Dear Headteacher,

**RE: N.U.T & ATL Industrial Action**

Members of the NUT and ATL have voted for a national strike in response to the proposed changes to the Teachers Pension Scheme.

The official notice of industrial action from NUT is for one day and will take place on Thursday 30 June 2011. Formal notice is expected to follow shortly from ATL for strike action on the same date.

No other teacher trade unions balloted for industrial action. Therefore staff from unions other than the NUT and ATL will be expected to attend for work on 30 June 2011. Heads will need to consider the resources available to them on the day of the strike.

Governing bodies and head teachers are encouraged to keep schools open to try to maintain continuity of educational provision, taking into account health and safety and risk assessment requirements. Can Headteachers immediately notify my office of any closures on the day.

**Deductions from salary**

It will be expected deductions will be made at a rate of 1/365 for each day of absence. This should be pro-rata for part time employees.

Section 3, paragraph 3.2 of the 'Burgundy Book' specifies a deduction of 1/365 for unpaid leave of absence, giving industrial action as an example. Teachers will need to be notified that their strike action is regarded as a breach of contract and that deductions will be taken from salary.

Staff who refuse to “cross “picket lines" where they have not been balloted will be regarded as taking unofficial industrial action. There are a number of legal consequences for such action of which disciplinary action is one. Where it is known that non-attendance is in support of the action, the simplest solution would be to deduct from pay, as to take disciplinary action could escalate the situation.
Staff who refuse to undertake duties performed by striking colleagues might be viewed as having refused a reasonable request. However, we are aware that the other teacher and support staff unions are advising their members not to undertake cover for striking colleagues. Consequently, unless staff volunteer to undertake additional duties, pressing the point is likely to lead to further problems.

Strike returns will shortly be dispatched to those schools for which Tower Hamlets is the payroll provider. Please could Headteachers fax or e mail a copy of the completed return (or where there is no return, written details of the employee taking strike action) to Josephine Macaulay (fax number 020 7364 4858 email address josephine.macaulay@towerhamlets.gov.uk) on the day of the strike. This return/information should be sent/ faxed to your Payroll Provider by no later than 4 July 2011.

If you require any further information please do not hesitate to contact Dawn Reilly or Josephine Macaulay on 020 7364 4523.

Yours Sincerely

ISOBEL CATTERMOLE
CORPORATE DIRECTOR
CHILDREN, SCHOOLS AND FAMILIES
Briefing note for Headteachers and SENCOs

TDA NATIONAL AWARD FOR SEN CO-ORDINATION
Mandatory SENCO Training accredited by Institute of Education
for SENCOs new to the role – next cohort starts November 2011

Application required now

The National Award for SEN Co-ordination is a mandatory, Masters level, government-funded training course for all SENCOs who are new to the post and have been appointed since September 2008. The course has run very successfully and the first cohort has completed training in both Modules. This is a rolling programme, so we welcome new SENCOs to join Module 1 in November 2011.

The course has been developed around the learning outcomes identified by the TDA in the SENCO Training Framework, and is accredited by the Institute of Education as a Post-Graduate Certificate or two modules towards the Masters degree in Special and Inclusive Education, at the University of London. The course will run at Tower Hamlets PDC in 14 half-day teaching and tutorial sessions from 1.30 – 4.30 on Tuesdays from November 2011 – March 2012, plus a conference at the Institute and library tour.

Module 1 (Developing SEN Co-ordination: Improving Teaching and Learning) will start in November 2011 and will involve writing a 5000 word assignment to be submitted in the summer term, 2012 and a portfolio of evidence, assessed in school.
Module 2 (Developing SEN Co-ordination: Leading and Managing Change) will start in 2012 and will also require a 5000 word assignment and school-based portfolio.

The school-based portfolio will provide evidence that the learning outcomes have been met in school. It is a course requirement that all students have a mentor to support the development of their portfolio and facilitate their study. Therefore, a senior member of staff will need to be responsible for mentoring the SENCO in school. This should not prove onerous and may be done through normal performance management procedures. The course tutor and SLS staff will liaise with the mentor and assist in support and monitoring.

All course fees are covered for SENCOs new to post since September 2008. In order to be assured of this funding, course participants must apply for the course as soon as possible, and before the end of term, through Janet Pritchard at the Support for Learning Service – janet.pritchard@towerhamlets.gov.uk and must attend the introductory session of the course on 8th November 4.30 – 6.00 p.m. at the PDC and the conference at the Institute of Education on 4th January, 9.00 a.m. – 4.45 p.m.
Funding depends on this. The headteacher will be required to sign an agreement to the SENCO’s full participation: this will be sent out as soon as the application is received. Receipt of this completed agreement form will assure the SENCO’s place on the course.

Should more experienced SENCOs wish to join the course and gain the qualification, there will be a charge of £600 per person per module.

For further information, please contact Roland Ramanan, Learning Support Manager roland.ramanan@towerhamlets.gov.uk or Liz Gerschel, Education Consultant & Module Tutor liz.gerschel@btinternet.com
DIRECTOR'S MEETING WITH ALL HEADTEACHERS
10.15am – 12 noon, Wednesday 22 June 2011
at the PDC

AGENDA

1. Apologies, Minutes of the last meeting (23 March 2010) and matters arising
   Isobel Cattermole
   - 5 mins

2. Issues from Heads
   - 25 mins

3. Information Share
   Isobel Cattermole
   - 10 mins

4. St George’s Pool
   Isobel Cattermole
   - 10 mins

5. New Pension Regulations
   Kate Bingham
   - 10 mins

6. Equality Bill – implications for schools
   Tola Bello
   - 20 mins

7. Energy Bills
   Isobel Cattermole
   - 5 mins

8. Any other business
   All
   - 5 mins
**MINUTES OF THE DIRECTOR’S MEETING WITH ALL HEADTEACHERS**

**WEDNESDAY 23 MARCH 2011 AT THE PDC**

1. **Apologies, minutes of the meeting on 29 September 2010 and matters arising**

   - Isobel Cattermole apologised that David Galpin, Head of Legal Services (Community) was unable to come today to speak on the Equality Bill as he had been called to court. He would be invited to the next meeting.

   - Apologies had been received from Helen Lincoln. David Hough was attending on her behalf.

   Minutes agreed.

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2. **Information Share**

- UNISON and NUT members will be on strike on 30 March. The extent of the effect on transport is not yet known. Some schools have already notified the LA of which classes will be open. It is hoped that year 6 and year 11 classes will not be affected.

3. **Admissions - Terry Bryan**

3.1 **Reception admissions**

Parents will be notified of the outcome of their applications to the Reception year group on 14 April. 86% will receive offers at the 1st choice school and 95% will be offered one of the 3 schools they applied to. 170 children do not have a place at a preferred school and on 4 April will receive an offer at an alternative. Schools that these pupils will be allocated to will be contacted in the next few days. There will still be pupils having to travel further to school than is desirable.

3.2 **Admissions consultation**

There were 2 key areas to the consultation on primary admissions: the introduction of catchment areas and the equal chance system of electronic ballot to allocate places, replacing distance as the tie-breaker. 75% of the 25 schools that responded were in favour. Parents at the recent annual Parents’ Conference were positive about the proposals.

The aim will be for no child to have to travel more than 2 miles to school. This should deliver significant savings to the transport budget, which is now nearly £1m. 7 catchment areas covering a number of primary schools are being proposed. There will be further modelling and more consultation with schools on the catchment areas. 6 VA schools have expressed an interest in the catchment system.
3. **cont…**
The changes will take effect in the 2013/14 school year. Next year the focus will be on making sure the system is robust, that there are sufficient places and that all stakeholders are aware of and ready for the changes.

The minority that was not in favour of the proposals did not suggest alternatives other than suggesting more places.

There are no changes proposed to the secondary school admission arrangements. This may have to be re-visited as pressure on secondary places increases in the future.

Isobel Cattermole said that primary expansion schemes are in place at Culloden and St Luke's and the Tesco site at Bromley-by-Bow has been acquired. The pupil yield from housing developments is estimated but is not an exact science. The effect of impending benefits changes needs also to be taken account of. It has been estimated that 3½ thousand Tower Hamlets families may be affected and may need to move out of the borough. Other factors that will affect the number of places needed are the possible establishment of free schools and academies.

### 3.3 Mid-phase admissions
There have been 2,500 mid-phase applications for schools in the current academic year. The priority to place children out of school before the January census day was achieved and under-subscribed schools were protected.

The LA is concerned to ensure schools receive background information on pupils and to obtain reliable vacancy information quickly. Statistics are available on the transfers to and from secondary schools.

Heads will be consulted about introducing a system for recording the reason for seeking a transfer, which will involve both the current school and parents.

### 3.4 Admission appeals
Of the 900 appeals so far in 2010/11 79 have been successful. There was concern from Heads about some recent primary appeals that were upheld. The appeals panels are independent and most recently underwent training in October 2010.

The Admissions Cabinet Report will be circulated in the Heads' Bulletin.

### 4. Issues from Heads
- **Energy costs and bills** IC said that information will be circulated in the Bulletin. The bills for October to December 2010 will be issued shortly. PFI schools should receive their bills this week.

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   The Energy Team was sorry for the delays. The charges for the schools in the pooled scheme are competitive and lower than they would otherwise be.

   - **Maternity scheme** There will be a reminder in this week’s Bulletin for schools to respond to the consultation.

   - **SEN statements** Heads were advised that when a Notice in Lieu is issued parents cannot ask for a school to be named on the notice.

   - **School Travel Plans** will become less detailed in the future. The Travel Team is losing Transport for London funding and will need to delete one post.

   - **Powered wheelchairs on school buses** Letters have been sent to the families of the four pupils affected to consult them on the options to resolve the safety issues.

   - **Schools Sports Partnership** Some funding has been secured until the end of this year. Chris Dunne had met with Kevan Collins and a plan is being written for extra resources to widen the offer to include all sports offers in the borough. David Molloy will help to co-ordinate the offer.

   - **Radicalisation** Mary Durkin will attend the next secondary Heads' meeting on 11 May.

   - **Excellence in Cities funding** The eight schools that are acting as bankers will receive the £800k EiC funding this year for their clusters. It would be complicated and problematic for the LA to take the money back and re-distribute it to schools; it amounts to approximately £8k per school. This had been discussed at the Schools Forum and a pragmatic decision had been taken for this year. It was agreed that Heads would discuss further in their meetings and would let Isobel Cattermole know if the view was that this arrangement should be reviewed for the future. The eight schools and their clusters will be circulated in the Bulletin.

   - **Funds for disabled children** IC explained that this funding was received very late from the DfE and if not distributed in time would have had to be returned. Eligibility criteria were agreed for families to receive £100 to spend on social or cultural visits or respite care. This was in accordance with government policy and the move to a more personalised system. The money was distributed via schools. Families are not required to produce receipts.

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5. Council update – budget (PowerPoint presentation)

There have been two meetings of the council to finalise all the elements of the budget. The Council needs to achieve £55m savings in 2012/13, £10m of which will come from the Children, Schools & Families (CSF) directorate core funding.

500 staff are in scope for service reviews and consultations are being undertaken involving staff and the trade unions. CSF will lose about 190 fte posts. Many will take early retirement and voluntary redundancy and as many as possible will be redeployed. Staff will be leaving at the end of March and the end of May. Information on new team structures will be circulated to schools.

There will still be two and a half thousand staff centrally employed and the directorate will retain responsibility for staff and pupils.

The Cabinet has approved the establishment of a joint directorate comprising the current CSF and Adults Health & Wellbeing directorates. The Mayor and Chief Executive are discussing the recruitment process for an Executive Director for the new directorate.

6. Children, Schools & Families Services from April 2011

Heads were reminded of the on-line system for ordering traded services. Another reminder will be circulated in the Bulletin.

7. New School Standards and Progress Measures

Anne Canning advised that William Thursfield is the DfE lead for school improvement in Tower Hamlets. The DfE is introducing new assessment measures:

**Key Stage 2 floor standard:**
- Attainment - 60% at level 4 in English and Maths
- Progress by 2 levels - English 87%, Maths 86% (median)

2009 data will be used as the baseline for schools that boycotted SATs in 2010. It is understood that schools which meet the progress targets would not be placed in a category. 10 schools will be affected: six schools missed two of the targets and four schools missed all four targets. The LA has asked the DfE to write to these schools. The LA must write action plans for schools below the floor standard by the end of March in order to release funding from the DfE.

**Key Stage 4 floor standard:**
- Attainment 35% 5 GCSEs A*-C including English and Maths
- Progress by 3 levels – English 72%, Maths 65% (median)

Six secondary schools have not met the progress standard.
The LA will contact the 16 schools to agree action plans. Di Warne is awaiting a reply from the DfE as to whether the standard will be applied in the new Ofsted pilot inspections.

The floor standards will be circulated in the Bulletin.

8. Careers Contract (information circulated)

Mary Durkin advised that some IAG will be retained from Babcock Enterprise. The contract will be reduced to £800k. This will represent a 28% reduction to schools from the direct offer from the summer term. Babcock have said that schools will be able to buy in additional days at £390 per day.

The government has announced that from 2012 there will be an all-age careers service. There is no information yet on the implications for funding or the offer. The LA will retain a residual duty to collate information on NEETs. The LA intends to continue to conduct destination surveys for years 11 and 13.

9. Any other business

- Schools need to register on the London 2012 Get Set web site to secure free tickets. There are two stages: (i) register interest (ii) in 600 words or less state why the school should be allocated tickets.

- Nine schools are planning to offer after school care. Members have offered money to keep the fees at the same level as 2010/11 with a view to supporting working parents and those in training.

Next meeting: 22 June at 10:15am at the PDC
AGENDA

1. Apologies for Absence

2. Minutes of last meeting

3. Matters Arising
   - Admissions

4. Report from Secondary Phase Meeting

5. Report from Primary Phase Meeting

6. Discussion Item - SEN Green Paper – see attached summary

7. Matters to be raised at Director’s Meeting

8. AOB

Fixed Business;
   - 9.15 Agency Worker’s Directive – Ranstad Education
SEN and Disability Green Paper: Executive summary

Case for change

1. Every child deserves a fair start in life, with the very best opportunity to succeed. Currently, life chances for the approximately two million children and young people in England who are identified as having a special educational need (SEN), or who are disabled, are disproportionately poor.

2. Disabled children and children with SEN tell us that they can feel frustrated by a lack of the right help at school or from other services. For children with the most complex support needs, this can significantly affect their quality of life. Hundreds of thousands of families have a disabled child or a child with SEN, and parents say that the system is bureaucratic, bewildering and adversarial and that it does not sufficiently reflect the needs of their child and their family life.

3. Whilst the circumstances of children, young people and their parents differ greatly; from young people requiring a few adjustments in class to children with life-limiting long-term conditions, families have many shared concerns. The system to support children and young people who are disabled or who have SEN often works against the wishes of families. Children’s support needs can be identified late; families are made to put up with a culture of low expectations about what their child can achieve at school; parents don’t have good information about what they can expect and have limited choices about the best schools and care for their child; and families are forced to negotiate each bit of their support separately.

