HOMEBROOK WOODS

Independent Special School
Ages 5 -11

Health and Safety Policy

Independent School Standards – Part 3 (Welfare, Health and Safety of Pupils)
Education (Independent School Standards) Regulations 2014 – Paragraphs 7, 9 and 10

Proprietor:	Vonika Shelley
Headteacher:	Vonika Shelley
Chief Operating Officer:	Alexander Shelley
Policy Status:	Approved by Proprietor VShelley
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Appendices

1. Policy Purpose and Assurance Statement

Homebrook Woods is committed to ensuring that effective arrangements are in place to safeguard and promote the welfare, health and safety of all pupils, staff and visitors. Homebrook Woods recognises that effective health and safety arrangements form an integral part of its safeguarding culture. In accordance with Keeping Children Safe in Education (KCSIE) 2026, all staff understand that safeguarding is everyone's responsibility and that maintaining a safe physical and emotional environment is fundamental to protecting children from harm.

The Proprietor ensures that this Health and Safety Policy is implemented consistently and effectively and that it reflects:

- relevant health and safety legislation
- statutory guidance issued by the Secretary of State
- the Independent School Standards Regulations 2014, in particular:
  Part 3 (Welfare, Health and Safety of Pupils) and Part 8 (Quality of Leadership and Management)

This policy sets out the systems, processes and oversight arrangements through which health and safety is managed at Homebrook Woods. These arrangements are operational prior to pupils being admitted and are kept under regular review to ensure ongoing compliance and effectiveness.

Homebrook Woods operates as a specialist setting. Leadership recognises that many pupils may have:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- sensory sensitivities
- reduced awareness of risk
- regulation and anxiety-related needs
- communication differences that affect understanding of safety expectations

Accordingly, health and safety arrangements are anticipatory and responsive, and are adapted to ensure that pupils are not placed at a disadvantage due to their individual needs. Risk management is therefore designed not only to prevent physical harm, but also to promote emotional safety, predictability and regulation, enabling pupils to access education safely.

The Proprietor / Headteacher holds clear and direct accountability for health and safety and ensures that:

- risks are identified, assessed and managed appropriately
- reasonable adjustments are made for pupils with SEND
- staff are suitably trained, supervised and supported
- the physical environment is safe and fit for purpose
- incidents and near-misses are recorded, reviewed and acted upon
- health and safety arrangements are monitored to identify trends and areas for improvement

This policy applies to:

- all activities on the school premises
- off-site activities and educational visits
- any situation in which pupils are under the supervision or care of school staff

Through the effective implementation of this policy, leadership ensures that pupils at Homebrook Woods are kept safe, are supported to thrive, and benefit from robust systems of welfare and protection.

Linked Policies:

This policy should be read alongside the following key policies and statutory frameworks, which collectively ensure pupil safety, dignity and compliance with the Independent School Standards:

Safeguarding and Child Protection Policy
Behaviour, Regulation and Positive Support Policy
First Aid Policy
Supporting Pupils with Medical Conditions Policy
Educational Visits Policy

Missing and Absconding Pupil Policy
Risk Assessment Procedures
SEND Policy
Premises Management Policy
Missing and Absconding Pupil Policy

2. Legal and Regulatory Framework

This policy is written with reference to relevant UK legislation and statutory guidance, including:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Control of Substances Hazardous to Health Regulations 2002 (COSHH)
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)
- Regulatory Reform (Fire Safety) Order 2005
- Gas Safety (Installation and Use) Regulations 1998
- Work at Height Regulations 2005
- Display Screen Equipment Regulations 1992

The policy also supports compliance with:

- Equality Act 2010
- SEND Code of Practice (0–25)
- Independent School Standards Regulations 2014
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children (2023)

In particular, this policy contributes to compliance with:
ISS Part 3 — Welfare, Health and Safety of Pupils
and
ISS Part 8 — Quality of Leadership and Management

3. Leadership, Governance and Accountability (ISS Part 8)

3.1 Leadership Accountability and Part 8 Duty

The Proprietor ensures that persons with leadership and management responsibilities at Homebrook Woods have the skills, knowledge and capacity to secure consistent compliance with the Independent School Standards, and to actively promote the wellbeing of pupils.
Leadership oversight is designed to prevent, identify and correct any weakness that could compromise pupil welfare, health and safety. The school recognises that a material failure in welfare, health and safety controls is also a leadership and management risk and is treated accordingly through immediate escalation, corrective action and documented assurance.

