



Health and Safety Policy

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Health and Safety Policy

• **Statement of Intent**

Project RESET is committed to ensuring the health, safety and welfare of all pupils, staff, and visitors. We recognise that our cohort includes pupils with Social, Emotional and Mental Health (SEMH) needs and Autism Spectrum Disorder (ASD), which may present increased risks relating to behaviour, emotional regulation, and safety in community environments.

Project RESET operates from its hub premises and also delivers activities within the local community. We are committed to providing a safe, structured and supportive environment for all pupils, staff, visitors and contractors both on-site and during off-site activities.

2. Roles and Responsibilities

2.1 Provision Health and Safety Lead – Mr Matthew Pretty

- Overall responsibility for health and safety
- Approval of risk assessments
- Ensuring staff training and compliance
- Oversight of incident reporting and review

2.2 Staff

- Implement this policy at all times
- Complete and follow risk assessments
- Carry out dynamic risk assessments in the community
- Report incidents, concerns, and near misses
- Maintain professional boundaries and safe working practices

2.3 Designated Safeguarding Lead (DSL) – Mrs Keisha Pretty



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- Lead on safeguarding concerns
- Support staff following incidents
- Ensure alignment between safeguarding and health & safety practices

2.4 Pupils

- Expected to engage safely, with support
- Supported to understand risk and consequences in a developmentally appropriate way

3.Premises Safety

Project RESET is responsible for maintaining a safe learning and working environment within its hub premises. Project RESET will ensure access to suitable toilet facilities, drinking water, handwashing facilities and rest areas.

This includes:

- Regular premises inspections.
- Identification and reporting of hazards.
- Safe maintenance of the building.
- Suitable heating, lighting and ventilation.
- Safe storage of equipment and materials.
- Appropriate supervision of pupils.
- Monitoring access and security arrangements.
- Maintaining clear evacuation routes and exits.

3.1 Visitors and Contractors



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- All visitors must sign in and out.
- Visitors may be asked to provide identification.
- Contractors will be supervised where appropriate.
- Visitors will be informed of emergency procedures.
- Unauthorised persons will not be permitted access to restricted areas.

3.2 Building Security

Site Security

Project RESET will take reasonable measures to prevent unauthorised access to the premises.

Staff are responsible for:

Securing doors where required.

Reporting security concerns.

Challenging unknown visitors appropriately.

Maintaining supervision of pupils at all times.

4. Risk Assessment

Risk assessment is central to our practice. Every pupil, activity and venue will be thoroughly risk assessed with appropriate measures to reduce risk of harm clearly identified.

4.1 Types of Risk Assessment

- Individual pupil risk assessments
- Activity-specific risk assessments
- Location/venue risk assessments



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- Premises and facilities risk assessment

4.2 Key Risk Areas

- Absconding (running away)
- Aggressive or harmful behaviour
- Self-harm or emotional crisis
- Sensory overload in public environments

4.3 Dynamic Risk Assessment

Staff must continually assess risk during activities and adapt plans where necessary to maintain safety.

5. Behaviour and Safety Management

We use a preventative, relational approach to behaviour.

5.1 Core Principles

- De-escalation is the primary strategy
- Staff use calm, consistent communication
- Environments and activities are adapted to reduce triggers

5.2 Physical Intervention

- Only used as a last resort
- Only by trained staff
- Must be reasonable, proportionate, and necessary
- All incidents must be recorded and reviewed

5.3 Post-Incident Support



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- Debrief for pupils and staff
- Review of risk assessments
- Adjustments to future provision

6. Community-Based Working

As delivery takes place in the community, additional controls are in place.