Our vision

4. Our proposed reforms respond to the frustrations of children and young people, their families and the professionals who work with them. We want to put in place a radically different system to support better life outcomes for young people; give parents confidence by giving them more control; and transfer power to professionals on the front line and to local communities.
5. **To support better life outcomes for young people** from birth to adulthood, we will help professionals: identify and meet children’s needs early by ensuring that health services and early education and childcare are accessible to all children; work in partnership with parents to give each child support to fulfil their potential; and join up education, health and social care to provide families with a package of support that reflects all of their needs. We propose:

- **a new approach to identifying SEN** in early years settings and schools to challenge a culture of low expectations for children with SEN and give them effective support to succeed. A new single early years setting- and school-based category of SEN will build on our fundamental reforms to education which place sharper accountability on schools to make sure that every child fulfils his or her potential; and

- **a new single assessment process and ‘Education, Health and Care Plan’ by 2014** to replace the statutory SEN assessment and statement, bringing together the support on which children and their families rely across education, health and social care. Services will work together with the family to agree a straightforward plan that reflects the family’s ambitions for their child from the early years to adulthood, which is reviewed regularly to reflect their changing needs, and is clear about who is responsible for provision. The new ‘Education, Health and Care Plan’ will provide the same statutory protection to parents as the statement of SEN and will include a commitment from all parties to provide their services, with local assessment and plan pathfinders testing the best way to achieve this.

6. **To give parents confidence by giving them more control** over the support their family receives, we will introduce more transparency in the provision of services for children and young people who are disabled or who have SEN. Parents will have real choice over their child’s education and the opportunity for direct control over support for their family. We propose:

- **local authorities and other services will set out a local offer of all services available** to support children who are disabled or who have SEN and their families. This easy-to-understand information for parents will set out what is normally available in schools to help children with lower-level SEN, as well as the options available to support families who need additional help to care for their child; and

- **the option of a personal budget by 2014** for all families with children with a statement of SEN or a new ‘Education, Health and Care Plan’, many of whom will have complex support needs. Key workers will be trained to advise families and help them navigate the range of help available across health, education and social care.

7. **To transfer power to professionals on the front line and to local communities** we will: strip away unnecessary bureaucracy so that professionals can innovate and use their judgement; establish a clearer
system so that professionals from different services and the voluntary and community sector can work together; and give parents and communities much more influence over local services. We propose to:

- **give parents a real choice of school**, either a mainstream or special school. We will remove the bias towards inclusion and propose to strengthen parental choice by improving the range and diversity of schools from which parents can choose, making sure they are aware of the options available to them and by changing statutory guidance for local authorities. Parents of children with statements of SEN will be able to express a preference for any state-funded school – including special schools, Academies and Free Schools – and have their preference met unless it would not meet the needs of the child, be incompatible with the efficient education of other children, or be an inefficient use of resources. We will also prevent the unnecessary closure of special schools by giving parents and community groups the power to take them over; and

- **introduce greater independence to the assessment of children’s needs**, testing how the voluntary and community sector could coordinate assessment and input from across education, health and social care as part of our proposals to move to a single assessment process and ‘Education, Health and Care Plan’.

8. We must provide the best quality of life possible to the most vulnerable children and young people in our society. Many of the reforms we propose in this document focus on helping families with children who have the most complex support needs, including those with life-limiting long-term conditions. We know that the vast majority of these children will have their disability identified before or shortly after their birth. Here, we set out our ambition to: put early support in place for parents to help them navigate the system and influence their child’s package of care; to provide ongoing respite care and short breaks for children to help families cope with their day-to-day caring responsibilities; and to help families who are worried about their child’s future and independence.

9. Central government cannot achieve this ambitious programme of reform through directing and managing change itself. The vision set out in this Green Paper is informed by the views and expertise of families and national and local organisations working with them. The proposals we set out are for widespread consultation as well as practical testing in local areas. From September 2011, local pathfinders will help demonstrate the best way to achieve our key reforms. This Green Paper marks an important milestone in the development of the Government’s approach to supporting children and young people with SEN or who are disabled and their families.

10. We set out our detailed proposals and questions for consultation in five chapters: early identification and support; giving parents more control; learning and achieving; preparing for adulthood; and services working together for families. The final section of this Green Paper explains our next
steps and how to respond to our consultation. Based on the feedback we receive, we will set out our detailed plans by the end of the year, and how these reforms and the ongoing testing in local areas will form part of the Government’s broader agenda for public service reform.

Early identification and support

11. Identifying children’s support needs early is vital if they are to thrive, and enables parents and professionals to put the right approach in place quickly. Graham Allen’s review of early intervention highlighted the value of intervening as soon as possible, not just for children and their families, but also for wider society.

12. Too often, the particular support that children and their families require is put in place needlessly late. Although some impairments are normally identified at birth or soon after, other types of need emerge as children grow up. Not knowing why children are developing differently can be tremendously stressful for the child and for their parents. And even when needs have been identified, parents tell us that it can feel like a struggle to get the right support for their family from education, health and social care services. It can be slow and complicated, with different services working in isolation and each having its own approach.

13. We must put in place a system which works well for every child and every family. The proposals in this chapter are intended to ensure high quality early identification and intervention for all children where they need it, such as the health and development review for children aged between 2 and 2½ years, as well as effective integrated support for children with the most complex needs. Our proposals would mean that:

- professionals from health services, such as health visitors, and from early years settings work with parents to assess the development of all children to clarify where they need additional support or a different approach;

- high quality early education and childcare is accessible to all children; and

- by 2014, children and young people who would currently have a statement of SEN or learning difficulty assessment will have a single assessment process and ‘Education, Health and Care Plan’ for their support from birth to 25. The new plan will afford parents the same statutory protection as the statement of SEN. All the services on which the child and their family rely would work together with the family to agree an ‘Education, Health and Care Plan’ which reflects the family’s needs and ambitions for the child’s future covering education, health, employment and independence. The plan will be clear about who is responsible for which services, and will include a commitment from all parties across education, health and social care to provide their services.
14. To work towards this:

- we will test how to reform radically the statutory SEN assessment and statement. Local pathfinders will explore the best replacement, including whether the voluntary and community sector could coordinate assessment and bring greater independence to the process; and

- before introducing the new single assessment process and ‘Education, Health and Care Plan’, for statements of SEN, we intend to reduce the time the current statutory assessment process takes and explore how to tackle delays in the provision of advice for the statutory assessment.

Giving parents control

15. Early intervention from all the services on which families rely is essential, but the effectiveness of this support is undermined if it doesn’t reflect each family’s unique circumstances. Parents know their child best. As well as giving their own love and care, parents rely on health services, early years settings, schools and other people to help look after their child and help him or her have a happy childhood and fulfil his or her potential. Disabled children and children with SEN may require a different approach in these health and education settings to their peers, or extra support from social care or specialist services. It is crucial to families that these services work well together and that parents are empowered to make decisions about their child. Unfortunately, this is not what many families experience.

16. Children, young people and their parents have a variety of different circumstances, but many families share a concern that the system can feel impenetrable, bureaucratic and inefficient, and does not sufficiently reflect their family life. Parents may feel that their choices are limited and their options don’t always meet the basic needs of their child. This is particularly the case where a child relies on specialist services or equipment – such as incontinence pads, computer software and wheelchairs – to support their physical and communication needs to help improve the quality of their life. These problems may also be compounded by disadvantage, and some parents might have poor health, live in poverty, or have difficult family circumstances on top of juggling a range of support for their child.

17. Our aim is to give parents more control over support for their child and family. This will mean ending the frustration, complexity and confrontation inherent in today’s system, which in itself can undermine family life. The proposals in this chapter are intended to extend parents’ influence, build their confidence in the system and minimise its adversarial nature, and would mean that:

- local authorities and other local services communicate a clear local offer for families to clarify what support is available and from whom;
• parents have the option of personalised funding by 2014 to give them greater control over their child's support, with trained key workers helping them to navigate different services;

• parents have access to transparent information about the funding which supports their child's needs;

• parents of disabled children continue to have access to a short break from caring while their child enjoys activities with their peers;

• parents have a clear choice of school; and

• if local authorities and parents disagree, they always try mediation first, to resolve problems in a less adversarial way than having to take their case to the Tribunal.

18. As first steps towards this aim:

• local authorities and health services will explore how to extend the scope of personalised funding;

• we will give parents the right to express a preference for any state-funded school, including Academies and Free Schools.

Learning and achieving

19. Parents’ confidence that their child’s needs are being met is vital to making the system feel less adversarial. A central piece of this jigsaw is the capacity and commitment of the education system to give every child and young person the chance to succeed. Every child, whether in a mainstream or special setting, deserves a world-class education to ensure that they fulfil their potential. Everyone who works with disabled children and children with SEN should have high expectations of them and the skills to help them to learn.

20. But the system doesn’t always work in the way it should for disabled children and young people and those with SEN. Too many face significant barriers to their progress and achieve less well than their peers at school and in further education. Disabled children and children with SEN are more likely to be bullied or excluded than their peers. They also tell us that they want to be educated by people who understand their impairments, without fear of being stigmatised by their peers and in an environment where poor behaviour is not tolerated.

21. To provide the best opportunities for all children and young people, we must confront the weaknesses of our education system. Children’s needs should be picked up as early as possible, but teachers tell us that they have not always had training to identify children’s needs, or to provide the right help. Head teachers have been overwhelmed with top-down initiatives rather than having the freedom to drive improvements.
22. Previous measures of school performance created perverse incentives to over-identify children as having SEN. There is compelling evidence that these labels of SEN have perpetuated a culture of low expectations and have not led to the right support being put in place.

23. In our Schools White Paper, *The Importance of Teaching*, we set out our vision to match the best education systems in the world. Building on that, our proposals in this Green Paper will mean that:

- teachers and other staff in schools and colleges are well trained and confident to: identify and overcome a range of barriers to learning; manage challenging behaviour; address bullying; and intervene early when problems emerge;
- schools will have additional flexibility to support the needs of all pupils, and will have additional funding to support disadvantaged pupils through the pupil premium;
- teachers feel able to identify effectively what a child needs to help them to learn and to plan support to help every child progress well, reflecting the specific needs of children with SEN and those who may just be struggling with learning and need school-based catch-up support which is normally available;
- parents have the information they need about how the school is supporting their child;
- schools are more clearly accountable to parents, governors and Ofsted; and
- special schools share their expertise and services to support the education, progress and development of pupils in other special and mainstream schools, leading to a greater choice of specialist provision.

24. To work towards this:

- we intend to tackle the practice of over-identification by replacing the current SEN identification levels of School Action and School Action Plus with a new single school-based SEN category for children whose needs exceed what is normally available in schools; revising statutory guidance on SEN identification to make it clearer for professionals; and supporting the best schools to share their practices. This will help teachers to spot quickly and accurately any barriers to learning and provide the right support to help each child progress;
- we will introduce an indicator in performance tables which will give parents clear information on the progress of the lowest attaining pupils;
starting with those judged by Ofsted to be outstanding, all maintained special schools will in due course have the opportunity to become Academies; and

parents and members of local communities will be able to establish new special Free Schools.

Preparing for adulthood

25. By 2015, all young people will continue in education or training until the age of 18. Schools and colleges play a key role in helping young people make successful transition to adulthood, but young people also need wider opportunities and support to make the most of their future and give them the best chance of a fulfilling adulthood with employment, good health and independence. However, many young people who are disabled or who have SEN can face additional challenges during their teenage years. Too often the opportunities and support available to disabled young people and young people with SEN fall short of what they need to make a successful transition to adult life.

26. Like school-aged children, young people who are disabled or who have SEN and their parents tell us that to get the help they need they have to cope with disjointed and confusing assessment processes from their local authority, school or college and health providers. Too often, professionals working with these young people are not encouraged to focus on young people’s ambitions for adulthood and how best to help them prepare. Such poor planning of support is exacerbated by a lack of choice and opportunities for young people: for example, a limited choice of entry-level courses in further education that do not build on what has gone before, or prepare young people for life and work; poor quality work experience; and a lack of supported employment opportunities to help them prepare for, find and retain work. In addition, the transition from children’s to adult health services is often badly coordinated, which can lead to a deterioration in young people’s health.

27. Our goal is for disabled young people and young people with SEN to have the best opportunities and support so that as far as possible they can succeed in education and their careers, live as independently and healthily as they are able to and be active members of their communities. For a small number of young people, independent living may not be possible, and their families may be anxious about their ongoing care responsibilities. For these young people, we want to ensure the best quality of life with support for them to fulfil their potential and support for their parents and carers.
28. We recognise the challenge of realising our ambitions, and we will take forward a programme of action across government and with local partners, setting out more detail by the end of this year, so that by 2015 disabled young people and young people with SEN will have:

- early and well-integrated support for, and advice on, their future as part of the proposed birth to 25 single assessment process and ‘Education, Health and Care Plan’, spanning education, health, social care, and support into employment;

- access to better quality vocational and work-related learning options to enable young people to progress in their learning post-16;

- good opportunities and support in order to get and keep a job; and

- a well-coordinated transition from children’s to adult health services, and we will explore the feasibility of annual health checks from GPs for all disabled young people from the age of 16.

Services working together for families

29. The reforms we set out in this Green Paper aim to provide families with confidence in, and greater control over, the services that they use and receive. For too many parents, their expectations that services will provide comprehensive packages of support that are tailored to the specific needs of their child and their family are not matched by their experiences, just as frontline professionals too often are hampered and frustrated by excessively bureaucratic processes and complex funding systems.

30. Rather than directing change from Whitehall, we want to make it easier for professionals and services to work together, and we want to create the conditions that encourage innovative and collaborative ways of providing better support for children, young people and families. The proposals in this chapter would mean that:

- by developing stronger local strategic planning and commissioning arrangements, local authorities and local health services will play a pivotal role in ensuring that children and young people with SEN or who are disabled receive high quality support, and that parents are able to make informed choices about what is right for their family;

- frontline professionals will have the freedom to work together to develop better services for children, young people and families; and

- the way in which services for children and young people with SEN or who are disabled are funded will facilitate integrated and collaborative approaches by local professionals, be more transparent to parents, and secure better value for money.
31. To work towards this we propose to:

- work with the health sector and with the new Health and Wellbeing Boards to consider how the needs of children and young people with SEN or who are disabled can best be taken into account through the Joint Strategic Needs Assessment, joint health and wellbeing strategies, guidelines and standards from the National Institute for Health and Clinical Excellence (NICE), and health service outcomes frameworks;

- work with the GP consortia pathfinders to explore the best ways of providing support for the commissioning of healthcare services for children and young people with SEN or who are disabled and their families;

- reduce bureaucratic burdens by simplifying and improving the statutory guidance for all professionals working with children and young people with SEN or who are disabled from birth to 25 so that it is clear, accessible and helpful, and withdrawing guidance that does not provide useful support to professionals;

- work with the educational psychology profession and local commissioners to review the future training arrangements for educational psychologists;

- encourage greater collaboration between local professionals and services and across local boundaries;

- extend the freedom and flexibility with which funding can be used locally;

- provide targeted funding to voluntary and community sector organisations that have a strong track record of delivering high quality services, and publish a national SEN and disabilities voluntary and community sector prospectus that will set out the key areas in which we will make further funding available to voluntary and community sector organisations;

- work with a group of local authorities to explore whether and how a national banded framework for funding provision for children and young people with SEN or who are disabled could improve transparency to parents while continuing to allow for local flexibility; and

- explore how the different funding arrangements for special educational provision pre-16 and post-16 might be aligned more effectively so as to provide a more consistent approach to support for children and young people from birth to 25.
Next Steps

32. The ambitious vision for reform set out in this Green Paper includes wide ranging proposals to improve outcomes for children and young people who are disabled or have SEN, minimise the adversarial nature of the system for families and maximise value for money.