3.2 Governance Model and Role Clarity

Homebrook Woods operates a unified leadership model in which the Proprietor and Headteacher roles are held by the same individual. In a specialist setting, this provides direct accountability and rapid decision-making; however, the school recognises that concentration of roles must be balanced by structured assurance and professional challenge to ensure objectivity and sustained compliance.

To ensure effective segregation of operational delivery and oversight, the Proprietor/Headteacher:

- establishes documented systems for monitoring implementation of health and safety arrangements
- ensures that delegated roles (including SEND leadership functions) are clearly described and understood by staff

- ensures that professional advice is obtained where specialist competence is required (e.g. premises, fire safety, water safety, statutory testing)
- maintains an evidence trail demonstrating that checks occur, actions are completed, and risks are reviewed

The school's SEND leadership capacity supports implementation through targeted advice and oversight of reasonable adjustments and risk adaptations for pupils with SEND.

3.3 Core Responsibilities of the Proprietor/Headteacher

The Proprietor/Headteacher holds overall accountability for the effective implementation of this Health and Safety Policy and ensures that the school's arrangements:

- comply with relevant health and safety legislation and fire safety requirements
- are implemented consistently in practice, not merely documented
- include proportionate risk assessment and risk reduction measures
- are adapted to meet the needs of pupils with SEND and reflect reasonable adjustments
- ensure appropriate supervision and safe systems of work across on-site and off-site activities
- include effective incident reporting, investigation and learning

Where a risk cannot be reduced to an acceptable level, the Proprietor/Headteacher ensures that activities are modified, restricted or stopped until safe practice can be assured.

3.4 Delegation, Competence and External Challenge

While accountability remains with the Proprietor, operational tasks may be delegated to competent staff or competent external contractors. Delegation does not remove accountability.

To ensure competence and avoid gaps, the Proprietor/Headteacher:

- appoints staff to undertake monitoring tasks in line with the school's monitoring schedule

- ensures that staff are trained and refreshed in key areas (e.g. fire safety, first aid, manual handling, de-escalation, risk assessment)
- ensures that specialist statutory checks and inspections are scheduled, completed and evidenced through certificates, logs and reports
- commissions competent professional advice where the school does not hold the required technical expertise in-house

External professional challenge is used where appropriate to maintain objectivity and ensure that risk controls are proportionate, current and effective.

3.5 Assurance, Monitoring and Evidence ("If it isn't evidenced, it isn't assured")

The Proprietor/Headteacher ensures that monitoring is structured, recorded and reviewed, and that it provides a reliable basis for governance assurance.

Monitoring includes:

- routine monitoring of premises safety and operational controls
- review of risk assessments and mitigation actions
- review of fire safety arrangements, drills and evacuation planning (including PEEPs where applicable)
- review of accident/incident/near-miss data to identify patterns and emerging risks
- review of training compliance and competence needs

Where the school uses a digital compliance system (e.g. EVERY) and/or paper records, the expectation is the same: records must be complete, timely and auditable. Monitoring records and actions are retained securely and made available for inspection.

3.6 Escalation and Response to Potential 'Material Failure'

The school defines a 'material failure' as any weakness in systems, staffing, premises or practice that has caused, or could reasonably cause, harm to pupils or staff, or undermine the consistent meeting of the Standards.

Where a material failure is identified, the Proprietor/Headteacher ensures:

1. **Immediate risk control** (including stopping the activity where necessary)
2. **Immediate notification and review by the Proprietor/Headteacher** with external professional advice sought where appropriate
3. **Corrective action plan** with named responsibilities and deadlines
4. **Verification** that actions have been completed and risk reduced
5. **Review of root causes** (including training, supervision, environment, and policy clarity)
6. **Update of risk assessments and procedures** so learning is embedded and recurrence prevented

This approach ensures that any welfare, health and safety weakness is addressed as a leadership issue under Part 8, not treated as an isolated operational oversight.

3.7 Review and Continuous Improvement

The Proprietor/Headteacher reviews the effectiveness of health and safety arrangements at least annually and sooner where:

- there is a significant incident or near-miss
- pupil needs or cohort profile changes
- premises changes occur
- legislation or guidance changes require updating

The purpose of review is to maintain compliance, strengthen practice, and ensure that systems continue to actively promote pupil wellbeing.

4. Responsibilities

4.1 Proprietor / Headteacher

The Proprietor / Headteacher holds overall responsibility for health and safety across the school.