6.1 Venue Selection

- Venues must be risk-assessed
- Consider crowd levels, layout, exits, and sensory impact

6.2 Pre-Visit Procedures

- Staff familiarise themselves with the environment
- Identify entry/exit points
- Establish meeting points

6.3 Staffing Ratios

- Determined by risk assessment
- Higher ratios used where behaviour or need indicates

6.4 Managing Incidents in Public

- Staff prioritise safety of the pupil and others
- Remove pupil from environment where possible
- Contact additional support if required



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7. Emergency Procedures

7.1 General Emergency Response

- Staff take immediate control of the situation
- Ensure safety of all pupils
- Contact emergency services where required
- Contact Provision Lead

7.2 Missing Pupil / Absconding

- Immediate search of local area
- Contact Provision Lead
- Escalate to emergency services if required
- Inform parents/carers

7.3 Fire Safety (On Site Premises)

- Fire evacuation procedures will be displayed throughout the building.
- Fire exits will remain unobstructed at all times.
- Fire drills will be carried out at least termly.
- Fire safety equipment will be inspected and maintained in accordance with legal requirements.
- Staff and pupils will be made aware of evacuation arrangements.

7.4 Fire Safety (Community Venues)

- Staff identify fire exits upon arrival
- Follow venue evacuation procedures



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- Support pupils to exit safely

7.5 Medical Emergencies

- First aid administered by trained staff
- Emergency services contacted if necessary
- Parents/carers informed as soon as possible

8. First Aid and Mental Health Support

- At least one trained first aider present during all sessions
- First aid kits will be available within the hub and during off-site activities.
- Accident records will be maintained.
- Parents/carers will be informed of significant injuries or treatment provided.
- Staff trained to respond to panic attacks, meltdowns, and emotional crises
- Individual healthcare plans followed where applicable

Administration of Medication

- Medication will only be administered where appropriate consent and instructions have been provided.
- Medication will be stored securely and administered in accordance with individual healthcare plans where applicable.
- Records of medication administered will be maintained.

Manual Handling

Staff will avoid hazardous manual handling wherever possible.



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Any necessary manual handling activities will be risk assessed and undertaken using appropriate techniques.

9. Lone Working and Staff Safety

- Lone working is risk assessed
- Staff must inform a designated contact of location and timings
- Regular check-in procedures must be followed
- Staff must not place themselves in unsafe situations

10. Transport Safety

10.1 Staff Transporting Pupils

- Appropriate insurance in place
- Parental consent obtained
- Safeguarding procedures followed

10.2 Public Transport

- Risk assessed prior to use
- Clear expectations and supervision in place

10.3 Travel Incidents

- Staff follow emergency procedures
- Ensure safety of all pupils

11. Training



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All staff will have and/or receive training in:

- Safeguarding
- Trauma-informed practice
- Behaviour de-escalation
- Use of reasonable force
- First aid

12. Accidents and Injuries

All accidents, injuries and near misses involving pupils, staff or visitors will be recorded.

Serious incidents will be reviewed to identify lessons learned and reduce future risk.

Where required, incidents will be reported under RIDDOR regulations.

13. Incident Reporting and Monitoring

- All incidents must be recorded
- Serious incidents reported to relevant authorities where required
- Regular review of incidents to identify patterns

14. Monitoring and Review

- Policy reviewed annually
- Reviewed following any serious incident



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The policy will be reviewed annually and following any significant incident, change in premises or change in legislation.

APPENDICES

Appendix 1: Example Off-Site Activity Risk Assessment

Activity: Visit to local café **Location:**
Staff: **Pupils:**

Date:

Hazard	Risk	Who at Risk	Control Measures	Risk Level (L/M/H)
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Crowded environment	Anxiety, escalation	Pupils	Visit during quieter hours; pre-brief pupils; exit plan agreed	M
Absconding	Pupil leaving area	Pupils/Staff/Public	1:1 supervision; clear boundaries; staff positioned near exits	M
Sensory overload	Meltdown/shutdown	Pupils	Noise-reducing strategies; short duration visit; safe word/ space identified	M
Interaction with public	Conflict	Pupils/Public	Staff supervision; immediate de-escalation; remove pupil if needed	L/M
Hot drinks/food	Burns	Pupils	Staff handle hot items where needed; supervise closely	L

Emergency Plan:

- Exit venue immediately if risk escalates
- Move to pre-agreed safe location
- Contact Provision Lead if needed



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Appendix 2: Example Individual Pupil Risk Assessment

Pupil Name: [Initials] **Primary Needs:** SEMH / ASD

Key Risks Identified:

- Absconding when overwhelmed
- Verbal aggression when anxious
- Sensory overload in busy environments

Triggers

- Loud noise



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- Unexpected changes
- Perceived confrontation

Early Warning Signs

- Pacing
- Raised voice
- Withdrawal or refusal

Control Measures

- Clear structure and visual timetable
- Pre-brief before activities
- Access to quiet space
- Consistent staff support

De-escalation Strategies

- Calm, low-arousal communication
- Offer choices
- Reduce demands
- Allow time and space

Physical Intervention

- Only as last resort by trained staff

Emergency Actions

- If pupil absconds: follow missing pupil procedure
- If behaviour escalates: remove from environment and ensure safety



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Review Date: [Insert]

Appendix 3: Incident Report Template

Project RESET – Incident Report

Date: **Time:** **Location:**

Pupil(s) Involved:

Staff Involved:

Type of Incident: (e.g. behaviour, injury, absconding)

Description of Incident: (Provide factual, chronological account)



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Action Taken:

Was Physical Intervention Used? Yes / No If yes, provide details:

Injuries Sustained:

Was Medical Attention Required? Yes / No

Parents/Carers Informed: Yes / No **Time:**

Reported to SLT/DSL: Yes / No

Follow-Up Actions Required:

Staff Signature:

Date:



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Appendix 4: Missing Pupil Procedure (Flowchart)

Pupil Missing / Absconded

1. Immediately assess situation

- Confirm pupil is missing
- Identify last known location

2. Search immediate area (up to 10 minutes)

- Maintain supervision of other pupils



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- Check agreed safe/known places

3. Inform Provision Lead / DSL

4. If pupil not located quickly OR risk is high:

- Call Police (999)
- Provide description, location, risks

5. Inform Parents/Carers

6. Continue to search if safe to do so

7. Pupil Found

- Ensure immediate safety and wellbeing
- Return to safe location
- Do not reprimand in moment

8. After Incident

- Complete incident report
- Review risk assessment
- Update control measures



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Appendix 5: Off-Site Dysregulation / Unable to Settle (Flowchart)

Early Signs of Dysregulation → pacing / withdrawal / raised voice

1. Reduce Demands

- Pause activity
- Lower expectations

2. Use De-escalation Strategies

- Calm tone



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- Offer choices
- Give processing time

3. Adjust Environment

- Move to quieter area
- Reduce sensory input

4. Offer Exit Strategy

- Leave venue if needed
- Go to pre-agreed safe space

5. If Escalation Continues

- Prioritise safety of all
- Increase staff support if available

6. If Behaviour Becomes Unsafe

- Follow emergency procedures
- Consider physical intervention (trained staff only, last resort)

7. Post-Incident

- Allow recovery time
- Debrief when calm
- Record incident



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Appendix 6: Staff Community Visit Checklist

Before the Visit

- Risk assessment completed and reviewed
- Individual pupil risks checked
- Emergency contacts available
- First aid kit carried
- Mobile phone charged
- Venue suitability checked (crowds, exits, environment)



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- Clear plan and timings agreed
- Parental consent in place (if required)

During the Visit

- Maintain appropriate supervision ratios
- Position staff strategically (e.g. near exits)
- Monitor pupil behaviour and emotional state
- Apply dynamic risk assessment
- Be ready to exit early if needed

After the Visit

- Account for all pupils
- Record any incidents or concerns
- Share relevant information with team/DSL
- Review effectiveness of control measures

Appendix 7: Quick Reference Grab Sheet (Staff)

● Missing Pupil

- Check immediate area (max 10 mins)
- Inform Provision Lead
- Call 999 if high risk / not found
- Inform parents
- Record incident

● Dysregulated Pupil (Off-Site)



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- Reduce demands
- Stay calm, offer choices
- Move to quieter space
- Exit venue if needed
- Call for support if escalating

● Before Leaving Site

- Risk assessments checked
- Phone + contacts ready
- First aid kit
- Clear plan and roles

● During Visit

- Maintain supervision
- Watch for triggers
- Be ready to leave early

● After Visit

- Account for all pupils
- Record incidents
- Share concerns