

**Name of school:** .....

## **Safety advice for staff/volunteers**

### **At the start of the first lesson with a new class**

- Fill in the register and make sure you know about any special arrangements (for example, about children or young people who need special help or whose parents/carers want them to leave early or to collect a younger child).
- Show the learners the toilets and any other facilities.
- Tell the learners what to do if the fire alarm rings, and walk the class through evacuation routes to their assembly point. Explain that, when they assemble, you will take the register again to check that everyone is out of the building.
- Explain what to do if one of the learners falls ill or is injured during the lesson.
- Explain what you expect the learners to bring to each lesson and what they should do if they are absent.
- Establish a set of agreed rules for safe and considerate behaviour (your school co-ordinator will give you the school's behaviour policy and safety policy as guidance, but you need to establish your own routines, so that all you need to do is to remind children/young people of what you expect).

### **Checklist for the start of a lesson**

- Always arrive in advance of the learners, so that you can check that your classroom is safe. You should:
  - check that all emergency routes are clear of obstruction
  - check the heating, lighting and ventilation
  - check the toilets and kitchen, if applicable
  - check for any hazards to your learners – for example, uncleared rubbish or damaged furniture
  - check for safety any equipment that you will need to use during the lesson
  - arrange the furniture and check that it is safe.
  - not move heavy objects on your own
  - not allow children/young people to move furniture
  - tell any adult learners or older children who are helping you to set up how to do so safely.
- In the light of your checks, decide whether it is safe to continue the lesson and make any adjustments that are necessary. Adults may just need to have hazards pointed out: children and young people will need to have them blocked off. You may need to arrange alternative accommodation or cancel the lesson.
- Welcome learners and take the register. Enter late arrivals in the register as soon as they arrive.
- If children/young people who normally come to lessons on their own are unexpectedly absent, arrange for their parents/carers to be telephoned to make sure that they are safe.

## **Supervising break-times (if applicable)**

- There should always be two adults supervising children/young people at break-times. Watch out for slips, trips, arguments, fights, bullying and rough play.
- Check again for dangers: things that are safe when children/young people are sitting down might not be safe when they are moving about.
- Make sure that children/young people are sitting down whenever they are eating.
- Clear away bags so that children/young people do not trip over them.
- Do not let children/young people run about indoors: take them to an outside area and supervise them, or clear a space and organise some games.

## **Checklist for the end of a lesson**

- Supervise children/young people while they pack away their lesson materials and store them.
- Clear any litter and clean the floor and tables if necessary. Empty bins and put food refuse in closed plastic sacks in the correct place.
- Check that toilets are clean – the kitchen area also, if applicable.
- Put back any furniture that you have moved.
- Clean whiteboards and clear flip charts.
- Report any damage, hazards or maintenance required (such as dead light bulbs).
- Check that all your learners have left the premises safely.
- Lock up and use any security measures.
- Return equipment and keys, if necessary.
- If children/young people are not collected on time, a responsible person must wait with them until a parent/carer comes. Phone the emergency contact number. Tell parents/carers who are often late that their children/young people cannot attend classes unless they are collected on time.

## **What to do if someone is injured or ill**

- Move all the other learners out of the way.
- If you are working with children/young people, you need one adult for the injured child/young person and one to look after the rest of the children/young people. You may need to send a responsible child/young person to get a second adult.
- Talk to the injured person to find out what is wrong. It is usually safer not to touch them if they seem badly hurt.
- Check medical records to see whether there is a pre-existing medical condition and check any instructions about medication. Do not administer medication unless the learner or their parents/carers have given permission and clear instructions in writing, in advance.
- Decide whether you need a qualified first aider.
- When the injured learner is being cared for, tell the co-ordinator what has happened.
- Contact emergency services if necessary.
- Contact the learner's family to tell them what has happened and what will happen next.
- Fill in an accident/incident report as soon as practicable.
- An adult should always be with a child/young person who is hurt. If a child/young person is taken to hospital by ambulance and the family is going to meet them there, someone from the school should go in the ambulance with the child/young person and stay until another responsible adult arrives to look after them.

**What to do if there is a fire**

- Check fire instructions in your classroom.
- If these are not on display, ask the co-ordinator.
- Point out the fire exits each time there is a new learner in the class.
- Practise a fire drill at least once a year. Each group should walk through a fire practice on their own with their teacher before the whole school tries it together.
- Landlords may run a practice fire alarm at any time. If your group is not ready, they may refuse to rent to you in future.

**What to do when the fire alarm sounds**

- Call the learners to silence and tell them to stand up.
- Tell them they must leave their coats, bags and work on the desks and leave the building by the safest route.
- Tell them to walk quite quickly, but not to run. When you practise, decide who is going to lead the group: an adult or two responsible children/young people.
- Pick up the register and a pen and follow the learners out of the building.
- Take the children/young people to line up, and tell adult learners to assemble (where this is applicable), in the designated place. This will usually be one that has been set by the owners of the building you are using.
- Take the register again.
- If any children/young people are missing, tell the co-ordinator or lead tutor, who will tell the fire brigade.
- Keep children/young people quiet, safe and lined up until you are told it is safe to return to the building. Do not let any child/young person go home alone.

**What to do if you are worried about a child**

- You must report your concerns immediately to the named responsible person at your school.
- Further detailed information regarding child abuse is contained in the Child Protection Policy which is available from the named responsible person and the headteacher.

**Any concerns or queries contact: .....during school hours**

[insert name and mobile no. of health & safety designated person/headteacher]

**Or ..... outside school operating times**

[insert name and mobile no. of headteacher/chairperson]

**Signed by staff member/volunteer at induction**

Signature \_\_\_\_\_ date \_\_\_\_\_