicals
- Products containing chemicals
- Fumes
- Dusts
- Vapours
- Mists
- Gases and asphyxiating gases
- Germs that cause diseases, such as leptospirosis or legionnaires disease
- Control of substances hazardous to health (COSHH) relevant risk assessments for ALL COSHH items are to be completed by the site manager and circulated to all employees who work with hazardous substances. Staff will also be provided with protective equipment, where necessary.
- Our staff use and store hazardous products in accordance with instructions on the product label. All hazardous products are kept in their original containers, with clear labelling and product information.
- Any hazardous products are disposed of in accordance with specific disposal procedures
- Emergency procedures, including procedures for dealing with spillages, are displayed near where hazardous products are stored and in areas where they are routinely used.
- Contract cleaners will keep their own COSHH register regarding substances left on site, these will be stored in a secure area accessible by the appropriate people only.

### 6.1 Gas Safety

- 6.1.1 The landlord and/or Inclusion Education are responsible for the installation, maintenance and repair of any gas fittings, ensuring it is carried out by a qualified Gas Safe registered engineer. Any areas containing gas appliances are checked to ensure they have adequate ventilation.
- 6.1.2 The landlord must provide a copy of ALL gas related documentation/certificates to the Site and Construction Manager.

### 6.2 Legionella

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- 6.2.1 A water risk assessment is completed. A copy must be provided and included in the relevant building file. The Site and Construction Manager is responsible for ensuring that the identified operational controls are conducted and recorded in the relevant building water logbook i.e. Little Used Outlets.
- 6.2.2 This risk assessment will be reviewed every two years and when significant changes have occurred to the water system and/or building footprint
- 6.2.3 The risks from legionella are mitigated by the following: weekly running of water, temperature checks, heating of water, disinfection of showers, etc. Records of ALL testing must be kept in an appropriate logbook.

### 6.3 Asbestos

- 6.3.1 Inclusion Education has confirmed that an asbestos survey report was completed for each site. A copy of the report is held in the relevant building file.

## 7. Equipment (if appropriate)

All equipment and machinery is maintained in accordance with the manufacturer's instructions. In addition, maintenance schedules outline when extra checks should take place. A register must be maintained of all equipment and must include dates of testing.

When new equipment is purchased, it is checked to ensure it meets appropriate educational standards.

All equipment is stored in the appropriate storage containers and areas. All containers are labelled with the correct hazard sign and contents.

### 7.1 Electrical equipment

- 7.1.1 All staff are responsible for ensuring that they use and handle electrical equipment sensibly and safely
- 7.1.2 Any Learner/Student or volunteer who handles electrical appliances does so under the supervision of the member of staff who so directs them
- 7.1.3 Before use, a visual inspection of electrical equipment to be undertaken by a competent member of staff
- 7.1.4 Any potential hazards will be reported to the Site and Construction Manager immediately
- 7.1.5 Where necessary a portable appliance test (PAT) will be carried out by a competent person
- 7.1.6 Electrical apparatus and connections will not be touched by wet hands and will only be used in dry conditions
- 7.1.7 Maintenance, repair, installation and disconnection work associated with permanently installed or portable electrical equipment is only carried out by a competent person
- 7.1.8 Any personal electrical equipment brought onto site must be PAT. I.E. Phone chargers. Personal electrical equipment (brought onto site) is covered by the same PAT regulations as work equipment.

### 7.2 Equipment

- 7.2.1 All Learner/Students are taught how to carry out and set up any equipment as required for them to do so. Staff will check all equipment before use.

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7.2.2 A register of ALL equipment must be provided. It must also include dates of testing.