33. This publication marks the start of a four month period of consultation and a period of testing proposals in local areas from September 2011. We will work across government and with local and national partners to set out detailed plans by the end of the year. This will form the basis for any necessary legislative changes to be taken forward from May 2012 at the earliest.
Version: 2.0
Date issued: May 2011
Prepared by: Terry Bryan (Head of Pupil Admissions & Exclusions) and Benn Huntley (CIS)
1. Introduction

This report is to inform Cabinet on the outcome of the primary school catchment area modelling exercise. The introduction of catchment areas for Tower Hamlets Community Primary Schools admissions for September 2013 onwards is the principal element of the proposed ‘Equal Chance’ system, which aims to improve access to community primary schools by matching school location and the number of pupils in each area.

2. Background

The demographic change across London, including rising birth rates and new housing developments is having a significant effect on the distribution of children and their admission to local schools at age 5. This is mainly in the east of Tower Hamlets causing an acute deficit of primary school places in the Isle of Dogs, South Poplar and Bow areas. Overall 95% of Tower Hamlets families obtain a place at a preferred primary school, but there are a significant number of families who are increasingly disadvantaged by the current admission process. For example, in the Isle of Dogs, the shortfall in places has meant that only 86% of families were able to obtain a place at their preferred primary school for September 2011, below the London average.

The 95% of families who obtain a preferred school place in the reception year travel an average walking distance of $\frac{1}{2}$ a mile (800 metres). This is well under the statutory distance of 2 miles (3.2km). The chart below gives a summary of this year’s reception intake and the average distance children travel to school by area.

<table>
<thead>
<tr>
<th>Area</th>
<th>Successful Applications</th>
<th>Average Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethnal Green</td>
<td>665</td>
<td>1312 metres</td>
</tr>
<tr>
<td>Bow &amp; Poplar</td>
<td>1154</td>
<td>701 metres</td>
</tr>
<tr>
<td>Isle of Dogs</td>
<td>362</td>
<td>835 metres</td>
</tr>
<tr>
<td>Stepney &amp; Wapping</td>
<td>714</td>
<td>477 metres</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2895</strong></td>
<td><strong>803 metres</strong></td>
</tr>
</tbody>
</table>

For families who are unable to obtain a place at a preferred school the nearest alternative is often some distance away. This has resulted in children in the Isle of Dogs and Poplar having to be placed at schools with vacancies in Bethnal Green and Wapping. The average distance travelled by these children is significantly further. The chart below sets out the numbers of children allocated (reserved) reception places this year and the average distance to the allocated school. It is evident that families in the Isle of Dogs and South Poplar are less likely to access a place at a nearby school. The average distance for children from the Isle of Dogs allocated a reception place is 4,171 metres (2.6 miles).

<table>
<thead>
<tr>
<th>Area</th>
<th>Allocations</th>
<th>Average Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethnal Green</td>
<td>18</td>
<td>876</td>
</tr>
<tr>
<td>Bow &amp; Poplar</td>
<td>58</td>
<td>1424</td>
</tr>
<tr>
<td>Isle of Dogs</td>
<td>55</td>
<td>4171</td>
</tr>
<tr>
<td>Stepney &amp; Wapping</td>
<td>27</td>
<td>970</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>158</strong></td>
<td><strong>2240</strong></td>
</tr>
</tbody>
</table>
Where the local authority is unable to provide a school place within 2 miles walking distance it is legally obliged to provide the child with home to school travel assistance. This is normally in the form of escorted school bus transport. The number of children being bussed to school has surpassed 300. When we include children who will start school in 2011/12, the cost to the local authority of school bus transport will reach almost 900k per annum. This cost is continuing to rise and it is anticipated that it will reach 1.2 million by the end of the 2012/13 school year.

As well as the equality and resourcing impact, bussing children to schools across the borough raises concern about the ‘barriers’ they present for parents to be suitably involved in the child’s education and the educational disadvantage caused to families and schools. The Council therefore has a moral and statutory obligation to change its school admission arrangements to try to provide fair and equal access to school for all children.

3. The Problem

The provision of primary schools in Tower Hamlets is not uniform or adequately matched to the demand across the borough. The consequence is oversubscription at schools in the east with the contrasting position at some schools in the west.

The conventional approach for dealing with a shortfall of school places would be to increase the number of places within particular schools or area(s). However, given the limited opportunity to increase provision on the Isle of Dogs in Bow and South Poplar in the foreseeable future, this would not address the problem. Even the planned school expansions through to 2013 will not prevent some families only having access to schools over two miles from their homes.

4. The Proposed Solution

It is necessary for the local authority to change the school admissions policy to address the disparity between children and school locations. This is proposed through the implementation of priority school admission (catchment) areas. Catchment areas will allow for a more ‘organised’ approach to the problem as they provide a framework within which to plan the provision of school places more coherently, taking account of factors such as:

- existing and future school locations
- average and statutory travelling distances;
- inward pupil migration;
- the impact of changes in neighbouring local authorities
5. Methodology for creating school catchment areas

As a starting point consideration was given to whether any of the existing geographic units could be used i.e. wards, postcodes, LAP areas etc. However these have had to be disregarded as they were not the ‘best fit’. Essentially, they do not allow successful matching of demand to supply of school places.

It has therefore been necessary to design the catchments from scratch with the aim of keeping the number of areas to a minimum. This ensures that the new system will be easier to understand and give families the option of being able to apply for a number of schools. It also supports the aim of achieving the following objectives:

- Create a pattern in pupil admissions that ensures a more even distribution across the available school place provision;
- Use geographical boundaries/obstacles as area boundaries to allow for safe walking journeys;
- Reduce the necessity for families who do not get a place at their preferred schools to have to attend school more than the statutory distance (two miles) from their home.

6. Data Sources

To establish a baseline for the cohort of reception age children in September 2013 (0-1 at Sept 2009), a data set was required that included both the number and location of children in the cohort. The most readily available data was the Mayhew population count. Other data was included because, although it lacked specific location detail, it proved useful for validating the numbers at ward and borough level.

The merits and limitations of each data set are explained below followed by a chart outlining their key sources of information.

**Mayhew nkm (neighbourhood knowledge model) count**

In 2009 Mayhew associates were commissioned by the local authority to produce a population count for Tower Hamlets using their own Nkm methodology. A snapshot of the population was created from the cross referencing of administrative databases, such as GP registers, council tax data and school rolls, to locate individuals at residential UPRN’s from the Local Land and Property Gazetteer (LLPG). This data set is said to provide the most accurate snapshot of the borough’s population as it is an actual count of residents and not an estimate. The data set available by Unique Property Reference Number (UPRN) is more detailed than at postcode level. And enables residents to be located at a specific property rather than on a street as with the postcode data.

The Mayhew database is currently a ‘one-off’, occurring in September 2009, so there is no historical data from this source to look at trends over time. It will be repeated in 2011 alongside the census to provide an independent verification of the numbers, though it is unlikely to be commissioned again after that.
Pupil Projections

To estimate how many of the children identified in the Mayhew population count would require a reception place in 2013 we have used an existing pupil projections model. This uses historical information on the proportion of births in the borough that have previously led to demand for school places and also incorporates the effect of planned housing developments. These projections have been used to inform the overall demand for reception places expected in 2013 and 2014 whilst the Mayhew data has been used as a proxy for location data.

GLA population projections

The Greater London Authority population projections are produced annually. These projections, based on assumptions about fertility rates, migration and planned building developments, were used to validate the projections for the overall school population.

School Census data

The spring School Census (submitted to the DfE to determine school/LA funding) was used to provide a count of the actual school populations. Location data was also available from this data source enabling the current position with pupil locations and school allocations to be examined. As this data gives the actual school population in any given year it was also useful to compare this with the population counts to ascertain the relationship between the child population, population estimates and the actual school population.

<table>
<thead>
<tr>
<th>Source</th>
<th>Mayhew Nkm</th>
<th>GLA 2009 Round SHLAA</th>
<th>School Census</th>
<th>Pupil projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>Count</td>
<td>Projection</td>
<td>Count</td>
<td>Projection</td>
</tr>
<tr>
<td>Historical data</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Projection data</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Repeatable</td>
<td>2011 only</td>
<td>Updated annually</td>
<td>Conducted annually</td>
<td>Updated annually</td>
</tr>
<tr>
<td>Geographic detail</td>
<td>UPRN</td>
<td>Ward</td>
<td>Postcode</td>
<td></td>
</tr>
</tbody>
</table>

Sources comparison

The Mayhew count gives higher figures for the cohort (0-1 year olds) than the GLA projections, although the figures for all other ages are very similar. The number of births in the year of the Mayhew count was in line with trends and was not exceptional. Mayhew associates have maintained that their count is the most accurate and there is little evidence to disprove this assessment.

The GLA projections and the Mayhew count give figures for school ages that are in excess of the school census. The pupils on roll figure is consistently 8 – 12% lower than the GLA projections due to some children being educated outside of the borough or privately.
This difference is slightly more pronounced at reception age as there is not a statutory requirement to be in education until age 5. A six year average of the difference equals 10.8%.

**Accounting for Voluntary Aided (VA) schools**

Of the 3,296 planned school capacity for 2013 reception, 611 places will be available at voluntary aided (VA) schools. The local authority is not the admission authority for VA schools, which are mainly faith schools. Their admission policies are set by their individual governing bodies. Places at VA schools will account for 18.3% of the overall school place capacity for reception in 2013.

There is no way of being certain from which locations children are likely to apply to VA schools, given that proximity is not the main admission criterion. However, the school census data shows that the intake of VA schools is borough wide, as illustrated in the map below.
Method

To account for the places at VA schools, we have taken the total capacity excluding the VA schools and worked out the percentage of this figure that each school accounts for. This percentage is then applied to the total capacity to obtain an adjusted figure for the pupils each school may have in its catchment area.

<table>
<thead>
<tr>
<th>School</th>
<th>Capacity/pupils</th>
<th>percentage</th>
<th>% excluding VA</th>
<th>Adjusted capacity excluding VA</th>
</tr>
</thead>
<tbody>
<tr>
<td>School A</td>
<td>90</td>
<td>54.5%</td>
<td>75.0%</td>
<td>124</td>
</tr>
<tr>
<td>School B</td>
<td>30</td>
<td>18.2%</td>
<td>25.0%</td>
<td>41</td>
</tr>
<tr>
<td>School C (VA)</td>
<td>45</td>
<td>27.3%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>165</td>
<td>100.0%</td>
<td>100.0%</td>
<td>165</td>
</tr>
<tr>
<td>Excluding VA</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This number is above the school’s actual capacity; however, this will be proportional to the extra capacity of the VA schools. This adjusted capacity figure can then be used in the calculation of the combined capacities of the catchment areas and then matching these areas to the pupil distribution.

7. Catchment Area Design

Taking account all of the above factors the proposed catchment design is made up of seven areas. The schools within each area are set out below along with a complete map of the catchment areas with community primary schools represented as ‘red’ circles and VA schools as ‘red’ triangles.

NB the map shows the catchment areas drawn to the borough boundary, but they will include areas within the boroughs of Hackney, Newham and the City for which a Tower Hamlets school is the nearest. This is to ensure that the local authority complies with the requirements of the ‘Greenwich Judgement’, which, in essence, prevents a local authority from having an admission policy which discriminates against children based on their LA of residence.

Schools in each of the proposed catchment areas

<table>
<thead>
<tr>
<th>Area 1</th>
<th>Area 2</th>
<th>Area 3</th>
<th>Area 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangabandhu</td>
<td>Chisenhale</td>
<td>Clara Grant</td>
<td>Bygrove</td>
</tr>
<tr>
<td>Ben Jonson</td>
<td>Malmesbury</td>
<td>Marner</td>
<td>Culloden</td>
</tr>
<tr>
<td>Bonner</td>
<td>Old Ford</td>
<td>Old Palace</td>
<td>Cyril Jackson</td>
</tr>
<tr>
<td>Cayley</td>
<td>Olga</td>
<td>Stebon</td>
<td>Lansbury</td>
</tr>
<tr>
<td>Globe</td>
<td></td>
<td></td>
<td>Manorfield</td>
</tr>
<tr>
<td>Halley</td>
<td></td>
<td></td>
<td>VA Schools</td>
</tr>
<tr>
<td>John Scurr</td>
<td></td>
<td></td>
<td>Mayflower</td>
</tr>
<tr>
<td>Marian Richardson</td>
<td></td>
<td>St. Agnes RC Catholic School</td>
<td>Woolmore</td>
</tr>
<tr>
<td>Redlands</td>
<td></td>
<td></td>
<td>VA Schools</td>
</tr>
<tr>
<td>Smithy Street</td>
<td></td>
<td></td>
<td>St. Saviours</td>
</tr>
<tr>
<td>VA Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guardian Angels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our Lady</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stepney Greencoat</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 7
Report on Proposed Model for Community Primary School Catchment Areas in 2013

<table>
<thead>
<tr>
<th>Area 5</th>
<th>Area 6</th>
<th>Area 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnhem Wharf</td>
<td>Bigland Green</td>
<td>Columbia</td>
</tr>
<tr>
<td>Cubitt Town Infants</td>
<td>Blue Gate Fields Infants</td>
<td>Elizabeth Selby</td>
</tr>
<tr>
<td>Harbinger</td>
<td>Canon Barnett</td>
<td>Hague</td>
</tr>
<tr>
<td>Seven Mills</td>
<td>Harry Gosling</td>
<td>Mowlem</td>
</tr>
<tr>
<td>VA Schools</td>
<td>Hermitage</td>
<td>Osmani</td>
</tr>
<tr>
<td>St. Edmund's</td>
<td>Kobi Nazrul</td>
<td>Stewart Headlam</td>
</tr>
<tr>
<td>St. Luke's</td>
<td>Shapla</td>
<td>Thomas Buxton</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VA Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Martyrs</td>
<td>William Davis</td>
</tr>
<tr>
<td>St. Mary &amp; St. Michael</td>
<td>VA Schools</td>
</tr>
<tr>
<td>St. Paul's (Whitechapel)</td>
<td>Christchurch</td>
</tr>
<tr>
<td>St. Peter’s (London Docks)</td>
<td>St. Anne’s</td>
</tr>
<tr>
<td></td>
<td>St. Elizabeth’s</td>
</tr>
<tr>
<td></td>
<td>St. John’s</td>
</tr>
<tr>
<td></td>
<td>St. Matthias</td>
</tr>
</tbody>
</table>

Priority Admissions (Catchment Areas)
The seven catchment areas are designed to address the objectives set out in Section 4, matching reception place provision with pupil distribution and significantly reducing the maximum distance a family would be required to travel to less than 2 miles.

Projected Capacity Requirements
The projected capacity requirements for the first two years of the proposed new system are set out in Appendix A. The projections on capacity requirements take account of planned school expansions and the additional places provided by the new Canary Wharf College Free School. High and Low estimates are given for capacity requirements to allow for the variance between projected pupil numbers and the actual figures from the school census in previous years, inward mobility, and possible changes in permitted building developments in future years.

8. Impact of School Catchment Areas

(i) Historical Offers
The attached Appendix B shows the effect that school catchment areas would have on historical offers. When applying the model to the historical applications over a four year period it is evident that 77% of offers would have remained unchanged. This rises to 83% when the model is applied to the 2010 reception year entry. There however, will be substantial variance to the 1st preference admissions for at least six schools. These schools are on the border of the proposed catchment areas and the change from the pattern of their current intake will be as a consequence of the local authority achieving the desired outcomes. At least two of these schools, Canon Barnett and Christchurch, should welcome this change as it could significantly reduce the size of their current ‘recruitment areas’ (which rely on bussed children) and ensure that they could fill their places with children who live nearer the school.