Responsibilities include:

- implementing this policy
- ensuring legal compliance
- maintaining safe premises and equipment
- approving risk assessments
- ensuring appropriate supervision ratios
- ensuring staff training is maintained
- overseeing incident reporting
- reviewing accident and behaviour data
- monitoring compliance with safety procedures

4.2 Staff Responsibilities

All staff share responsibility for maintaining a safe environment.
Staff are expected to:

- take reasonable care of their own safety and that of others
- follow school safety procedures
- supervise pupils appropriately
- report hazards immediately
- implement risk control measures
- model safe behaviour
- follow evacuation procedures
- maintain professional vigilance regarding pupil safety
- understand that health and safety concerns may also constitute safeguarding concerns and report these immediately in accordance with the Safeguarding and Child Protection Policy
- maintain an attitude of professional curiosity where health, welfare or environmental concerns may indicate a wider safeguarding risk

Staff working with pupils with SEND must be particularly attentive to:

- communication barriers
- sensory distress triggers
- behavioural escalation risks
- environmental hazards that may affect regulation

4.3 Pupils

Pupils are taught and supported to develop awareness of safety through structured teaching, modelling and consistent routines.
Because many pupils may have communication or processing differences, safety expectations are reinforced using:

- visual supports
- explicit teaching

- repetition and routine
- social narratives where appropriate

5. Risk Assessment and Risk Management

Risk assessment is central to the school's safety framework.

Risk assessments are completed for:

- premises and facilities
- curriculum activities
- educational visits
- behaviour and regulation
- medical needs
- individual pupils where required

Risk assessments will also consider safeguarding risks, including environmental factors, supervision requirements, pupil vulnerability, site security and any known contextual or individual risks identified through safeguarding procedures.

5.1 SEND-Responsive Risk Assessment

Many pupils at Homebrook Woods experience differences that may affect risk perception or behaviour.

Risk assessments therefore consider factors such as:

- sensory sensitivities
- impulsive behaviour
- reduced awareness of danger
- communication difficulties
- distress responses

- anxiety related to environmental change

Individual risk management plans may be linked to:

- EHCP outcomes
- behaviour support plans
- safeguarding considerations
- medical care plans

6. Premises and Site Safety

The school maintains a safe physical environment through:

- routine site inspections
- premises maintenance systems
- clear supervision arrangements
- secure access points
- safe storage of equipment and materials

Environmental design also supports regulation and safety by ensuring:

- predictable layouts
- clearly defined learning areas
- low-arousal spaces where appropriate
- controlled access to high-risk areas

7. Fire Safety and Emergency Procedures

Fire safety arrangements are designed to ensure rapid and safe evacuation of all occupants.
Procedures include:

- clearly marked evacuation routes
- fire detection and alarm systems

- emergency lighting
- fire-fighting equipment
- designated assembly points
- staff training in evacuation procedures

Fire drills are conducted regularly.

7.1 SEND-Adapted Evacuation

Because pupils may experience sensory distress or communication difficulties during emergencies, evacuation planning considers:

- individual pupil needs
- sensory responses to alarms
- support required for transitions
- staff guidance during evacuation

Where necessary, individual evacuation support plans (PEEPS) are developed.

8. Medical Needs and First Aid

The school ensures appropriate first aid provision at all times.

This includes:

- trained first aid staff
- accessible first aid equipment
- designated medical spaces
- safe storage of medication

Medical arrangements may address needs such as:

- epilepsy
- allergies
- dietary needs
- medication administration
- complex health conditions

Medical needs are managed in accordance with the Homebrook Woods Supporting Pupils with Medical Conditions Policy. Individual Healthcare Plans are developed where required, and first aid arrangements are detailed within the Homebrook Woods First Aid Policy.

9. Behaviour, Regulation and Safety

Behaviour and regulation are closely linked to health and safety.
Some pupils may display behaviours that present risk during periods of distress.
Risk management includes:

- preventative environmental adjustments
- predictable routines
- staff training in de-escalation
- behaviour support planning
- supervision arrangements

Physical intervention is only used where necessary to prevent harm and is governed by the school's Behaviour and Positive Support Policy. Homebrook Woodsl recognises that behaviours which present a risk may be indicators of unmet need, distress or safeguarding concerns. Staff will respond using a therapeutic, trauma-informed approach in accordance with the Behaviour Regulation and Positive Support Policy and the Safeguarding and Child Protection Policy.