### 7.3 Display screen equipment

- 7.3.1 All staff who use computers daily as a significant part of their normal work have a display screen equipment (DSE) assessment carried out. 'Significant' is taken to be continuous/near continuous spells of an hour or more at a time
- 7.3.2 Staff identified as DSE users are encouraged to have a bi-annual eyesight test. The cost of this can be claimed via the 'MediCash' employee health benefit programme.e8. Lone working

## 8 Lone working

Lone working may include:

- Late working
- Home or site visits
- Weekend working
- Site and Construction Manager duties
- Site cleaning duties
- Working in a single occupancy office
- Remote working, self-isolation and/or remote learning
- Potentially dangerous activities, such as those where there is a risk of falling from height, will not be undertaken when working alone. If there are any doubts about the task to be performed, then the task will be postponed until other staff members are available.
- If lone working is to be undertaken, a colleague, friend or family member will be informed about where the member of staff is and when they are likely to return.
- The lone worker will ensure they are medically fit to work alone.
- Please see Inclusion Education's Violence at Work and Lone working policy for further information.

## 9. Working at height

We will ensure that work is properly planned, supervised and carried out by competent people with the skills, knowledge and experience to do the work.

In addition:

- The Site and Construction Manager retains ladders for working at height
- The Site and Construction Manager must maintain a ladder register
- All persons who work at height, must have attended the Working at Height Awareness course
- Learner/Students are prohibited from using ladders
- Staff will wear appropriate footwear and clothing when using ladders
- Contractors are expected to provide their own ladders for working at height
- Before using a ladder, staff are expected to conduct a visual inspection to ensure its safety
- Access to high levels, such as roofs, is only permitted by trained persons

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## **10. Manual handling**

It is up to individuals to determine whether they are fit to lift or move equipment and furniture. If an individual feels that to lift an item could result in injury or exacerbate an existing condition, they will ask for assistance.

Staff and Learner/Students are expected to use the following basic manual handling procedure:

- Plan the lift and assess the load. If it is awkward or heavy, use a mechanical aid, such as a trolley, or ask another person to help
- Take the more direct route that is clear from obstruction and is as flat as possible
- Ensure the area where you plan to offload the load is clear
- When lifting, bend your knees and keep your back straight, feet apart and angled out. Ensure the load is held close to the body and firmly. Lift smoothly and slowly and avoid twisting, stretching and reaching where practicable
- The Site and Construction Manager must have attended the Manual Handling Awareness course

## **11. Off-site visits**

When taking Learner/Students off Inclusion Education premises, we will ensure that:

- Risk assessments will be completed where off-site visits and activities require them
- All off-site visits are appropriately staffed
- For visits (other than the gym), Staff will ensure they have a mobile phone, a portable first aid kit, information about the specific medical needs of Learner/Students along with the parents' contact details
- There will always be at least one first aider on pre-arranged group trips and visits

## **12. Lettings**

This policy applies to lettings. Those who hire any aspect of the Inclusion Education site or any facilities will be made aware of the content of Inclusion Education health and safety policy and will have responsibility for complying with it.

Any person/company/charity that uses the premises for lettings, must submit their Risk Assessments and insurance certification before starting the lettings contract.

## **13. Violence at work**

- 13.1 We believe that staff should not be in any danger at work and will not tolerate violent or threatening behaviour towards our staff.
- 13.2 All staff will report any incidents of aggression or violence (or near misses) directed to themselves to their Line Manager/ COO/ CEO immediately. This applies to violence from Learner/Students, visitors or other staff.
- 13.3 Please see Inclusion Education's Violence at Work and Lone working policy for more information

## **14. Smoking/Vaping/ E Cigarettes**

Smoking (including E Cigarettes and vaping) is not permitted anywhere on the Inclusion Education sites or the immediate surrounding area.

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## **15. Infection prevention and control**

We follow national guidance published by the UK Health Security Agency when responding to infection control issues. We will encourage staff and Learner/Students to follow this good hygiene practice, outlined in Appendix 1, on a day-to-day basis, where applicable.

## **16. Animals (If appropriate)**

- 16.1 Wash hands before and after handling any animals
- 16.2 Inclusion Education premises must have a sign available (Animals are currently in the premises) to place at the main entrance door, when animals are in the premises
- 16.3 Any employee/volunteer who brings their own personal pet into the premises must provide the Head of Business Operations with a copy of their Pet Liability insurance and also ensure that a sign (I.E. Dog is in the office) is displayed on the office door.
- 16.4 If appropriate, keep animals' living quarters clean and away from food areas
- 16.5 Dispose of animal waste regularly (if appropriate)
- 16.6 Supervise learners/students when playing with animals
- 16.7 Seek veterinary advice on animal welfare and animal health issues, and the suitability of the animals as a pet
- 16.8 Any pet food and treats must be kept in a sealed container to prevent any potential rodent infestation.
- 16.9 Occasionally Emotional Support Dogs are on the College premises.