(ii) School Travelling Distances
Under the ‘Equal Chance’ System the distance travelled by 95% of families to school should not change substantially from the current average of ½ a mile (800 metres). However, the distance travelled by children allocated (reserved) a school place should reduce to less than 2 miles. At present the average distance travelled for children on the Isle of Dogs to an allocated school is 2.6 miles.

The overriding concern this year is that, although there are sufficient school places for all Tower Hamlets children, for whom applications were made by the closing date, 91 have had to be placed at a school over 2 miles away and 32 will travel greater than 3 miles to school. These numbers are likely to increase if, as expected, there is inward migration to Tower Hamlets.

(iii) School Transport Provision
The catchment area model creates the potential to reduce the distance to an allocated school. In most cases this will be well under two miles and expenditure on school transport would be significantly less. These annual costs are estimated to reach 1.2m by 2013, but would be less than 250k by 2016. This is explained further in Appendix C.
9. Conclusions

The establishment of catchment areas is central to the Equal Chance system. As outlined in the cabinet report, catchment areas alongside a ‘tiebreak’ criterion of random allocation would improve the process and create a fairer system for all. It is possible that the government might stop local authorities from using random allocation in the new Admissions Code, because of concern over the ‘social engineering’ effect it can have when used in a borough wide approach. However, this is not likely to affect Academies and Free Schools, and others that set their own admission policy, as they will still be able to use random allocation. Despite this, the local authority’s key proposal to establish school catchment areas will, on its own, considerably improve the chances of all Tower Hamlets children to attend a local primary school. If necessary, the local authority will seek to replace random allocation with an alternative ‘tiebreak’ criterion of equal effect.
### 2013 Projected Reception Capacity

<table>
<thead>
<tr>
<th>Area</th>
<th>LA Reception Capacity</th>
<th>% of LA places</th>
<th>High estimated capacity requirement</th>
<th>Low estimated capacity requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1</td>
<td>630</td>
<td>23.0%</td>
<td>-0.03</td>
<td>1.23</td>
</tr>
<tr>
<td>Area 2</td>
<td>240</td>
<td>8.7%</td>
<td>-0.06</td>
<td>0.43</td>
</tr>
<tr>
<td>Area 3</td>
<td>330</td>
<td>12.0%</td>
<td>-0.19</td>
<td>0.47</td>
</tr>
<tr>
<td>Area 4</td>
<td>435</td>
<td>15.8%</td>
<td>0.31</td>
<td>1.16</td>
</tr>
<tr>
<td>Area 5</td>
<td>255</td>
<td>9.3%</td>
<td>-2.72</td>
<td>-2.04</td>
</tr>
<tr>
<td>Area 6</td>
<td>360</td>
<td>13.1%</td>
<td>0.27</td>
<td>0.97</td>
</tr>
<tr>
<td>Area 7</td>
<td>495</td>
<td>18.0%</td>
<td>-0.19</td>
<td>0.81</td>
</tr>
<tr>
<td>Borough Total</td>
<td></td>
<td></td>
<td>-2.60</td>
<td>3.02</td>
</tr>
</tbody>
</table>

### 2014 Projected Reception Capacity

<table>
<thead>
<tr>
<th>Area</th>
<th>LA Reception Capacity</th>
<th>% of LA places</th>
<th>High estimated capacity requirement</th>
<th>Low estimated capacity requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1</td>
<td>630</td>
<td>22.5%</td>
<td>-0.71</td>
<td>0.58</td>
</tr>
<tr>
<td>Area 2</td>
<td>240</td>
<td>8.6%</td>
<td>-0.32</td>
<td>0.18</td>
</tr>
<tr>
<td>Area 3</td>
<td>330</td>
<td>11.8%</td>
<td>-0.56</td>
<td>0.13</td>
</tr>
<tr>
<td>Area 4</td>
<td>495</td>
<td>17.6%</td>
<td>1.85</td>
<td>2.72</td>
</tr>
<tr>
<td>Area 5</td>
<td>255</td>
<td>9.1%</td>
<td>-3.08</td>
<td>-2.39</td>
</tr>
<tr>
<td>Area 6</td>
<td>360</td>
<td>12.8%</td>
<td>-0.11</td>
<td>0.61</td>
</tr>
<tr>
<td>Area 7</td>
<td>495</td>
<td>17.6%</td>
<td>-0.73</td>
<td>0.29</td>
</tr>
<tr>
<td>Borough Total</td>
<td></td>
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<td>3.67</td>
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</table>

### Overall Capacity

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity</td>
<td>3236</td>
<td>3266</td>
<td>3296</td>
<td>3356</td>
</tr>
<tr>
<td>Projects</td>
<td>3281</td>
<td>3358</td>
<td>3374</td>
<td>3466</td>
</tr>
<tr>
<td>Shortfall</td>
<td>-75</td>
<td>-92</td>
<td>-78</td>
<td>-110</td>
</tr>
<tr>
<td>FE</td>
<td>-2.3</td>
<td>-3.1</td>
<td>-2.6</td>
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</tr>
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</table>

### Including Canary Wharf College

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity</td>
<td>3266</td>
<td>3296</td>
<td>3336</td>
<td>3396</td>
</tr>
<tr>
<td>Projects</td>
<td>3281</td>
<td>3358</td>
<td>3374</td>
<td>3466</td>
</tr>
<tr>
<td>Shortfall</td>
<td>-15</td>
<td>-62</td>
<td>-38</td>
<td>-70</td>
</tr>
<tr>
<td>FE</td>
<td>-0.5</td>
<td>-2.1</td>
<td>-1.3</td>
<td>-2.3</td>
</tr>
</tbody>
</table>
Impact of the catchment areas on historical offers

The following tables show the percentage of offers made in 2010/11 that would have still been possible had the catchment areas already been in place, as well as a 4 year average for 2007/8 to 2010/11.

<table>
<thead>
<tr>
<th>Tower Hamlets</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of offers still possible</td>
<td>1st Pref</td>
<td>Sibling</td>
<td>All offers</td>
</tr>
<tr>
<td>2010/11</td>
<td>84.8%</td>
<td>82.7%</td>
<td>82.6%</td>
</tr>
<tr>
<td>4 year average</td>
<td>80.1%</td>
<td>81.0%</td>
<td>77.1%</td>
</tr>
</tbody>
</table>

% of existing/historical offers that would have still been possible under the catchment area system (ordered by 1st preference offers).

<table>
<thead>
<tr>
<th>1st Pref</th>
<th>Sibling</th>
<th>All offers</th>
<th>1st Pref</th>
<th>Sibling</th>
<th>All offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kobi Nazrul*</td>
<td>12.4%</td>
<td>11.4%</td>
<td>11.9%</td>
<td>23.3%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Canon Barnett*</td>
<td>24.4%</td>
<td>31.7%</td>
<td>20.8%</td>
<td>27.3%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Malmesbury</td>
<td>47.8%</td>
<td>47.0%</td>
<td>47.2%</td>
<td>47.8%</td>
<td>45.0%</td>
</tr>
</tbody>
</table>

* Kobi Nazrul has a pre-existing catchment area, which would not remain the same under the new system, contributing to the low figure for unchanged offers.

* Canon Barnett for 2010/11 has 52 children travelling by LA provided transport (17.3% of all transport provision and 19.6% of children attending this school), based on provisional pupil census figures.

<table>
<thead>
<tr>
<th>1st Pref</th>
<th>Sibling</th>
<th>All offers</th>
<th>1st Pref</th>
<th>Sibling</th>
<th>All offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christ Church*</td>
<td>65.0%</td>
<td>73.3%</td>
<td>49.1%</td>
<td>69.2%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Globe</td>
<td>65.6%</td>
<td>67.4%</td>
<td>58.0%</td>
<td>76.2%</td>
<td>77.8%</td>
</tr>
<tr>
<td>Smithy Street</td>
<td>69.8%</td>
<td>71.4%</td>
<td>68.0%</td>
<td>80.4%</td>
<td>80.8%</td>
</tr>
</tbody>
</table>

* Christ Church for 2010/11 has 37 children travelling by LA provided transport (12.3% of all transport provision and 19.2% of children attending this school), based on provisional pupil census figures.

<table>
<thead>
<tr>
<th>1st Pref</th>
<th>Sibling</th>
<th>All offers</th>
<th>1st Pref</th>
<th>Sibling</th>
<th>All offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Scurr</td>
<td>70.7%</td>
<td>70.3%</td>
<td>65%</td>
<td>71.4%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Stewart Headlam</td>
<td>71.3%</td>
<td>78.3%</td>
<td>57.1%</td>
<td>69.0%</td>
<td>66.7%</td>
</tr>
<tr>
<td>William Davis</td>
<td>71.5%</td>
<td>88.9%</td>
<td>70.3%</td>
<td>92.0%</td>
<td>88.2%</td>
</tr>
<tr>
<td>Cyril Jackson</td>
<td>72.2%</td>
<td>74.1%</td>
<td>71.0%</td>
<td>78.2%</td>
<td>72.4%</td>
</tr>
<tr>
<td>Redlands</td>
<td>72.7%</td>
<td>73.0%</td>
<td>72.4%</td>
<td>80.4%</td>
<td>75.8%</td>
</tr>
<tr>
<td>Harry Gosling</td>
<td>72.7%</td>
<td>73.5%</td>
<td>69.6%</td>
<td>80.7%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Bigland Green</td>
<td>73.3%</td>
<td>68.7%</td>
<td>73.2%</td>
<td>78.6%</td>
<td>72.2%</td>
</tr>
<tr>
<td>St. Matthias</td>
<td>73.7%</td>
<td>79.4%</td>
<td>66.1%</td>
<td>85.7%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Hermitage</td>
<td>75.9%</td>
<td>85.1%</td>
<td>69.7%</td>
<td>86.8%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Arnhem Wharf</td>
<td>76.9%</td>
<td>82.6%</td>
<td>76.9%</td>
<td>86.5%</td>
<td>91.4%</td>
</tr>
<tr>
<td>Blue Gate Fields Inf</td>
<td>77.1%</td>
<td>74.6%</td>
<td>78.1%</td>
<td>79.0%</td>
<td>77.3%</td>
</tr>
<tr>
<td>Sir William Burrough</td>
<td>78.9%</td>
<td>72.3%</td>
<td>78.3%</td>
<td>85.4%</td>
<td>77.8%</td>
</tr>
<tr>
<td>Bonner</td>
<td>79.5%</td>
<td>78.6%</td>
<td>77.6%</td>
<td>79.0%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Osmani</td>
<td>80.0%</td>
<td>79.6%</td>
<td>72.4%</td>
<td>85.4%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Wellington</td>
<td>80.2%</td>
<td>77.1%</td>
<td>79.3%</td>
<td>77.5%</td>
<td>68.2%</td>
</tr>
<tr>
<td>School</td>
<td>1st Pref</td>
<td>Sibling</td>
<td>All offers</td>
<td>1st Pref</td>
<td>Sibling</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td>---------</td>
<td>------------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>Thomas Buxton</td>
<td>81.3%</td>
<td>89.2%</td>
<td>70.4%</td>
<td>82.9%</td>
<td>88.9%</td>
</tr>
<tr>
<td>Ben Jonson</td>
<td>81.3%</td>
<td>83.0%</td>
<td>77.8%</td>
<td>90.8%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Stebon</td>
<td>81.5%</td>
<td>83.0%</td>
<td>81.4%</td>
<td>78.8%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Bangabandhu</td>
<td>83.3%</td>
<td>82.1%</td>
<td>78.0%</td>
<td>91.3%</td>
<td>92.9%</td>
</tr>
<tr>
<td>Marner</td>
<td>84.3%</td>
<td>86.7%</td>
<td>86.1%</td>
<td>85.7%</td>
<td>86.1%</td>
</tr>
<tr>
<td>Mowlem</td>
<td>84.8%</td>
<td>86.6%</td>
<td>83.5%</td>
<td>88.9%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Marian Richardson</td>
<td>84.9%</td>
<td>84.7%</td>
<td>85.0%</td>
<td>83.1%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Harbinger</td>
<td>85.0%</td>
<td>76.9%</td>
<td>85.4%</td>
<td>95.2%</td>
<td>91.3%</td>
</tr>
<tr>
<td>Hague</td>
<td>85.6%</td>
<td>87.7%</td>
<td>86.4%</td>
<td>85.7%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Cubitt Town Infants</td>
<td>86.2%</td>
<td>85.2%</td>
<td>86.6%</td>
<td>87.8%</td>
<td>87.8%</td>
</tr>
<tr>
<td>Cayley</td>
<td>86.7%</td>
<td>90.8%</td>
<td>80.9%</td>
<td>88.0%</td>
<td>89.7%</td>
</tr>
<tr>
<td>Chisenhale</td>
<td>86.8%</td>
<td>94.4%</td>
<td>85.9%</td>
<td>97.4%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Mayflower</td>
<td>88.3%</td>
<td>89.9%</td>
<td>86.6%</td>
<td>95.6%</td>
<td>94.3%</td>
</tr>
<tr>
<td>Manorfield</td>
<td>88.7%</td>
<td>90.8%</td>
<td>88.1%</td>
<td>97.3%</td>
<td>96.1%</td>
</tr>
<tr>
<td>Virginia</td>
<td>89.2%</td>
<td>93.8%</td>
<td>89.2%</td>
<td>95.8%</td>
<td>92.9%</td>
</tr>
<tr>
<td>Olga</td>
<td>89.3%</td>
<td>81.5%</td>
<td>87.6%</td>
<td>89.7%</td>
<td>80.0%</td>
</tr>
<tr>
<td>Halley</td>
<td>89.3%</td>
<td>91.5%</td>
<td>89.5%</td>
<td>96.7%</td>
<td>92.3%</td>
</tr>
<tr>
<td>Old Ford</td>
<td>89.5%</td>
<td>89.9%</td>
<td>88.2%</td>
<td>95.3%</td>
<td>93.9%</td>
</tr>
<tr>
<td>Shapla</td>
<td>89.6%</td>
<td>87.7%</td>
<td>86.9%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>1st Pref</th>
<th>Sibling</th>
<th>All offers</th>
<th>1st Pref</th>
<th>Sibling</th>
<th>All offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lansbury Lawrence</td>
<td>90.4%</td>
<td>87.5%</td>
<td>90.2%</td>
<td>96.2%</td>
<td>95.5%</td>
<td>96.6%</td>
</tr>
<tr>
<td>Culloden</td>
<td>91.3%</td>
<td>95.0%</td>
<td>90.6%</td>
<td>94.9%</td>
<td>96.6%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Seven Mills</td>
<td>91.9%</td>
<td>91.3%</td>
<td>91.5%</td>
<td>96.6%</td>
<td>94.7%</td>
<td>96.7%</td>
</tr>
<tr>
<td>Clara Grant</td>
<td>92.8%</td>
<td>91.6%</td>
<td>92.8%</td>
<td>98.2%</td>
<td>97.1%</td>
<td>98.3%</td>
</tr>
<tr>
<td>Old Palace</td>
<td>92.8%</td>
<td>92.6%</td>
<td>93.0%</td>
<td>94.8%</td>
<td>94.9%</td>
<td>94.9%</td>
</tr>
<tr>
<td>Elizabeth Selby</td>
<td>93.9%</td>
<td>94.2%</td>
<td>85.2%</td>
<td>98.2%</td>
<td>95.0%</td>
<td>91.2%</td>
</tr>
<tr>
<td>Bygrove</td>
<td>93.9%</td>
<td>93.4%</td>
<td>93.6%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Columbia</td>
<td>95.2%</td>
<td>94.6%</td>
<td>95.3%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Woolmore</td>
<td>95.7%</td>
<td>94.2%</td>
<td>95.1%</td>
<td>95.8%</td>
<td>93.3%</td>
<td>96.6%</td>
</tr>
</tbody>
</table>
Transport Costs

The local authority is currently bussing 301 children at an estimated total annual cost for the year 2010/11 of £812,000.