10. Educational Visits and Off-Site Activities

Educational visits are carefully planned to ensure pupil safety.

Visit planning includes:

- detailed risk assessment
- staff-pupil ratio planning
- medical information preparation
- communication planning
- transport arrangements

SEND considerations include:

- sensory environment of venues
- communication accessibility
- supervision levels
- regulation support

Visits are approved by the Headteacher prior to taking place.

11. Equipment and Materials

All equipment used within the school is maintained in safe working order.
The school ensures:

- equipment is suitable for educational use
- maintenance schedules are followed
- storage arrangements are safe
- pupils are supervised when using equipment

12. Infection Prevention and Control

The school follows guidance issued by the UK Health Security Agency regarding infection control.

Procedures include:

- hand hygiene routines
- cleaning schedules
- management of bodily fluid spillages
- safe disposal of clinical waste
- appropriate use of PPE

These measures are adapted sensitively for pupils with sensory sensitivities where required.

13. Accident Reporting and Investigation

All accidents and incidents are recorded.
Records include:

- details of the incident
- individuals involved
- action taken
- follow-up measures

Incident data is reviewed to identify patterns or emerging risks.

13.1 RIDDOR Reporting

Where incidents meet the criteria for reporting under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR), the Headteacher will notify the Health and Safety Executive (HSE) within the statutory reporting timescales.

14. Staff Training

Staff receive health and safety training as part of induction.

Ongoing training includes:

- first aid
- fire safety
- manual handling
- behaviour support
- safeguarding
- SEND awareness
- risk assessment
- KCSIE 2026 safeguarding updates

Training ensures staff are confident in maintaining safe environments for pupils with SEND.

15. Monitoring and Review

Health and safety arrangements are monitored through:

- premises inspections
- accident data analysis
- risk assessment review
- fire drill evaluation
- staff training records
- review of safeguarding incidents where health and safety factors are identified

These arrangements are operational prior to pupils being admitted and are reviewed regularly to ensure ongoing compliance.

The policy is formally reviewed annually or sooner if required. The Proprietor will also review this policy whenever changes to legislation, statutory safeguarding guidance, Keeping Children Safe in Education or the Independent School Standards require amendment, or following any significant health and safety or safeguarding incident.

APPENDICES

Appendix 1

SEND-Responsive Health and Safety Risk Assessment Template

RISK ASSESSMENT DETAILS	
Field	**Details**
Activity / Area Being Assessed	
Location	
Date of Assessment	
Risk Assessor	
Review Date	

SEND Context Considerations					
Pupil / Group	**EHCP Need (ASC / SLCN etc.)**	**Communication Needs**	**Sensory Considerations**	**Behaviour / Regulation Risk**	**Supervision Level Required**

Risk Assessment Matrix												
Hazard / Risk Identified	**Who Might Be Harmed**	**Existing Control Measures**	**Likelihood (1–3)**	**Severity (1–3)**	**Initial Risk Rating (L × S)**	**Further Control Measures Required**	**Residual Likelihood (1–3)**	**Residual Severity (1–3)**	**Residual Risk Rating**	**Responsible Person**	**Review Date**	

Reporting and Risk Scoring Guidance

What Goes in Each Column:

Hazard / Risk Identified	**Who Might Be Harmed**	**Existing Control Measures**	**Further Control Measures Required**
Describe the specific risk or danger. Be clear and concrete. Examples: • Pupil leaving classroom unsupervised • Slippery floor in corridor • Sensory overload in busy environments • Climbing on outdoor equipment • Access to cleaning chemicals • Behaviour escalation during transitions Avoid vague wording like: ❌ "Safety issue"	Identify who could be affected. Examples: • Pupils • Specific pupil with ASC • Staff supervising activity • Visitors • Contractors Example entry: Pupil with reduced awareness of danger, staff supervising group	Describe what the school already does to reduce the risk. Examples: • Staff supervision during movement around school • Visual timetables used to prepare pupils for transitions • Cleaning materials stored in locked cupboard • Clear behavioural support plan in place • Staff trained in de-escalation	Describe any additional actions the school will take to reduce the risk further, beyond the controls already in place. Examples: • Increase staff supervision during higher-risk activities or transitions • Introduce additional visual supports or structured routines • Adjust the environment to reduce hazards or sensory triggers • Provide additional staff training or guidance • Review and update individual risk management or behaviour support plans Avoid vague wording like: ❌ "Improve safety" ❌ "Staff to monitor" ❌ "Be aware"