## **17. Infectious disease management**

We will ensure that the current risk reduction measures are in place to manage the spread of acute respiratory diseases, (including COVID-19 and Flu), and carry out appropriate risk assessments, reviewing them regularly and monitoring whether any measures in place are working effectively.

We will follow local and national guidance on the use of control measures including:

- **Following good hygiene practices**

We will encourage all staff and Learner/Students to regularly wash their hands with soap and water or hand sanitiser and follow recommended practices for respiratory hygiene. Where required, we will provide appropriate personal protective equipment (PPE).

- **Implementing an appropriate cleaning regime**

We will regularly clean equipment and rooms, and ensure surfaces that are frequently touched are cleaned regularly at appropriate times.

- **Keeping rooms well ventilated**

We will use risk assessments to identify rooms or areas with poor ventilation and put measures in place to improve airflow, including opening internal doors and mechanical ventilation.

### **17.1 Exclusion periods for infectious diseases**

- 17.1.1 Inclusion Education will follow recommended exclusion periods outlined by the UK Health Security Agency and other government guidance, summarised in appendix 2.
- 17.1.2 In the event of an epidemic/pandemic, we will follow advice from the UK Health Security Agency about the appropriate course of action.

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## **17.2 Learner/Students vulnerable to infection**

Some medical conditions make young people vulnerable to infections that would rarely be serious in most young people. Inclusion Education will normally have been made aware of such vulnerable persons. These persons are particularly vulnerable to chicken pox, measles or slapped cheek disease (parvovirus B19) and, if exposed to either of these the parent / carer will be informed promptly and further medical advice sought. We will encourage these young people to have additional immunisations, for example pneumococcal and influenza, as advised.

## **18. New and expectant mothers**

- 18.1 Risk assessments will be carried out whenever any employee or Learner/Student notifies Inclusion Education that they are pregnant.
- 18.2 Appropriate measures will be put in place to control risks identified.
- 18.3 Chickenpox can affect the pregnancy if a woman has not already had the infection. Expectant mothers should report exposure to antenatal carer and GP at any stage of exposure. Shingles is caused by the same virus as chickenpox, so anyone who has not had chickenpox is potentially vulnerable to the infection if they have close contact with a case of shingles.
- 18.4 If a pregnant woman encounters measles or German measles (rubella), she should inform her antenatal carer and GP immediately to ensure investigation.
- 18.5 Slapped cheek disease (parvovirus B19) can occasionally affect an unborn child. If exposed early in pregnancy (before 20 weeks), the pregnant woman should inform her antenatal care and GP as this must be investigated promptly.
- 18.6 Some pregnant women will be at greater risk of severe illness from COVID-19/Flu.

## **19. Occupational stress**

We are committed to promoting high levels of health and wellbeing and recognise the importance of identifying and reducing workplace stresses.

Systems are in place within Inclusion Education for responding to individual concerns and monitoring staff workloads including:

- Regular 1:1 session with your Line manager
- Termly Team days
- Daily debrief opportunities
- If relevant to your job role, external Supervision can be arranged.
- Designated 'Support for staff' area in the internal shared staff system giving valuable resources and comprehensive information for external support.
- ISO 45003 training should be completed by the Senior leadership team (this is available via [www.flourishdx.com](http://www.flourishdx.com) (FOC))
- Inclusion Education has an Employee Assistance programme in place. Details and relevant information is displayed on posters within the demises.
- Inclusion Education provides 'MediCash' employee benefit for all employed staff, giving support with medical costs and offering wellbeing and recreational activities and discounts.