Complete records are only available for 2009/10 and 2010/11, however, between these two years the number of children for whom transport was provided rose by 54.3% (from 195 children to 301) and costs have risen by 91% from £425,270 to £812,700.

The following table shows a summary of the information available from the transport records.

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual cost</th>
<th>Cost per day</th>
<th>Number of children</th>
<th>Number of vehicles</th>
<th>Average annual cost per child</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08</td>
<td>£81,134</td>
<td>£427</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2008/09</td>
<td>£265,817</td>
<td>£1,399</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2009/10</td>
<td>£425,270</td>
<td>£2,238</td>
<td>195</td>
<td>27</td>
<td>£2,181</td>
</tr>
<tr>
<td>2010/11</td>
<td>£812,700*</td>
<td>£4,300</td>
<td>301</td>
<td>44</td>
<td>£2,700</td>
</tr>
</tbody>
</table>

*Total cost for 2010/11 is estimated from current provision as of 15/04/2011.

The chart below shows the growth in the number of children and associated costs over the 4 school years that transport has been provided.

The number of children for 2007/08 and 2008/09 are minimums, taken from transport order start dates from the 2009/10 and 2010/11 transport records.
The number of children provided with transport in each year group increased between 2009/10 and 2010/11, except for the reception year which saw a fall of 17 pupils.

As children progress through school increases are seen in the number of children provided transport in each year group cohort as it moves in to the subsequent year group, as shown below.

Data at this level is not available for 2007/08 – 2008/09.

Based on a simple linear regression of the current cost trajectory, costs could reach almost £1m by 2011/12 and £1.2m by 2012/13.

Based on the available data for the proportion of transport provision required by each year group (2 year average) we can look at the effects on overall provision as the effects of a priority admissions area system feed through primary schools over 6 years.

At each subsequent year after implementation transport provision is required by one less year group and the average from 2009/10 to 2010/11 that the year group accounted for is deducted.
The effect of this reduction in transport provision is shown in the following table and chart.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of 2012/13 provision</th>
<th>Percentage reduction in provision over previous year</th>
<th>Number of year groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>100.00%</td>
<td>0.0%</td>
<td>7</td>
</tr>
<tr>
<td>2013/14</td>
<td>73.19%</td>
<td>-26.8%</td>
<td>6</td>
</tr>
<tr>
<td>2014/15</td>
<td>42.14%</td>
<td>-42.4%</td>
<td>5</td>
</tr>
<tr>
<td>2015/16</td>
<td>20.36%</td>
<td>-51.7%</td>
<td>4</td>
</tr>
<tr>
<td>2016/17</td>
<td>8.06%</td>
<td>-60.4%</td>
<td>3</td>
</tr>
<tr>
<td>2017/18</td>
<td>2.42%</td>
<td>-70.0%</td>
<td>2</td>
</tr>
<tr>
<td>2019/20</td>
<td>1.21%</td>
<td>-50.0%</td>
<td>1</td>
</tr>
</tbody>
</table>

Applied to the simple projected cost figure for 2012/13 given above, this reduction of transport need could have the following effect on costs to the local authority.

However, the unit costs of transport per child depend upon the number of children going to each school and the type of vehicle that can accommodate them (as shown in Appendix C(i)) and these costs range from £10-£29 per day. Therefore these figures are only approximate and also exclude any lead in time for transport under sibling criteria.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of 2012/13 cost</th>
<th>Projected cost</th>
<th>Reduction over previous year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012/13</td>
<td>100.0%</td>
<td>£1,200,000</td>
<td>0</td>
</tr>
<tr>
<td>2013/14</td>
<td>73.2%</td>
<td>£878,226</td>
<td>-26.81%</td>
</tr>
<tr>
<td>2014/15</td>
<td>42.1%</td>
<td>£505,645</td>
<td>-42.42%</td>
</tr>
<tr>
<td>2015/16</td>
<td>20.4%</td>
<td>£244,355</td>
<td>-51.67%</td>
</tr>
<tr>
<td>2016/17</td>
<td>8.1%</td>
<td>£96,774</td>
<td>-60.40%</td>
</tr>
<tr>
<td>2017/18</td>
<td>2.4%</td>
<td>£29,032</td>
<td>-70.00%</td>
</tr>
<tr>
<td>2018/19</td>
<td>1.2%</td>
<td>£14,516</td>
<td>-50.00%</td>
</tr>
</tbody>
</table>
Any lead in time for transport provided under the sibling criteria, would mean that further transport provision could be required after the full implementation of a priority area system. However, at present siblings account for 10.6% of all children provided transport and 5.6% of those in reception year, as shown in the chart below.
Transport provision - 2010/11

The map below shows the location of pupils provided with transport and the schools they travel to. The school size on the map is proportional to the number of pupils who travel there.

The number of symbols representing pupils does not equal the number provided transport (301) as where more than one pupil is transported from a single postcode, only one symbol is present.

Legend
- Pupils provided with transport

School/number of children
- 1
- 10
- 50

Transport provision - 2010/11

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Schools to which transport is provided (as of the 15th April 2011)
<table>
<thead>
<tr>
<th>School</th>
<th>Number of children</th>
<th>Number of vehicles</th>
<th>Cost per day</th>
<th>Estimated annual cost</th>
<th>Average cost per child per day</th>
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Corporate Health and Safety

London Borough of Tower Hamlets

CHILDRENS SCHOOLS AND FAMILIES DIRECTORATE HEALTH AND SAFETY POLICY

June 2011
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Part 1

Statement of General Policy

The Directorate of Children Schools and Families consider the health and safety of our staff, contractors, partners and users of our service to be an integral management responsibility that is of equal importance to all our other service and organisational commitments. To ensure that we manage our health and safety responsibilities effectively, we will endeavour to develop a positive safety culture within the Directorate that is both organised and effectively structured and implemented.

The Directorate will ensure that sufficient resources, both financial and otherwise, will be provided to implement this policy and its supporting organisational arrangements. We will ensure that competent health and safety advice is available to Directorate Managers and Head teachers.

We acknowledge that it is extremely important that there are satisfactory arrangements in place for employer and employee consultation on health and safety matters. We will establish, organise and support a management and staff represented Directorate health and safety committee and other supporting safe working groups. Senior management representatives will actively participate in the work of the Directorate safety committee. We will also support and encourage the formation of joint employer/employee health and safety committees in local Authority schools and other Directorate establishments. We will provide suitable and sufficient information, supervision, instruction and training to our managers and employees to ensure that we secure the health, safety, and welfare of our staff. We will also ensure that premises under the Directorate’s control are maintained in a safe condition. We will make arrangements to monitor and review our performance and also to implement appropriate management arrangements and controls to enable continuous improvement, so far as is reasonable practicable. This policy will be reviewed periodically.

SIGNED:………………………………………………Date:……………………

Isobel Cattermole
Acting Corporate Director of Children Schools and Families
Organisational arrangements:

2.1 Corporate Director

2.1.1 The health and safety duties of the corporate director are outlined within the corporate health and safety policy and this document should be referred to.

2.1.2 The corporate health and safety policy directs that Corporate Directors must appoint a second tier manager to lead on health and safety in the directorate and to appoint a Directorate safety liaison officer for disseminating health and safety information within the directorate. The service head (resources) has been appointed as the Directorate’s lead officer and will appoint the Directorates safety liaison officer.

2.2 The Directorate appointed second tier manager to lead on health and safety

2.2.1 The corporate director has appointed the services head resources to undertake the following health and safety responsibilities:

2.2.2 Lead officer for implementing a health and safety performance strategy and safe working culture within the directorate. To ensure that the arrangements and organisational procedures as described and outlined in this and the corporate health and safety policy, are implemented and adequate resources, both financial and otherwise, are made available to enable this.

2.2.3 Appoint a safety liaison officer to assist them with the distribution of safety guidance and information in the directorate and to organise an appropriate health and safety training programme for directorate staff and Head teachers. The corporate health and safety unit will assist with the organisation and delivery of training. The safety liaison officer is to keep records of safety training.

2.2.4 Will ensure that an officer is appointed in each directorate premise to perform the duties of ‘officer in control of premises’. He/She will oversee and be responsible for day to day health and safety matters in the premise.

2.2.5 To chair health and safety committee

2.2.6 Ensure Head teachers are advised on implementing a safety management system in their school, including advice on drafting school site specific health and safety policy, safety staff training and risk assessment training.

2.2.7 Satisfactory arrangements are in place to comply with corporate policies.

To this end, the service head resources has appointed the manager of the education building development group to lead on the implementation of these policies in the directorate. The service head resources in conjunction with the manager education building development group will be responsible for appointing suitably competent persons (as outlined in the management of
health and safety at work regulations and the regulatory reform fire safety order 2005) to assist them with discharging their functions under health and safety law.

Second and Third Tier Managers:

2.2.8 Second tier managers will ensure that an appropriate number of 3rd tier managers are trained to undertake risk assessments for work activities that are considered to pose significant risk. Adequate training will be provided to those appointed to undertake this role.

2.2.9 Second tier managers will ensure that any control measures identified in fire safety risk assessments are acted on and implemented within the premises under their control. It is the directorate policy for stage 1 fire safety risk assessments to be undertaken and completed by safety advisors attached to the corporate Health and Safety Team.

2.2.10 Third tier managers will ensure that all staff working within their service area receives adequate instruction, training and supervision to enable them to work safely in the directorate safety policy.

2.2.11 Second and third tier managers will ensure that adequate regard is paid to health and safety, particularly in the planning and development of new working methods, purchase and use of equipment, planning safe systems of work etc.

2.2.12 Third tier managers must assess the need for staff to attend appropriate health and safety training. Safety training will be assessed as part of staff member’s personal development and review plans (PDR’s) each year and third tier managers will ensure that the staff member attends any training required within the timescale set.

2.2.13 Second and Third tier managers also have the following duties:

• By co-operating with appointed health and safety representatives in the workplace.
• Attending safety committees and safe working groups as required.
• Ensuring that all reports regarding near misses, safety hazards, incidents and accidents reported to them that are within their area of control are investigated without delay and action taken to prevent recurrence.
• By completing accident/incident reports and submitting them to the appropriate Directorate Health and Safety Coordinator.
• Seeking advice from the Directorate Health and Safety Coordinator on any health and safety issues/concerns.
2.3 School Governors
PUPIL HEALTH AND SAFETY

2.31 Health and safety responsibilities derive from the Health and Safety at Work, etc. Act 1974 and the associated Management of Health and Safety at Work Regulations 1999. Pupils are protected by the duties imposed because they are affected by an employer's undertaking or are using school premises. The legislation requires employers to assess and manage risk and is usually enforced by the Health and Safety Executive (HSE) in respect of schools.

Who is responsible for pupil health and safety?

2.32 Responsibility for the health and safety of pupils lies with the governing body of the school, either as the employer of school staff or because it controls school premises (or both). Where the governing body does not employ school staff, the Local Authority (LA) has responsibilities as the employer.

Employers

2.33. Who the employer is varies with the type of school. The employer is:

- the LA in community schools, special schools, voluntary controlled schools, maintained nursery schools and pupil referral units;
- the governing body in foundation schools, foundation special schools and voluntary aided schools.

2.34. The employer must ensure, as far as is reasonably practicable, that pupils are not exposed to risks to their health and safety in school and during off-site visits. The employer must have a health and safety policy and arrangements to implement it. Key elements of a policy are listed in Health and Safety: Responsibilities and Powers (DfES 2001). The employer must assess the risks of all activities, introduce measures to manage those risks and tell their employees about the measures.

2.35 The employer, whether the LA or governing body, has the power to ensure that its health and safety policy is carried out. It must provide health and safety guidance to the school and ensure that staff members who are delegated tasks such as risk assessment and risk management are competent to carry them out. If risk assessment shows training is needed the employer must make sure this takes place. The employer cannot fulfil its statutory duty unless it monitors how well its schools are complying with its policy.

2.36. An LA has no responsibilities for, and no power to intervene in, pupil health and safety in schools where the governing body is the employer, except where safety (not health) is threatened by, for example, a breakdown in discipline. See Health and Safety: Responsibilities and Powers (DfES 2001).

Governing bodies

2.37. In all schools, the governing body controls the school premises (subject, in some cases, to the direction of the LA). Even if they do not employ school staff, governing bodies, to the extent that they control school premises, must take all reasonable measures to ensure that the premises and equipment on the premises are safe and do not put the health of pupils at risk while they are on
the premises. The governing body (and headteacher) of a community, voluntary controlled, community special and maintained nursery school must comply with any directions given by the LA concerning the health and safety of persons in school, or on school activities elsewhere.

The Chairs of the governing bodies should take steps to discharge their own responsibilities for health and safety performance in school. Some of the principle responsibilities are given below:

- Ensure that Head teachers have made adequate arrangements to discharge their responsibilities for health and safety within the school as detailed below.
- Take an active role in the development of the health and safety policy for the school that reflects local procedures and policies.
- In conjunction with the Head teacher, provide a monitoring role for the school for health and safety performance. Any inspection reports should contain the following:
  - action allocated to individuals who are responsible for the function
  - time limits set for action
  - remedial action to deal with the problems identified
  - identification of any long term action required in order to address underlying causes of problems
- Ensuring that health and safety issues are covered at meetings of governing bodies, either through a special meeting or a standard agenda item. This should include discussion of any safety reports or information issued to the Head teacher by London Borough of Tower Hamlets.
- To provide information to London Borough of Tower Hamlets on Health and Safety matters when requested.
- To ensure adequate resources are given to safety issues.
- To review performance periodically.
- To ensure that safety training is given priority for both governors and staff.

2.4 Head teachers/Managers

In a managerial role, the Headteachers are responsible for ensuring that the Directorate’s Health and Safety Policies are adhered to within the school. Headteachers are considered to operate at second tier level and will be responsible for undertaking similar duties and responsibilities in the school environment as listed in section 2.2.

In particular, Headteachers are responsible, so far as is reasonably practicable, for:

- Ensuring that all full and part-time employees under their control, including part-time youth leaders and adult education tutors, carry out their work so as to avoid, so far as is reasonably practicable, risk to the health or safety of pupils, students, employees, or any member of the general public.
• Ensuring that health and safety is an integral part of the management of the school. This will include setting of objectives as part of a planned approach to full legislative compliance. Producing and updating, as necessary, a school health and safety policy document which details arrangements with respect to implementing local policies and procedures in school.

• Ensuring that all staff are aware of any literature and follow any instructions or procedures issued by London Borough of Tower Hamlets relating to health and safety.

• Where appropriate, nominating staff to be responsible for specific aspects of health and safety and ensuring that all staff are aware of such delegations, and are competent in completing this role.