Likelihood

Score	Description
1 – Unlikely	Event not expected to occur
2 – Possible	Event may occur occasionally
3 – Likely	Event likely to occur without control measures

Severity

Score	Description
1 – Minor	Minor injury requiring minimal first aid
2 – Moderate	Injury requiring medical attention
3 – Severe	Serious injury, hospitalisation or significant harm

Risk Rating

Risk Score	Risk Level	Action Required
1–2	Low	Monitor and maintain controls
3–4	Medium	Additional control measures recommended
6–9	High	Immediate action required to reduce risk

<table>
<tr><th colspan="3">Emergency Planning</th></tr>
<tr><th>Potential Emergency Situation</th><th>Preventative Measures / Control Strategy</th><th>Staff Responsible for Emergency Response</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="2">Relevant staff training in place for this emergency situation</td><td>☐ Yes ☐ No</td></tr>
</table>

Guidance for Emergency Planning
When completing the Emergency Planning section of this risk assessment, staff should consider whether any **reasonably foreseeable emergency situation** could arise from the activity, environment, or pupil needs being assessed.

Examples of potential emergency situations include:
• Medical emergency (e.g. seizure, allergic reaction, injury requiring urgent response)
• Fire evacuation or building safety incident
• Pupil leaving a supervised area or attempting to access an unsafe space
• Behaviour crisis or significant emotional dysregulation presenting a safety risk
• Environmental hazard (e.g. chemical spill, equipment failure, unsafe premises condition)

For each identified scenario, staff should record:

- the **preventative measures or control strategies** in place to reduce risk
- the **staff responsible for managing the emergency response**

Where relevant, staff should ensure that appropriate emergency procedures are followed and that they act in accordance with training provided by the school such as first aid, behaviour de-escalation, fire evacuation procedures, or medical response protocols.

Authorisation			
Completed By		**Approved By (Headteacher / Proprietor)**	
Name		**Name**	
Role		**Role**	
Signature		**Signature**	
Date		**Date**	

Appendix 2

Individual Pupil Risk Management Plan (EHCP-Linked SEND Safety Plan)

Pupil Information	
Pupil Details	**Information**
Pupil Name	
Date Plan Created	
Review Date	
Year Group / Class	
Primary EHCP Need	☐ ASC ☐ SLCN ☐ Other (specify): ___________

Key Safety Risk Indicators	
Risk Area	**Tick if Relevant**
Elopement / leaving supervised areas	☐
Reduced awareness of danger	☐
Climbing / unsafe exploration	☐
Sensory overwhelm	☐
Distress behaviours	☐
Physical dysregulation	☐
Communication barriers affecting safety	☐
Medical considerations	☐
Other (specify): _________________________	☐

Communication Profile	
Communication Method	**Details / Strategies Staff Must Use**
Verbal communication	
Visual supports	
AAC / communication device	
Gesture / sign	
Behaviour as communication	

Sensory Profile	
Sensory Trigger	**Strategies Used to Reduce Distress**
Loud noise	
Bright lighting	
Crowded environments	
Unexpected transitions	
Physical proximity	
Other (specify): ___________________________	

Behaviour and Regulation	
Early Signs of Dysregulation	**Preventative Strategies Used by Staff**

Specific Safety Risks			
Risk Identified	**Trigger / Situation**	**Preventative Measures**	**Staff Response**

Supervision Requirements	
Supervision Level Required	**Notes**
☐ General supervision ☐ Enhanced monitoring ☐ 1:1 supervision ☐ Dynamic risk assessment required	
Specific Supervision Guidance	

Environmental Adjustments	
Adjustment Required	**Tick**
Structured routines	☐
Visual timetables	☐
Calm / regulation space	☐
Reduced sensory stimulation	☐
Safe movement breaks	☐
Clearly defined boundaries	☐
Other Adjustments Required:	☐

Emergency Response Plan	
If pupil becomes unsafe or dysregulated	**Actions / Notes**
Step 1	
Step 2	
Step 3	
Staff Responsible	

Parent / Carer Collaboration	
Parent / Carer Input Recorded	**Details / Notes**

Authorisation			
Completed By		**Approved by Headteacher / Proprietor**	
Name		**Name**	
Role		**Role**	
Signature		**Signature**	
Date		**Date**	

Appendix 3 – Accident and Incident Report Form

Guidance: This form must be completed as soon as possible following any accident, injury or significant incident occurring on the Homebrook Woods site or during school activities. All sections must be completed accurately to support safeguarding, monitoring and regulatory compliance.