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## **20. Accident reporting**

### **20.1 Accident record book (GDPR compliant)**

- 20.1.1 An accident form (from the accident book) will be completed as soon as possible after the accident occurs by the member of staff or first aider who deals with it. The completed form must be given to the Senior Administrator/Business Manager/head of Strategy for secure filing.
- 20.1.2 As much detail as possible will be supplied when reporting an accident
- 20.1.3 Information about injuries will also be kept in the learners'/students' folder
- 20.1.4 Records held in the first aid and accident book will be retained by Inclusion Education for a minimum of 3 years, in accordance with regulation 25 of the Social Security (Claims and Payments) Regulations 1979, and then securely disposed of.

### **20.2 Reporting to the Health and Safety Executive**

- 20.2.1 The Head of Business Operations / COO / CEO / Headteacher will keep a record of any accident which results in a reportable injury, disease, or dangerous occurrence as defined in the RIDDOR 2013 legislation (regulations 4, 5, 6 and 7).
- 20.2.2 **The Head of Business Operations / COO / CEO / Headteacher must contact HSE National Limited (retained H and S adviser) before contacting the Health and Safety Executive.** The Health and Safety Executive report should be as soon as reasonably practicable and in any event within 10 days of the incident.
- 20.2.3 Details of what constitutes a reportable injury, disease or dangerous occurrence can be found in appendix 4

### **20.3 Notifying parents**

The relevant staff member having dealt with the situation or a member of the Senior Leadership team, as appropriate, will inform parents / carers/ agencies of any accident or injury sustained by a learner/student and any first aid treatment given, on the same day, or as soon as reasonably practicable.

### **20.4 Training**

All staff are provided with this policy and any further Health & Safety training, as required, as part of their induction process. Any further training identified at any given time will be undertaken accordingly.

## **21. Policy Implementation**

- 21.1 The Chief Executive is responsible for ensuring the implementation of this policy and that regular reviews take place. All staff and volunteers have a responsibility to adhere to this policy and will be made aware of this policy as part of their induction, supervision and training.
- 21.2 Failure to act in line with this policy will result in disciplinary action.

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## **Inclusion Education Health and Safety Policy: Appendix 1**

### **Infection prevention and control**

We follow national guidance published by Public Health England when responding to infection control issues. We will encourage staff and Learner/Students to follow this good hygiene practice, outlined in Appendix 1, where applicable, on a day-to-day basis.

#### **Handwashing**

- Wash hands with liquid soap and warm water, and dry with paper towels.
- Always wash hands after using the toilet, before eating or handling food, and after handling animals.
- Cover all cuts and abrasions with waterproof dressings.

#### **Coughing and sneezing**

- Cover mouth and nose with a tissue.
- Wash hands after using or disposing of tissues
- Spitting is discouraged

#### **Personal protective equipment (This will be included as part of the Risk Assessment)**

- Wear disposable non-powdered vinyl or latex-free CE-marked gloves and disposable plastic aprons where there is a risk of splashing or contamination with blood/body fluids
- Wear goggles if there is a risk of splashing to the face
- Use the correct personal protective equipment when handling cleaning chemicals

#### **Cleaning of the environment**

- Clean the environment frequently and thoroughly

#### **Cleaning of blood and body fluid spillages**

- Clean up all spillages of blood, faeces, saliva, vomit, nasal and eye discharges immediately and wear personal protective equipment
- When spillages occur, clean using a product that combines both a detergent and a disinfectant and use as per manufacturer's instructions. Ensure it is effective against bacteria and viruses and suitable for use on the affected surface
- Never use mops for cleaning up blood and body fluid spillages – use disposable paper towels and discard clinical waste as described below
- **Make spillage and BIO-hazard kits available for blood spills, vomit or urine.**

#### **Laundry**

- Wash laundry in a separate dedicated facility
- Wash soiled linen separately and at the hottest wash the fabric will tolerate
- Wear personal protective clothing when handling soiled linen
- Bag Learners/Learner/Students soiled clothing to be sent home, never rinse by hand

#### **Clinical waste**

- Always segregate domestic and clinical waste, in accordance with local policy
- Used nappies/pads, gloves, aprons and soiled dressings are stored in correct clinical waste bags in foot-operated bins
- Remove clinical waste with a registered waste contractor
- The waste contractor must provide a copy of their Waste Licence to the Business Operations on a yearly basis
- The waste contractor must provide Waste Transfer Notes (WTN) for each consignment collected from the premises
- Remove all clinical waste bags when they are two-thirds full and store in a dedicated, secure area while awaiting collection