• Ensuring that only appropriately qualified and experienced members of staff supervise potentially hazardous activities.

• Ensuring that there are adequate arrangements for the supervision of pupils at all appropriate times.

• Ensuring that adequate arrangements exist for the reporting of accidents and potential hazards, and that such reports are forwarded to London Borough of Tower Hamlets Health and Safety in a timely fashion to ensure RIDDOR reportable accidents are reported to the HSE within the required time frame.

• Ensuring that adequate arrangements exist for emergency evacuations and that all staff and pupils are aware of such arrangements.

• Ensuring that fire safety advice forwarded by London Borough of Tower Hamlets Health and Safety is adhered to, and that all reasonable precautions are taken by staff to minimise the risk of fire. Fire Risk Assessments should also be managed by reviewing and updating the fire risk assessment and any recommendations are acted on by completing an action plan to address these recommendations.

• In liaison with the Building and Technical Department, carrying out procedures to ensure that only competent contractors are brought onto school sites to carry out works.

• In liaison with the Building and Technical Department, making adequate arrangements for the site induction of any contractor brought onto the site so that the activities do not interfere or cause a risk to the safety of staff and children on site.

• Immediately informing London Borough of Tower Hamlets of any unsafe practice or condition arising from the work of a contractor on the site, which may endanger the health or safety of staff, pupils or members of the general public.

• Ensuring that all staff are fully aware of any asbestos material in the school and make arrangements to ensure that no person brought onto site is exposed to risks from asbestos. Any asbestos that is disturbed should be reported to the Health and Safety Unit and staff and pupils removed from its vicinity.
• Ensuring that all defects and unsafe conditions are reported to the Health and Safety Coordinator.

• To consult with school safety representatives on all matters that arise relating to the health, safety or welfare of staff under their control and take appropriate action in response to reports received.

• Ensuring that members of staff receive adequate health and safety information, instruction and training with respect to their work activities.

• To ensure that induction and any training identified as part of the risk assessment process are included.

• Ensuring that risk assessments have been completed and are regularly reviewed for all activities on site as required by health and safety legislation.

• Maintaining appropriate safety records in accordance with London Borough of Tower Hamlets.

• Ensuring that all purchases have been assessed for suitability and compliance with the Provision and Use of Work Equipment Regulations 1998.

• Making suitable arrangements to ensure that all plant and equipment is maintained in safe and serviceable condition.

• Maintaining the routes for communication of health and safety issues, e.g. safety committees and/or safety groups. Maintaining the written communication routes for safety issues, for example distribution of notes of meetings, updating safety manuals and school safety policies.

• Ensuring adequate liaison with the Health and Safety Team and the Occupational Health Unit, as required.

• Ensuring that the health and safety standards and compliance with procedures are adequately monitored.

Reviewing the health and safety performance of the school on a regular basis in conjunction with the school governing body

2.5 Heads of Department

The Health and Safety at Work Act requires all supervisors to accept responsibility for the safety of processes under their direct control. In order to achieve this objective Heads of Departments are responsible to the Headteacher, so far as is reasonably practicable, for:

• Ensuring that all members of staff in the department are aware of any safety precautions to be taken when undertaking potentially hazardous activities.

• Ensuring that the curriculum of the department includes instructions in the correct and safe methods of carrying out potentially hazardous activities.
• Ensuring that the curriculum of the department does not involve staff and pupils in procedures likely to cause accidents.

• Ensuring that all equipment and machinery is maintained in safe and serviceable condition, and defective equipment not used until the necessary repairs have been carried out.

• Ensuring that competent members of staff carry out risk assessments for all the activities within their control. These assessments should cover general risks as well as the specific risks involved with the teaching and supervision of children. Consideration should be given to the use of hazardous substances, provision of personal protective equipment and selection of work equipment. Generic risk assessments are being revised centrally and will be issued to all the schools.

• Ensuring that all members of staff under his/her control adhere to all relevant aspects of the Safety Policy.

• Reporting all potential hazards to health or safety and all accidents to the Headteacher.

2.6 Senior Technicians

In respect of laboratory and workshop technical staff the Senior Technician is responsible for:

• Ensuring that all members of staff working in laboratories or workshops are aware of any safety precautions to be observed when undertaking potentially hazardous procedures.

• Ensuring that only appropriately trained members of staff use potentially hazardous chemicals, equipment or machinery.

• Ensuring that members of staff wear appropriate protective clothing.

• Reporting all accidents to the Headteacher or Head of Department and ensuring that the appropriate accident report form(s) are completed.

• Reporting any faulty equipment or machinery or potential safety hazards to the Head of Department.

2.7 Duties of Employees

Directorate employees have a duty to take reasonable care for the health and safety of themselves and others who may be affected by their acts or omissions (failure to act) at work. In order to facilitate the operation of this policy, employees must:

• Co-operate with management on all matters concerning health and safety and attend training sessions when required to do so.
• Correctly use / operate all work equipment, items etc., provided by the Council in accordance with the training and instructions given. Employees must ensure that they know how to use equipment safely before the equipment is put into use and to always leave plant and equipment in a safe
• Inform their supervisor or line manager immediately of any hazardous situation which they believe might present serious or imminent danger.
• Notify their supervisors or line managers of any shortcomings in the Health and Safety arrangements, even when no immediate danger exists, so that appropriate remedial action can be taken.
• Use and maintain any protective clothing or safety equipment or devices provided in accordance with instructions given. Reporting any defects to their manager should the clothing or equipment is lost, damaged or become defective.
• Follow any code of practice or safe working procedures relevant to work activity and adhere to any verbal or written instruction given on Health and Safety matters. Failure to comply with any verbal or written instruction given in order to comply with arrangements of the policy, or any wilful contravention of a safe working practice, or risk assessment, could lead to disciplinary action being taken.
• Report any accident, near miss or equipment damage immediately to the Supervisor and ensure that an entry is made in the accident report book.
• Must not indulge in reckless or careless behaviour.
• They must not consume any alcohol, drugs or substances that will impede their ability to work safely. Where employees are prescribed medication and are required to drive or operate machinery in the course of their employment, they should seek the advice of their General Practitioner.

2.8 School Site Manager/Caretaker

Premises managers/site managers/caretakers are those persons who would normally have a responsibility for ensuring the safety, security and maintenance of the premises occupied by the Council. In some premises there will be specific designated roles with premises management responsibilities written into the job description, in others and particularly in corporate offices, there will not. In these cases the most senior officer based at the premises is responsible for ensuring it is appropriately managed. Site managers/caretakers should only be used for general day-to-day, low risk repairs and maintenance to buildings. The work would not normally require the use of specialist tools, materials or specialist knowledge. In the workplace the person undertaking the activity must be competent. To be competent, a person must have the necessary skills, knowledge, experience and where applicable training, to carry out a particular activity in a safe manner and to fully appreciate his/her own limitations. In the unfortunate event of an accident, competence may be rigorously examined.

All work carried out by a caretaker/site manager must be properly risk assessed, prior to the work commencing, by a competent person and the risk assessment recorded. The Head teacher/manager if have any concerns about the nature of the work in relation to the competence of the caretaker/site manager, you are strongly advised to seek the services of a competent building contractor, preferably from the councils selected approved list. It should also be noted that the individual caretaker/site manager should be fully aware of their own limitations in that if they have any health and safety concerns over a certain work process or request they should discuss this with their line manager or Head teacher prior to any works. All work must comply with the statutory requirements of the Health and Safety at Work etc Act 1974, and its associated Regulations and their Approved Codes Of Practice and guidance. There are many regulations covering a wide range of topics. Amongst the issues most likely to require consideration for the type of work in question are: manual handling, working at height, work in confined spaces, contact with underground and overhead services, contact with hidden services.
(e.g. in walls), personal protective equipment, general construction safety and work equipment standards, use of hazardous substances, and exposure to asbestos, lead, dust, noise, electricity and hand-arm vibration. *(This list is by no means exhaustive).*

All work should be adequately resourced and sufficient time allocated for its completion. It is unreasonable and unsatisfactory to expect or allow works to be undertaken with inadequate or unsuitable tools, materials or equipment, or to expect work, which should be undertaken by two or more people, to be carried out by just one person. This should be highlighted in the risk assessment, followed by a method statement, concluding in a safe system of working. It is a legal requirement that, where appropriate, personal protective equipment (PPE) should be issued to and worn by caretakers/site maintenance staff.

Premises management duties would normally include:

- Assisting the Head teacher in assessing the recommendations from the fire risk assessment and contributing to ensure a stage 2 report in complete for the fire risk assessment. To assist the Head teacher to ensure evacuation procedures are in place including for persons who require assistance during an emergency evacuation and the adequate provision of appropriately trained staff to enact evacuation.
- Ensure that fire safety equipment is adequately maintained and tested in accordance with statutory requirements and Council policy.
- Undertake risk assessments for all maintenance work and to keep a log of risk assessments.
- To ensure you are aware of the school asbestos management plan, and to have a copy of the asbestos Survey.
- The management of legionella controls at the premises in line with the Council’s policy on this area.
- Undertaking premises inspections to ensure maintenance and safety issues are monitored and identified for action as appropriate.
- Facilitate and monitor the work of contractors whilst on the premises.
- Act as the main point of contact for Building and Technical Services Department (Bats), including liaising over the work arranged through the Bats department.
- Ensure that all premises related plant and equipment are adequately maintained and tested in accordance with statutory requirements.
- Ensure that the fixed electrical system and portable electrical equipment are adequately maintained and tested in accordance with statutory requirements and Council Policy.
- Attend corporately and departmentally provided training relevant to their role, and to keep on file at the school your record of training/competence in ensuring you can complete your safety roles and responsibilities.
2.9 Directorate Health and Safety Coordinator

The Directorate Health & Safety Coordinator will provide a health and safety advisory service to the Corporate Director, Directorate senior management team and Headteachers. The Directorate Safety Advisor will:

- Advise the Corporate Director, senior managers and Headteachers on planning for health and safety, as and when requested.
- Advise the above managers / Headteacher on the action needed to be taken to comply with any changes in legislation and HSE best practice, London Fire Brigade, Environment Agency legislation and guidance etc. The Coordinator will also ensure that satisfactory arrangements are in place for liaison with these statutory authorities.
- When requested, the Coordinator will assist the Corporate Director, senior managers and Headteachers etc. with producing Directorate / school specific safety policies, safe working procedures, guidance notes and complex risk assessments etc.
- Advise Headteachers and school governors on all matters relating to health and safety.
- Conduct health and safety inspections of Schools and Directorate establishments, advise on any action required and bring to the attention of the Headteacher (or appropriate manager) any hazardous situation or unsafe practice.
- Suspend any work or process, in the absence of the contract supervising-officer, where in the Safety Adviser’s opinion there is a high risk of serious injury or damage to property.
- Investigate, in conjunction with Occupational Health where appropriate, accidents, incidents and dangerous occurrences and make recommendations to prevent recurrence.
- Notify the Health and Safety Executive of all accidents, ill health conditions and dangerous occurrences etc. in order to comply with statutory requirements made in the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations. To forward copies of such documentation to the Corporate Health and Safety Team, in order that the information can be recorded onto the Corporate accident / incident database and the information used to for submission to the Council’s Joint Health and Safety Committee in the form of a accident / incident statistical report.
- Ensure that a six monthly analysis of accident statistics are produced and presented to the Directorate management team and safety committee.
- Advise the Directorate’s management team on training requirements, in order to ensure compliance with health and safety legislation and best practice.
- Attend safety committees as an ex-officio member and other Directorate safe working groups when required.

2.10 Directorate Safety Liaison Officer

- The appropriate second tier manager will ensure that an officer is appointed to undertake the duties as described in part 2, section 7, of the Council’s Corporate Health and Safety Policy, as listed below:
• The appointed Safety Liaison Officer will co-ordinate the dissemination of health and safety information and documentation etc. to schools and other educational establishments, particularly with respect to the formal arrangements for implementing the Directorate and Corporate Health and Safety Policies.

• This officer will also ensure that a document distribution system is kept which identify appropriate Managers and their service areas and that this list is updated regularly.

• This officer will ensure that any Health and Safety information received by the Directorate is disseminated to the appropriate managers or Headteachers.

• This officer will, if requested, attend and actively participate in the workings of the Corporate and Directorate Safety Committees.

2.11 Responsibilities of Officers-in-charge of premises

• The appropriate service head or Headteacher (as applicable) will appoint an ‘Officer-in Charge of premise’ in each Directorate or school premise. The Officer’s duties are detailed in part 2, section 8, of the Council’s Corporate Health and Safety policy and are as listed below:

• These officers will establish the actions to be taken in the event of a fire, bomb alert or other emergency. These procedures must include the method of raising the alarm, summoning the Fire Brigade / Police etc. and evacuating the school or building to a designated emergency assembly area. These procedures must be documented and brought to the attention of all employees and must include arrangements for visitors and contractors etc.

• To ensure (so far as reasonably possible) that all managers and staff based at the premise or school attend basic fire awareness training and that staff appointed to assist with the evacuation of the premises (fire, bomb threats etc.) receive training in their duties and responsibilities.

• At six-monthly intervals, these officers will arrange for the undertaking of fire drills in the school or premises, in order to test the effectiveness of the emergency procedures and arrangements and take appropriate action to correct any shortfalls identified.

• To ensure satisfactory arrangements are in place for the provision and maintenance of fire-fighting equipment, testing and maintenance of fire alarm systems, emergency lighting etc.

• To ensure that the school / premises fire alarm system is tested on a weekly basis.

• To ensure that fire exits and fire doors are maintained in good working order and fire exits and escape routes are kept clear of obstructions.

• To ensure there is sufficient equipment and facilities for administering first aid treatment.

• To ensure the prompt notification of any defects in the premises or equipment to their senior manager or landlord [as applicable]. Where appropriate, they must ensure that an appropriate works order is raised and issued, in order that defects can be rectified. The person in control of the school or premises must ensure that the Council’s Financial Regulations are strictly adhered to. The nominated officer will remove from service or isolate any defective equipment or area and take appropriate measures to warn others of the potential risks. The nominated officer must familiarise themselves with the layout of the buildings and any hazards present. This would include DT or other workshops, laboratories, location of asbestos containing materials, electrical switch-gear, gas boilers and other gas-fuelled apparatus storage of hazardous materials etc. in order to co-ordinate suitable protective measures and maintenance regimes etc.

• To arrange for the adequate supervision of contractors, working at the school or premises. To ensure that contractors are notified of any hazard appertaining to the premises i.e. asbestos containing materials, power or gas supplies, hazardous chemicals or gases etc.
2.12 Appointment of competent persons

- In accordance with the Management of Health and Safety at Work Regulations and other legislation, the Directorate must appoint competent persons to assist with the implementation of safe working procedures and statutory functions—such as the control of asbestos, gas safety, electrical safety, fire safety, COSHH, legionella control etc.
- Such persons may in whole or part; either facilitates and / or implements the employer’s arrangements for complying with his statutory duty.
- The Directorate will ensure that any competent person appointed will receive sufficient instruction and training [including continuation or refresher training] to enable them to satisfactorily achieve their undertaking.

2.13 Health and Safety Committee

ARRANGEMENTS FOR STAFF CONSULTATION

In order to ensure effective staff consultation the Directorate has established a Directorate-wide Safety Committee. The objective of the safety committee is to promote co-operation between management, trade union representatives and employees in instigating, developing and monitoring arrangements to ensure the health and safety of employees.