Name of injured person	
Role (Pupil / Staff / Visitor)	
Date	
Time	
Location of incident	

Description of incident (include sequence of events and any contributing factors)

Action taken immediately following incident

First aid provided (include name of first aider)

Follow-up action required / safeguarding considerations

Parent / carer informed (if pupil)	☐ Yes	☐ No
Reported to Headteacher / Proprietor	☐ Yes	☐ No
RIDDOR report required (if applicable)	☐ Yes	☐ No
Staff member completing report – Name		
Staff Signature		
Date form completed		

Additional Notes / Injury Location (if relevant)

Appendix 4 – Fire Evacuation Procedures (SEND-Aware)

Guidance: These procedures apply to all fire evacuation situations. Staff must follow the steps below and implement individual evacuation arrangements where required to ensure the safety and welfare of pupils, particularly those with SEND.

Step	Action
1	Alarm activated
2	Staff guide pupils calmly to the nearest safe exit
3	Staff collect registers where safe to do so
4	Pupils escorted to designated assembly point
5	Headteacher confirms evacuation and liaises with emergency services if required

SEND-Aware Evacuation Arrangements

Where pupils require additional support to evacuate safely, individual evacuation plans are followed. These plans take account of communication needs, sensory sensitivities, mobility requirements and the level of adult support required to ensure evacuation is carried out calmly and safely.

Fire Drills and Review

Fire drills are conducted at least termly and reviewed to ensure procedures are effective for all pupils, including those with SEND. Outcomes of drills inform ongoing risk assessment and staff training.

Appendix 4a – Personal Emergency Evacuation Plan (PEEP)

Guidance: This Personal Emergency Evacuation Plan (PEEP) must be completed for any pupil who may require additional support to evacuate safely in the event of a fire or emergency. The plan should be shared with all relevant staff and reviewed regularly or following any significant change in need.

Pupil Name	
Date of Birth	
Class / Group	
Primary SEND Need	
Plan Review Date	

Identified Evacuation Needs and Risks

Evacuation Procedure for This Pupil

Staff Responsible	Role / Notes

Specialist Equipment / Adjustments Required

Designated Assembly Point for This Pupil

Completed By		Approved By (Headteacher / Proprietor)	
Name		Name	
Role		Role	
Signature		Signature	
Date		Date	

Appendix 5 – Educational Visits Risk Assessment (SEND-Adapted)

Guidance: **This risk assessment should be completed in accordance with the school's SEND-Responsive Health and Safety Risk Assessment framework (Appendix 1).**

It must be completed for all educational visits and off-site activities. SEND-related needs must be explicitly considered to ensure pupils can access visits safely and with appropriate support.

Visit Details	
Visit location	
Date	
Group size	
Staff supervising	

Key hazards

Environmental risks

Transport arrangements

Medical considerations

Behaviour / regulation considerations	Communication supports required

Control measures

Approved by Headteacher / Proprietor	Date

Appendix 6 – Health and Safety Monitoring Schedule

This schedule sets out the planned approach to monitoring health and safety at Homebrook Woods. It defines what is monitored and at what frequency. Evidence that checks have taken place is recorded either in a Health & Safety Monitoring Record (calendar-based) or within the school's digital compliance system (e.g. EVERY / Every Compliance by IRIS).

Monitoring frequency	Scope of monitoring	Where evidence is recorded
Weekly (during term time) - routine operational monitoring (on days the school is in use)	Visual site walk-through; general environmental condition checks; confirmation that specialist systems are being monitored Fire alarm test; visual check of safety-critical equipment and exits	Health & Safety Monitoring Record / EVERY
Termly (Autumn / Spring / Summer)	Fire evacuation drill; review of risk assessments; review of PEEPs where applicable	Health & Safety Monitoring Record / EVERY
Annual	Health and Safety Policy review; full premises inspection; review of accident and near-miss trends; review of training records	Health & Safety Monitoring Record / EVERY
Two-yearly (or as required)	Legionella risk assessment; other periodic specialist risk assessments as required	Specialist contractor records / Estates files
Five-yearly (or statutory interval)	Fixed wiring inspection; fire risk assessment review where applicable; other statutory inspections	Specialist contractor records / Estates files