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## **Inclusion Education Health and Safety Policy: Appendix 2.**

### **Recommended absence period for preventing the spread of infection**

This list of recommended absence periods for preventing the spread of infection is taken from non-statutory guidance and other childcare settings from Public Health England. For each of these infections or complaints, there [is further information in the guidance on the symptoms, how it spreads and some 'do's and don'ts' to follow that you can check.](#)

<b>Infection or complaint</b>	<b>Recommended period to be kept away from College</b>
<b>Athlete's foot</b>	None.
<b>Campylobacter</b>	Until 48 hours after symptoms have stopped.
<b>Chicken pox (shingles)</b>	Cases of chickenpox are generally infectious from 2 days before the rash appears to 5 days after the onset of rash. Although the usual exclusion period is 5 days, all lesions should be crusted over before Learner/Students return to Inclusion Education premises  A person with shingles is infectious to those who have not had chickenpox and should be excluded from Inclusion Education premises if the rash is weeping and cannot be covered or until the rash is dry and crusted over.
<b>Cold sores</b>	None.
<b>Rubella (German measles)</b>	5 days from appearance of the rash.
<b>Hand, foot and mouth</b>	Learner/Students are safe to return to Inclusion Education premises as soon as they are feeling better, there is no need to stay off until the blisters have all healed.
<b>Impetigo</b>	Until lesions are crusted and healed, or 48 hours after starting antibiotic treatment.
<b>Measles</b>	Cases are infectious from 4 days before onset of rash to 4 days after, so it is important to ensure cases are excluded from Inclusion Education premises during this period.
<b>Ringworm</b>	Exclusion not needed once treatment has started.
<b>Scabies</b>	The infected Learner/Learner/Student or staff member should be excluded until after the first treatment has been carried out.
<b>Scarlet fever</b>	Learners/Learner/Students can return to Inclusion Education premises 24 hours after commencing appropriate antibiotic treatment. If no antibiotics have been administered the person will be infectious for 2 to 3 weeks. If there is an outbreak of scarlet fever at Inclusion Education premises the health protection team will assist with letters and factsheet to send to parents or carers and staff.

<b>Slapped cheek syndrome, Parvovirus B19, Fifth's disease</b>	None (not infectious by the time the rash has developed).
<b>Bacillary Dysentery (Shigella)</b>	Microbiological clearance is required for some types of shigella species prior to the child or food handler returning to Inclusion Education premises.
<b>Diarrhoea and/or vomiting (Gastroenteritis)</b>	<p>Learners/Learner/Students and adults with diarrhoea or vomiting should be excluded until 48 hours after symptoms have stopped and they are well enough to return. If medication is prescribed, ensure that the full course is completed and there is no further diarrhoea or vomiting for 48 hours after the course is completed.</p> <p>For some gastrointestinal infections, longer periods of exclusion from Inclusion Education premises are required and there may be a need to obtain microbiological clearance. For these groups, your local health protection team, Inclusion Education premises, health advisor or environmental health officer will advise.</p> <p>If a Learner/Student has been diagnosed with cryptosporidium, they should NOT go swimming for 2 weeks following the last episode of diarrhoea.</p>
<b>Cryptosporidiosis</b>	Until 48 hours after symptoms have stopped.
<b>E. coli (verocytotoxigenic or VTEC)</b>	The standard exclusion period is until 48 hours after symptoms have resolved. However, some people pose a greater risk to others and may be excluded until they have a negative stool sample (for example, food handlers, and care staff working with vulnerable people). The health protection team will advise in these instances.
<b>Food poisoning</b>	Until 48 hours from the last episode of vomiting and diarrhoea and they are well enough to return. Some infections may require longer periods (local health protection team will advise).
<b>Salmonella</b>	Until 48 hours after symptoms have stopped.
<b>Typhoid and Paratyphoid fever</b>	Seek advice from environmental health officers or the local health protection team.
<b>Flu (influenza)</b>	Until recovered.
<b>Tuberculosis (TB)</b>	Learner/Students and staff with infectious TB can return to Inclusion Education premises after 2 weeks of treatment if well enough to do so and as long as they have responded to anti-TB therapy. Learner/Students and staff with non-pulmonary TB do not require exclusion and can return to Inclusion Education premises as soon as they are well enough.