The committee will be concerned with directorate specific policy/management issues, monitoring policy issues, safety procedures, strategic safety policy issues, safety systems or the application of regulations generally applicable to the directorate. The committee will meet on a quarterly basis.

The Terms of Reference for the safety committee will be:

- To examine accident/incident and notifiable diseases statistics so that unsafe practices and unhealthy conditions can be identified, commented on and recommendations for corrective action agreed.
- To examine safety audit reports and where necessary, nominate members of the safety committee to conduct safety inspections and report back.
- To examine reports submitted by the directorate health and safety coordinator, or Head of Risk Management, Insurance manager, or other specialist officers involved with the management of safety or safety related issues.
- To consider reports and factual information provided by the Health and Safety Executive, including guidance, approved codes of practice, and any improvement or prohibitions notices from HSE inspectors.
- To consider safety related reports and information from the Department for Education (DFE)
- To consider reports submitted by safety representatives. Safety complaints should be dealt with through the normal procedures, ie via the line manager to senior management. If a safety complaint cannot be satisfactorily resolved through this process, it may be raised at the safety committee, which will make recommendations for resolution.
- To monitor and comment on the adequacy of health and safety communication and publicity in the work place
- To assist in the development of safety rules, procedures and safe systems of work, including review of codes of practice. Concerned with strategic issues such as the formulation of policies and procedures.
- To monitor and comment on the effectiveness of the safety content of employees training
- Setting targets, including assessing and measuring safety performance.
- To receive copies of corporate health and safety guidance and information notes and comment on the content, prior to their adoption.
- To consider any improvement and prohibition notices issued on the Directorate by any of the Enforcing Authorities.

**Membership of the directorate safety committee**

The corporate director or their nominee should chair the committee.

Management representation should include a representative at a senior level from each service area, this representation must have sufficient authority to be able to agree on action to be taken involving their department/section without having to routinely refer back to the management team for agreement. Otherwise the working of the committee will be delayed and as a result lose impetus. Therefore it would be advisable for the directorate representatives to be a member of the Directorate’s management team to agree to procedures or initiatives on health and safety.

The trade union representatives should comprise a nominated representative from each recognised union.

The number of management representatives should not exceed the number of employee representatives.

**Ex-Officio Members**

The Directorate Safety Coordinator shall attend as ex-officio. Other professional/specialist staff can be requested to attend if required by the agenda items.

**Deputies**

Where possible the names of persons who will attend in the absence of a member should be agreed in advance. When deputies are sent it is the member’s responsibility to ensure that their deputy is sufficiently briefed on the agenda and previous agenda items to allow the committee to operate efficiently.

**Conduct of the committee**

Management shall provide the venue and committee support services including minute taking and preparation of agenda.

The committee will meet on a quarterly basis with the date of each meeting agreed three months in advance. The committee will meet on the same day and time. Items for inclusion on the agenda should be submitted at least 10 days in advance of the meeting.

Agendas should be sent to all members one week in advance of the date of the meeting. Minutes should be taken and copies sent to all members within ten days of the meeting. Late items should only be submitted in consultation with the Chairperson or vice chairperson.

The composition and where possible names of committee members, should be posted on staff notice boards with dates and venue of meetings, agenda and minutes.

*All health and safety coordinators to ensure co-ordination and co-operation on health and safety matters across the directorates.*
3.1 Safety Arrangements

Schools and other establishments a model health and safety policy has been completed to ensure consistency in policy and practice. It has a detailed safety arrangements section specifically for these establishments.

Directorate Safety Procedures

The following, details the arrangements for the directorate, as requested and guided from the corporate Health and Safety policy.

Risk Assessments
The directorate is committed to taking a ‘risk assessment’ approach to all its undertakings. Consistent with the Management of Health and Safety at Work Regulations 1999 a detailed procedure has been produced by the corporate Health and safety Section.
This document shall be used as the main reference with regards to training and procedural guidance.
Risk assessments will include the generic assessment of routine work activities that are undertaken on a day to day base and do not vary, as well as the specific assessment of complex work activities, including those that must be assessed under specific regulations.
Risk assessments must be reviewed periodically, or immediately in the event of an accident, dangerous occurrence or near miss occurring and following changes in the work activity, premises or on the introduction of new machinery or equipment.

Action to be taken in the event of an Accident/Incident
For the directorate to comply with the Reporting of Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) the following action should be taken in event of an accident. This is to ensure that appropriate reporting and recording procedures are carried out in time.

1. Make an entry in your own establishment’s accident book (the employer is obliged to keep and maintain for social security purposes, under the requirements of the act, accident/incident report books must be kept for a period of three years from the date of the last entry.)
2. Complete the Accident and Incident Report Form, sections 1 to 7 to be completed by the injured person(ip) or on their behalf.
3. Section 8 of the AIR form to be completed by the supervisor or manager. To satisfy themselves that any investigation has been carried out and control measures have been implemented to prevent any reoccurrence.
NOTE FOR SCHOOL/EDUCATION ESTABLISHMENTS – common sense approach should be used to
decide what accidents and incidents require inputting onto AIR forms. Not every playground bump and
scrape requires recording onto the AIR forms, even though they should still be recorded on your schools
internal accident book. All injuries due to defective premises and equipment to be reported. All injuries
that are more than a bump and scrape to be reported on AIR forms, and all other reportable injuries as
listed on the AIR forms to be reported, including minor injuries that are more than playground bumps.

5. Send the AIR form to directorate Health and Safety Coordinator immediately
6. Any reported ill health condition arising from work activity, must be reported to the councils
occupational health section by the appropriate manager.
7. It should be noted that the accident investigation should commence as soon as possible after the
occurrence, whilst the accident/incident details are still fresh in the minds of the persons involved
8. If the establishment has a union-appointed safety representative, they should be informed of all
serious accidents/incidents involving members of staff.
9. Violence at work, either threat or actual assault, must also be recorded, and investigated by the
appropriate manager.

Fire Safety Procedures

All Directorate employees shall receive suitable and adequate instruction and training as to the correct
action to take in the event of fire within any of the directorate premises.

In Directorate premises, the Manager nominated as being “in control of the premises”- will ensure that
there are adequate arrangements in place for the action to be taken in the event of fire. These
arrangements will be brought to the attention of all staff, contractors and visitors. Fire instructions / fire
action notices shall be posted adjacent to all fire alarm break glass call points. Fire evacuation drills will
be conducted at least twice per year at six-monthly intervals

Procedures for the action to be taken in the event of fire must include

• The method of sounding the alarm if a fire is discovered

• What to do if the fire alarm is sounded

• Who is responsible for telephoning the Fire Brigade?

The person responsible for calling the Fire Brigade must ensure that:

• The Fire Brigade is called promptly, in a calm and controlled manner

• That they give the Fire Brigade operator the full name and address of the school / premises,
  including postcode

• They give the operator the telephone number that they are calling from.

Do not end the call until the Fire Brigade operator has acknowledged the call and repeated the
information back to you.

Note: The Fire Brigade must be summoned in the event of fire, or if there is a suspicion of a fire
(smell of burning or smoke etc.).
If the fire alarm is sounded, all personnel must evacuate the building via the nearest available exit route and assemble at the designated fire assembly point.

Where possible, floor fire wardens and the premise fire marshal shall be appointed from staff whose duties are office-based or Teaching assistants and support staff in schools. Fire wardens will have the responsibility of ensuring that a floor or area of the building is safely evacuated. Fire wardens should then report to the School / premise Fire Marshal at the nominated fire assembly point. They should then report whether their area or zone has been evacuated or not. If practical, a roll call will then be taken to establish that all members of staff, visitors, contractors and pupils are accounted for. Fire wardens may also be asked to perform additional duties to assist the sensory impaired or disabled to a place of relative safety. Additional training should be given to perform these duties.

**Gas Safety (Installation and Use Regulations 1998)**
The arrangements for managing gas safety as required by the above regulations in the organisation’s premises are detailed in the Corporate Safety Policy. The procedures will be reviewed by the Corporate Health and Safety Team. Copies of Gas safety procedures are obtainable from the intranet. (Refer to Corporate Safety Policy).

**Arrangements for Managing Asbestos in CSF Premises**
The arrangements for managing asbestos in the CSF premises are detailed in a separate Asbestos Policy with related Codes of Safe Working Practices and procedures. Asbestos management plans should be available in all establishments. Premises Managers should be aware of the management plan in relation to any works they may undertake and to ensure all contractors are issued with the asbestos plan. Asbestos awareness training should be given to staff that could come into contact with asbestos i.e premises managers. (Refer to Corporate Policy).

**CDM (construction design and management)**
The Corporate Director and all staff delegated with appropriate authority, have responsibilities as the Council’s agents for the health and safety of contractors in the Directorate. They will ensure that all construction, refurbishing and building works commissioned or undertaken on the Directorate’s behalf are carried out to the highest safety standards. (Please refer to Corporate Safety Policy for more details).

**Measuring Performance and Review**
Performance is measured against agreed standards to identify when and where improvement is needed. It reveals how effectively the Health & Safety Management System is working. Accident / incidents and frequency statistics provide a means of measuring safety performance over a period of time albeit a one dimensional view and only measures our failures.

**Arrangements for First Aid Provision**
The Directorate has a duty as an employer to assess and implement arrangements for first aid within their workplaces. Provision of First Aid will be made on the basis of a Risk Assessment and will be revised and updated regularly. The main objective of first aid is to reduce the effects of injury or illness suffered at work, either caused by work itself or by some factor outside the employer’s control. The Directorate, in assessing first aid needs, will consider workplace hazards and risks, remoteness of any workplace, employees working in shared or multi-occupied premises, previous history of accidents, nature and distribution of workforce and size of the organisation.
Every workplace shall, as far as reasonably practicable, appoint a sufficient number of qualified first aiders, who will be on duty at all times when the facilities are in use or occupied.

**Arrangements for preventing Violence to Staff**
The corporate policy to deals with violence at work. The policy will be reviewed and revised regularly. Violence, threats and abuse to employees are unacceptable. The Directorate is committed to dealing with violence by identifying the risks, dealing with the aggressor and supporting all staff who are and have been affected by violence. Employees will receive appropriate training to enable them to identify potential conflict situations and to avoid them. Every incident of violence to staff, whether actual or threatened, must be recorded on an accident/incident report form (A.I.R.F.). (Please refer to Managing Violence to Staff Policy).

**Arrangements for Display Screen Equipment (DSE)**
It should be noted that managers have a responsibility to carry out DSE risk assessments of workstations of their subordinates as required by the Display Screen Equipment (DSE) Regulations 1992. The DSE regulations lay down minimum requirements for computer monitors, known as visual display unit (VDU) workstations, covering equipment: - e.g. monitor screen, keyboard, and chair layout, workspace and workstation environmental factors, such as lighting, temperature and humidity. There is also a provision for eyesight testing for employees designated as “DSE users”. The regulations define a “user” as an employee who habitually uses display screen equipment as a significant part of his/her work for an hour or more, on a continuous daily basis. (Refer to Corporate Policy on DSE)

**Arrangements for Personal Protective Equipment (PPE)**
The CSF Directorate acknowledges the duties laid down in the Personal Protective Equipment at Work Regulations 1992 and also acknowledges that personal protective equipment is to be used as a last resort in control measures against all risks. Officers in control of premises and other Directorate managers will, as part of the risk assessment process, evaluate the need for the issue of PPE and make arrangements to purchase the equipment and issue it accordingly. (Refer to Corporate Policy on PPE)

**Arrangements for Manual Handling**
The Manual Handling (Operations) Regulations places a duty on employers to evaluate the risks arising out of manual handling operations and initiate and implement effective control measures. The regulations specify that a formal assessment must be made and, so far as reasonably practicable, steps taken to prevent employees carrying out those work operations which involve a risk of injury. Managers should ensure that manual handling assessments are completed for all work activities that have significant risks.

**Arrangements for Electrical Safety**
The Electricity at Work Regulations introduced a control framework incorporating fundamental principles of electrical safety. The regulations apply to all places of work and electrical systems at all voltages. The regulations require portable appliance and fixed installation periodic testing by a competent person. (Refer to Corporate Policy)

**Arrangements for Control of Substances Hazardous To Health (COSHH)**
The Directorate recognises their duties under The Control of Substances Hazardous to Health Regulations 1999. The Directorate's management team will ensure that the Directorate and its senior managers / supervisors will meet their obligations by ensuring that staff and sub-contractors under their control have adequate information to plan their work and activities safely.
**Arrangements for Stress Management**
For arrangements on dealing with stress, please refer to the Corporate Guidance For Managers on Work Related Stress document. This guidance sets out the legal requirements on dealing with and gives examples on stress risk assessments to enable managers to identify the potential departmental risks (stressors), identify staff that may be exposed to work related stress, and assist managers to identify suitable and control measures that could help to minimise the risk of exposure to work related stress. The guidance defines what work related stress is, as defined by the Health and Safety Executive and outlines the 6 Management Standards. Managers first need to identify exactly what are the potential stressors that their staff will be exposed to in their department or service area.

**Lone Working**
There are numerous work operations undertaken by the CSF Directorate employees that involve lone working. Lone working is defined as an employee who conducts visits on their own, an employee who is at work in an area where there are no other persons present, an employee who is the only one working at another employer’s premises, a mobile employee working from their fixed base and an employee not directly supervised by his/her manager. (Please refer to Lone Working Policy for more details on lone working)
London Borough of Tower Hamlets

Children Schools and Families

Model Policies for Schools and other CSF establishments

Model Health and Safety Policy

Department: Corporate Health and Safety

Date of issue: June 2011

Reference: SM01
MODEL HEALTH AND SAFETY STATEMENT FOR SCHOOLS

Introduction

1. This document provides a customisable template to assist schools in producing a written health and safety policy.

2. The model policy is based upon LBTH’s criteria for schools where it is the employer, it is for the governing body of foundation, VA and academy schools to determine whether to adopt such arrangements and schools should ensure this is customised to fit their individual circumstances.

3. Areas requiring customisation are highlighted in red, in order to try to meet the requirements of different schools and other establishments some alternative wording is suggested and such alternatives are separated by / within square brackets [ ]. Further customisation will be required for those schools where the LA is not the employer.

4. When complete the school policy should be communicated to all staff, and automatically issued to new staff as part of their induction process.

Writing a Policy Statement

5. Under the Health and Safety at Work Act, it is the duty of an employer to have an up to date written statement of health and safety, this general policy must be complemented by a school policy statement.

6. Adapting the model policy is the best way of complying with the LA’s Health and Safety Policy, demonstrating compliance with statutory duties could be difficult in the absence of a school policy.

7. The safety policy should be signed and dated by the head teacher / chair of governors.

8. The main points in a Health and Safety Policy Statement are:

Part 1 Statement of Intent
Outlining your commitment to providing a healthy and safe environment for all users of the establishment: - staff, pupils, visitors and contractors.

Part 2 Organisation (roles and responsibilities)
The organisation section should describe the roles and responsibilities of key personnel, for example:

- Governors
- Head teacher
- Those with responsibility for specific areas or activities which may have been delegated to them e.g. Heads of Department, Deputy Heads, Site Managers, Caretakers etc.
• Other employees (both teaching and non teaching) and any volunteers

The procedures for joint management / employee consultation should be detailed. It is recommended that Health and Safety is included as a standing agenda item at relevant staff/team meetings. This enables you to demonstrate communication lines are in place enabling staff to participate in health and safety.