<b>Whooping cough (pertussis)</b>	A Lerner/Learner/Student or staff member should not return to Inclusion Education premises until they have had 48 hours of appropriate treatment with antibiotics, and they feel well enough to do so or 21 days from onset of illness if no antibiotic treatment.
<b>Conjunctivitis</b>	None.
<b>Giardia</b>	Until 48 hours after symptoms have stopped.
<b>Glandular fever</b>	None (can return once they feel well).
<b>Head lice</b>	None.
<b>Hepatitis A</b>	Exclude cases from Inclusion Education premises while unwell or until 7 days after the onset of jaundice (or onset of symptoms if no jaundice, or if under 5, or where hygiene is poor. There is no need to exclude well, Learner/Students with good hygiene who will have been much more infectious prior to diagnosis.
<b>Hepatitis B</b>	Acute cases of hepatitis B will be too ill to attend Inclusion Education premises and their doctors will advise when they can return. Do not exclude chronic cases of hepatitis B or restrict their activities. Similarly, do not exclude staff with chronic hepatitis B infection. Contact your local health protection team for more advice if required.  NOTE: Employees/Volunteers can be offered inoculations if deemed appropriate
<b>Hepatitis C</b>	None.
<b>Meningococcal meningitis/ septicaemia</b>	If the child has been treated and has recovered, they can return to Inclusion Education premises
<b>Meningitis</b>	Once the child has been treated (if necessary) and has recovered, they can return to Inclusion Education premises. No exclusion is needed.
<b>Meningitis viral</b>	None.
<b>MRSA (methicillin resistant Staphylococcus aureus)</b>	None.
<b>Mumps</b>	5 days after onset of swelling (if well).
<b>Rotavirus</b>	Until 48 hours after symptoms have subsided.

## **Inclusion Education Health & Safety Policy: Appendix 3**

### **Reporting to the Health and Safety Executive**

#### **HSE National Limited must be consulted before any contact is made with the Health and Safety Executive**

Inclusion Education will keep a record of any accident which results in a reportable injury, disease, or dangerous occurrence as defined in the RIDDOR 2013 legislation (regulations 4, 5, 6 and 7).

These will be reported to the Health and Safety Executive as soon as is reasonably practicable and in any event within 10 days of the incident.

Reportable injuries, diseases or dangerous occurrences include:

- Death
- Specified injuries. These are:
  - Fractures, other than to fingers, thumbs and toes
  - Amputations
  - Any injury likely to lead to permanent loss of sight or reduction in sight
  - Any crush injury to the head or torso causing damage to the brain or internal organs
  - Serious burns (including scalding)
  - Any scalping requiring hospital treatment
  - Any loss of consciousness caused by head injury or asphyxia
  - Any other injury arising from working in an enclosed space which leads to hypothermia or heat-induced illness, or requires resuscitation or admittance to hospital for more than 24 hours
- Injuries where an employee is away from work or unable to perform their normal work duties for more than 7 consecutive days
- Where an accident leads to someone being taken to hospital
- Where something happens that does not result in an injury, but could have done
- Near-miss events that do not result in an injury but could have done. Examples of near-miss events relevant to Inclusion Education premises include, but are not limited to:
  - The collapse or failure of load-bearing parts of lifts and lifting equipment
  - The accidental release of a biological agent likely to cause severe human illness
  - The accidental release or escape of any substance that may cause a serious injury or damage to health
  - An electrical short circuit or overload causing a fire or explosion

Information on how to make a RIDDOR report is available here:

[How to make a RIDDOR report, HSE](#)

<http://www.hse.gov.uk/riddor/report.htm>

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## **Inclusion Education Health and Safety Policy: Appendix 4**

### **COSHH**

Colleges are required to control hazardous substances, which can take many forms, including:

- Chemicals
- Products containing chemicals
- Fumes
- Dusts
- Vapours
- Mists
- Gases and asphyxiating gases
- Germs that cause diseases, such as leptospirosis or legionnaires disease

Control of substances hazardous to health (COSHH) risk assessments are completed by the Site and Construction Manager on behalf of the Senior Leadership team and circulated to all employees who work with hazardous substances. Staff will also be provided with protective equipment, where necessary.

Our staff use and store hazardous products in accordance with instructions on the product label. All hazardous products are kept in their original containers, with clear labelling and product information.

Any hazardous products are disposed of in accordance with specific disposal procedures.

Emergency procedures, including procedures for dealing with spillages, are displayed near where hazardous products are stored and in areas where they are routinely used.

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## Fire Evacuation Plan

<b>EMERGENCY EVACUATION PLAN:</b>  Tel: 01256 587718	<b>INCLUSION COLLEGE</b> <b>Meridian Office Park, Osborn Way,</b> <b>Hook</b> <b>RG27 9HY</b>
Date: January 2026	Review Date: December 2026

<b>SOUND OF THE ALARM:</b>	<b>A CONTINUOUSLY RINGING BELL</b>
<b>RAISING THE ALARM:</b> If the fire is discovered by a staff member or a Student/Visitor notifies a staff member of a fire, the alarm will be raised by the activation of the nearest call point. Automatic detectors will trigger the fire alarm	

### ACTION TO BE TAKEN ON HEARING THE ALARM

The most Senior member of staff on site will take charge and lead in the fire evacuation, assisted by the senior team.

#### **LEARNER/STUDENTS: When in class**

THE ORDER TO EVACUATE WILL BE GIVEN BY YOUR TEACHER/TUTOR, WHO WILL INDICATE THE ROUTE TO BE FOLLOWED.

#### **LEARNER/STUDENTS: When not in class**

FORM SINGLE FILE AND MOVE BY THE MOST DIRECT ROUTE TO THE ASSEMBLY AREA AT THE: **UNIT 4 BIN STORE**

#### **AT ALL TIMES:**

ACT QUIETLY

DO NOT STOP TO COLLECT YOUR PERSONAL BELONGINGS.

DO NOT ATTEMPT TO PASS OTHERS ON YOUR WAY TO THE PLACE OF ASSEMBLY.

DO NOT RE-ENTER THE BUILDING UNTIL TOLD TO DO SO

**STAFF AND VISITORS** – LEAVE via the nearest fire door leading to the stairs, out of the building, follow the route to the assembly area at the:

#### **UNIT 4 BIN STORE**

**TEACHERS/TUTORS/STAFF** will account for their students/staff at the assembly point.

Staff with animals in the room will take them, but **only if safe to do so**.

**THE SENIOR MANAGER** on site will liaise with the Fire Service and also ensure that nobody re-enters the building until confirmed safe to do so by the Fire Service

### ESCAPE ROUTES

The escape routes from the building are:

1. Via the main stairwell and through the main entrance.
2. Via the emergency exit doors, ground floor

**THE ASSEMBLY POINT IS:**  
**UNIT 4 BIN STORE**

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## EMERGENCY EVACUATION PLAN

<b>EMERGENCY EVACUATION PLAN:</b>  <b>Tel: 01256 760800</b>	<b>INCLUSION SCHOOL BASINGSTOKE JAYS CLOSE VIABLES BUSINESS PARK BASINGSTOKE RG22 4BS</b>
Date: January 2026	Review Date: December 2026

<b>SOUND OF THE ALARM:</b>	<b>A CONTINUOUSLY RINGING BELL</b>
<b>RAISING THE ALARM:</b>	If the fire is discovered by a staff member or a learner/visitor notifies a staff member of a fire, the alarm will be raised by the activation of the nearest call point. Automatic detectors will trigger the fire alarm
<b>ACTION TO BE TAKEN ON HEARING THE ALARM</b>	
	The most Senior member of staff on site will take charge and lead in the fire evacuation, assisted by the senior team.
<b>LEARNERS: When in class</b>	THE ORDER TO EVACUATE WILL BE GIVEN BY YOUR TEACHER/TUTOR, WHO WILL INDICATE THE ROUTE TO BE FOLLOWED.
<b>LEARNERS: When not in class</b>	FORM SINGLE FILE AND MOVE BY THE MOST DIRECT ROUTE TO THE ASSEMBLY AREA AT <b>THE CHILLER/BIN STORAGE AREA</b>
AT ALL TIMES:	
ACT QUIETLY	
DO NOT STOP TO COLLECT YOUR PERSONAL BELONGINGS.	
DO NOT ATTEMPT TO PASS OTHERS ON YOUR WAY TO THE PLACE OF ASSEMBLY.	
DO NOT RE-ENTER THE BUILDING UNTIL TOLD TO DO SO	
<b>STAFF AND VISITORS</b> – LEAVE via the nearest fire door leading to the stairs, out of the building, follow the route to the assembly area at the <b>CHILLER/BIN STORAGE AREA</b>	
<b>TEACHERS/TUTORS/STAFF</b> will account for their learners/staff at the assembly point.	
<b>THE SENIOR MANAGER</b> on site will liaise with the Fire Service and also ensure that nobody re-enters the building until confirmed safe to do so by the Fire Service	

### ESCAPE ROUTES

The escape routes from the building are:

1. Via the front stairwell and through the main entrance.
2. Via the emergency exit doors and external staircase on each floor
3. Evac chairs are provided for those that require assistance

**THE ASSEMBLY POINT IS:  
CHILLER AND BIN STORE IN THE CAR PARK**

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# EMERGENCY EVACUATION PLAN

<b>EMERGENCY EVACUATION PLAN:</b>	<b>INCLUSION SCHOOL ALDERSHOT AUCHNEICK WAY ALDERSHOT GU11 1WT</b>
<b>Tel:</b>	
Date: January 2026	Review Date: December 2026

<b>SOUND OF THE ALARM:</b>	<b>A CONTINUOUSLY RINGING BELL</b>
<b>RAISING THE ALARM:</b> If the fire is discovered by a staff member or a learner/visitor notifies a staff member of a fire, the alarm will be raised by the activation of the nearest call point. Automatic detectors will trigger the fire alarm	

<b>ACTION TO BE TAKEN ON HEARING THE ALARM</b>
The most Senior member of staff on site will take charge and lead in the fire evacuation, assisted by the senior team.
<b>LEARNERS: When in class</b>
THE ORDER TO EVACUATE WILL BE GIVEN BY YOUR TEACHER/TUTOR, WHO WILL INDICATE THE ROUTE TO BE FOLLOWED.
<b>LEARNERS: When not in class</b>
FORM SINGLE FILE AND MOVE BY THE MOST DIRECT ROUTE TO THE ASSEMBLY AREA <b>AT THE RAILINGS AT THE FRONT OF THE BUILDING</b>
<b>AT ALL TIMES:</b>
ACT QUIETLY
DO NOT STOP TO COLLECT YOUR PERSONAL BELONGINGS.
DO NOT ATTEMPT TO PASS OTHERS ON YOUR WAY TO THE PLACE OF ASSEMBLY.
DO NOT RE-ENTER THE BUILDING UNTIL TOLD TO DO SO
<b>STAFF AND VISITORS</b> – LEAVE via the nearest fire door leading to the stairs, out of the building, follow the route to the assembly area at the <b>AT THE RAILINGS AT THE FRONT OF THE BUILDING</b>
<b>TEACHERS/TUTORS/STAFF</b> will account for their learners/staff at the assembly point.
<b>THE SENIOR MANAGER</b> on site will liaise with the Fire Service and also ensure that nobody re-enters the building until confirmed safe to do so by the Fire Service

<b>ESCAPE ROUTES</b>
The escape routes from the building are:
4. Via the front stairwell and through the main entrance. 5. Via the emergency exit doors and external staircase on each floor

<b>THE ASSEMBLY POINT IS: THE RAILINGS AT THE FRONT OF THE BUILDING</b>
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## EB8 – Annex D



EB8 Lower Ground  
Evacuation Route Jan



EB8 Ground Floor  
Evacuation Routes Jar



EB8 Emergency  
Procedures Jan 25.pd

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