It should be decided whether you require a safety committee in the establishment. Where such a committee exists, then you should describe briefly its constitution and functions.

Part 3  Arrangements
The arrangements section details how the standards identified in the statement of intent are met by detailing the local procedures in place for controlling significant risks. This makes it clear to staff what their roles and responsibilities are.

The model policy, outlines some of the key areas in which it would be helpful to make a clear statement of local arrangements, each establishment should ensure this is customised to fit their individual circumstances. Not all may be relevant to your school.

Arrangements for policy review

9. Governors are required to take steps to ensure that they are kept informed of London Borough of Tower Hamlets Council’s advice and guidance on health and safety matters.

10. It is recommended that Health and Safety is a regular, termly item on the agenda of either a full meeting of the governing/senior management body or an appropriate sub-committee of governors (e.g. premises, resources etc.).

11. Establishments will need to review and amend where necessary their Health and Safety policy from time to time. It is recommended that a review be carried out annually.

12. Once completed the policy should be communicated to all staff and be linked to the induction of all new staff.

Further Information

13. For further information and guidance you can contact:

• Stuart McGregor Corporate Health and Safety Advisor Children Schools and Families Directorate
  Tel: 020 7364 4193  stuart.mcgregor@towerhamlets.gov.uk
HEALTH AND SAFETY POLICY

.............................. School

PART 1. STATEMENT OF INTENT

The Governing Body of [school name] will strive to achieve the highest standards of health, safety and welfare consistent with their responsibilities under the Health and Safety at Work etc Act 1974 and other statutory and common law duties.

This statement sets out how these duties will be conducted and includes a description of the establishment’s organisation and its arrangements for dealing with different areas of risk. Details of how these areas of risk will be addressed are given in the arrangements section.

This policy will be brought to the attention of, and/or issued to, all members of staff [a reference copy is kept in the [school office] / [on the shared drive]

This policy statement and the accompanying organisation and arrangements will be reviewed on an annual basis.

This policy statement supplements

- LBTH's Corporate Health and Safety Policy
- CSF Health and Safety Policy, Organisation and Arrangements Statement

The above Statements (and other H&S policies and guidance) may be downloaded by staff from the intranet or contact stuart.mcgregor@towerhamlets.gov.uk

[Insert signature] [Insert signature]

[Insert Name], Chair of Governors [Insert Name], Headteacher

[Insert date] [Insert date]
PART 2. ORGANISATION

As the employer, LBTH has overall responsibility for Health and Safety in Community and Voluntary Controlled Schools. [In Foundation and Voluntary Aided schools, the responsibility for health and safety rests with their employer, the Governing Body]

At school level duties and responsibilities have been assigned to staff and governors as laid out below.

Responsibilities of the Governing Body

The Governing Body are responsible for health and safety matters at a local level and are responsible for:

- Ensuring adherence to the local authority health and safety policy, procedures and standards;
- Formulating a health and safety statement detailing the responsibilities for ensuring health and safety within the establishment;
- Reviewing the establishments health and safety policy annually and implementing new arrangements where necessary;
- Monitoring, reviewing and evaluating the school's health and safety performance.
- Providing appropriate resources within the establishment’s budget to meet statutory requirements and the local authority health and safety policy, procedures and standards;
- Receiving from the Headteacher or other nominated member of staff reports on health and safety matters and reporting to (CSF, or other body as necessary), any hazards which the establishment is unable to rectify from its own budget;
- Seeking specialist advice on health and safety which the establishment may not feel competent to deal with; [In Foundation and Voluntary Aided Schools, then as the employer access to competent H&S advice is a requirement of the Health and Safety at Work etc Act 1974 ]
- Promoting a positive H&S culture and high standards of health and safety within the establishment [via the nomination of a named health and safety governor].
- Ensuring that when awarding contracts health and safety is included in specifications & contract conditions taking account of LBTH policy and procedures.
Responsibilities of the Headteacher:

Overall responsibility for the day to day management of health and safety in accordance with the [LA’s health and safety policy and procedures] / [governing body’s health and safety policy and procedures] rests with the Headteacher.

As manager of the establishment and of all the activities carried on within it, the Head will advise Governors of the areas of health and safety concern which may need to be addressed by the allocation of funds.

The Headteacher has responsibility for:

- Co-operating with the LA and governing body to enable health and safety policy and procedures to be implemented and complied with;
- Ensuring effective health and safety management arrangements are in place for carrying out regular inspections and risk assessments, implementing actions and submitting inspection reports to the governing body and LA where necessary;
- Communicating the policy and other appropriate health and safety information to all relevant people including contractors;
- Carrying out health and safety investigations;
- Ensuring all staff are competent to carry out their roles and are provided with adequate information, instruction and training;
- Ensuring consultation arrangements are in place for staff and their trade union representatives (where appointed) and recognising the right of trade unions in the workplace to require a health and safety committee to be set up.
- Reporting to LBTH any hazards which cannot be rectified within the establishment’s budget;
- Ensuring that the premises, plant and equipment are maintained in a serviceable condition;
- Monitoring purchasing and contracting procedures to ensure compliance with LBTH policy.

The Headteacher may choose to delegate certain tasks to other members of staff. It is clearly understood by everyone concerned that the delegation of certain duties will not relieve the Headteacher from the overall day to day responsibilities for health and safety within the establishment.
[The task of overseeing health and safety on the site has been delegated by the head to the [Deputy Head] / [Business manager] / [Bursar] / [Site manager]

[Within departments this task is further delegated to the [Relevant Head of Faculty / department] / [relevant subject Co-ordinator / subject leader]

**Responsibilities of other teaching staff / non-teaching staff holding posts of special responsibility**

(Itemise the functions and areas of responsibility delegated to staff from the head teacher that are appropriate in the circumstances of the school. E.g. Deputy Head, Safety Coordinator, Heads of Department, Premises Managers etc.)

- Apply the school’s health and safety policy to their own department or area of work and be directly responsible to the Headteacher for the application of the health and safety procedures and arrangements;
- Maintain or have access to an up to date library of relevant published health and safety guidance from sources including CLEAPSS, AfPE etc., and ensure that all subordinate staff are aware of and make use of such guidance;
- Ensure regular health and safety risk assessments are undertaken for the activities for which they are responsible and that control measures are implemented;
- Ensure that appropriate safe working procedures are brought to the attention of all staff under their control;
- Resolve health, safety and welfare problems members of staff refer to them, and inform the head [individual with delegated authority] any problems to which they cannot achieve a satisfactory solution within the resources available to them;
- Carry out regular inspections of their areas of responsibility to ensure that equipment, furniture and activities are safe and record these inspections where required;
- Ensure, so far as is reasonably practicable, the provision of sufficient information, instruction, training and supervision to enable other employees and pupils to avoid hazards and contribute positively to their own health and safety;
- Ensure that all accidents (including near misses) occurring within their department are promptly reported and investigated using the appropriate forms etc;
- Arrange for the repair, replacement or removal of any item of furniture or equipment which has been identified as unsafe.
Responsibilities of employees

Under the Health and Safety at work Act etc 1974 all employees have general health and safety responsibilities. Staff must be aware that they are obliged to take care of their own health and safety whilst at work along with that of others who may be affected by their actions.

All employees have responsibility to:

- Take reasonable care for the health and safety of themselves and others in undertaking their work.
- Comply with the school's health and safety policy and procedures at all times.
- Report all accidents and incidents in line with the reporting procedure.
- Co-operate with school management on all matters relating to health and safety.
- Not to intentionally interfere with or misuse any equipment or fittings provided in the interests of health safety and welfare.
- Report all defects in condition of premises or equipment and any health and safety concerns immediately to their line manager.
- Report immediately to their line manager any shortcomings in the arrangements for health and safety.
- Ensure that they only use equipment or machinery that they are competent / have been trained to use.
- Make use of all necessary control measures and personal protective equipment provided for safety or health reasons.

[Children's Centre (where the school is also the lead agency)]

[The school is also the lead agency of the ............. children’s centre and thus retains overall responsibility for H&S. The local arrangements of this policy will therefore apply equally to the centre. ]

[The day to day management of health and safety within the Centre is the responsibility of the Centre manager. Where the centre have alternative procedures in place (e.g. for risk assessment, first aid provision etc.) the Centre manager will develop their own local health and safety arrangements to supplement those of the school.]
PART 3. ARRANGEMENTS
Detailed information on Arrangements can be found on the intranet under Corporate Health and Safety and from stuart.mcgregor@towerhamlets.gov.uk.

The following list of arrangements covers the key elements of a Health and Safety policy. Please add any others that you feel should be part of this document and/or delete those that do not apply to you. Also refer to the Health and Safety Guidance found on the intranet or contact Stuart McGregor, the guidance covers many other risk areas, codes of practice and guidance notes.

In order to try to meet the requirements of different schools alternative wording is suggested such alternatives are separated by / within square brackets [ ]. These local arrangements are based upon Tower Hamlets criteria for schools where it is the employer. It is for the governing body of foundation and VA schools to determine whether to adopt such arrangements.

Appendix 1 - Risk Assessments
Appendix 2 - Offsite visits
Appendix 3 - Health and Safety Monitoring and Inspections
Appendix 4 - Fire Evacuation and other Emergency Arrangements
Appendix 5 - Fire Prevention, Testing of Equipment
Appendix 6 - First Aid and Medication
Appendix 7 - Accident Reporting Procedures
Appendix 8 - Health and Safety Information and Training
Appendix 9 - Lone Working
Appendix 10 - Premises Work Equipment
Appendix 11 - Flammable and Hazardous Substances
Appendix 12 - Moving and Handling
Appendix 13 - Asbestos
Appendix 14 - Contractors
Appendix 15 - Work at Height
Appendix 16 - Display Screen Equipment
Appendix 17 - Vehicles
Appendix 18 - Lettings
Appendix 19 - Minibuses
Appendix 20 - Stress
Appendix 21 - Legionella
Appendix 22 - Swimming pool
Appendix 23 - Work Experience
General Risk Assessments

The school risk assessments (for all activities, teaching and non teaching, premises and one off activities) will be co-ordinated by [insert name] following guidance from Corporate Health and Safety, and are approved by the headteacher.

These risk assessments are available for all staff to view and are held centrally in [insert location e.g. school office, shared folder etc.]

Risk assessments will be reviewed on an annual basis or when the work activity changes, whichever is the soonest. Staff are made aware of any changes to risk assessments relating to their work.

Individual Risk Assessments

Specific risk assessments relating to individuals, e.g. staff member or young person/pupil are held on that person’s file and will be undertaken by [relevant line manager] / [insert name].

It is the responsibility of staff to inform their line manager of any medical condition (including pregnancy) which may impact upon their work. Such risk assessments will be reviewed on a regular basis.

Curriculum Activities

Risk assessments for curriculum activities will be carried out by [relevant Heads of Department] / [subject teachers] / [Co-ordinator/subject leader] using the relevant codes of practice and model risk assessments developed by national bodies. Whenever a new course is adopted or developed all activities are checked against the model risk assessments and significant findings incorporated into texts in daily use [scheme of work] / [lesson plan] / [syllabus] etc.

All LA schools have a subscription to CLEAPSS and in science and DT their publications¹ can be used as sources of model risk assessment.

In addition the following publications are used as sources of model risk assessments:

[Secondary schools]
[BS 4163:2007 Health and Safety for Design and Technology in Schools and Similar Establishments- Code of Practice]

[Topics in safety, 3rd Edition ASE 2001]

¹ CLEAPSS Science and D&T publications CD Rom or via www.cleapss.org.uk
[National Society for Education in Art & Design (NSEAD)
http://www.nsead.org/hsg/index.aspx ]

[Safe Practice in Physical Education and School Sport’ Association of PE ‘AfPE’ http://www.afpe.org.uk/]

[Primary schools]
[Make it safe (5th edition) NAAIDT]
[Be Safe! Health and Safety in primary science and technology, 3rd Edition ASE, 2001.]

[National Society for Education in Art & Design (NSEAD)
http://www.nsead.org/hsg/index.aspx ]

[Safe Practice in Physical Education and School Sport’ Association of PE ‘AfPE’ http://www.afpe.org.uk/]
OFFSITE VISITS

All offsite visits will be planned following guidance contained in the London Borough of Tower Hamlets Children Schools and families Outdoor Education Policy. Stuart.mcgregor@towerhamlets.gov.uk is your contact for any Outdoor Education Visits concerns, and all matters relating to the Evolve system.

The LA’s Offsite Visits Advisor must be notified of trips which include self-led adventurous activities, fieldwork trips to open or "wild" country, and all trips overseas and residential trips. This will be done via the use of Evolve, the online notification and approvals system.

[Evolve can be used for the planning and approval of all offsite visits. Relevant risk assessments, participants names etc. will be attached electronically as required]

The member of staff planning the trip will submit all relevant paperwork and risk assessments relating to the trip to the school’s Educational Visits Coordinator(s) [insert name (s)] who will check the documentation and planning of the trip and if acceptable initially approve the visit before referring to [the headteacher] [or person with delegated authority for approval, insert name]
A general inspection of the site will be conducted termly and be undertaken / co-ordinated by [insert name].

Monitoring inspections of individual departments will be carried out by Heads of Department or nominated staff. Records of such monitoring will be kept by [insert name].

The person(s) undertaking such inspections will complete a report in writing and submit this to the head teacher. Responsibility for following up items detailed in the safety inspection report will rest with [insert name].

A named governor [insert name] will be involved / undertake an inspection on an annual basis and report back to both the relevant sub-committee and full governing body meetings. This governor monitoring will also cover management systems in addition to inspecting the premises.

Advice and pro forma inspection checklists can be found in the Grid for learning.

Inspections will be conducted jointly with the establishment’s health and safety representative(s) if possible.
APPENDIX 4

FIRE EVACUATION AND OTHER EMERGENCY ARRANGEMENTS

The council have completed fire risk assessments in schools and other CSF establishments. All establishments should have an up to date suitable and sufficient risk assessment. The head teacher is responsible for ensuring the fire risk assessment is reviewed and an action plan attached to the fire risk assessment to ensure any recommendations are undertaken and implemented. The fire risk assessment is located in [the fire folder / log book] and reviewed on an annual basis, or after any building change and incident of fire, or concerns with fire safety.

Fire Instructions
These documents are made available to all staff and included in the establishments induction process. An outline of evacuation procedures are made available to all contractors / visitors and are posted throughout the site.

Emergency exits, fire alarm call points, assembly points etc are clearly identified by safety signs and notices.

EMERGENCY PROCEDURES

Fire and Evacuation
Fire and emergency evacuation procedures are detailed in [the staff handbook] / [separate guidance] and a summary posted in each classroom. These procedures will be reviewed at least annually.

Emergency contact and key holder details are maintained by [insert name] and updated upon review.

Fire Drills
- Fire drills will be undertaken termly, and a record kept in the fire log book;

Fire Fighting
- The safe evacuation of persons is an absolute priority. Staff may only attempt to deal with small fires, if it is safe to do so without putting themselves at risk, using portable fire fighting equipment.
- Ensure the alarm is raised BEFORE attempting to tackle a fire. [Staff should be made aware of the type and location of portable fire fighting equipment and receive basic instruction in its correct use.]
- Details of service isolation points (i.e. gas, water, electricity) [insert locations]
- Details of chemicals and flammable substances on site. An inventory of these will be kept by [Caretaker/site manager] / [Bursar] / [Heads of Department] as appropriate, for consultation.
INSPECTION / MAINTENANCE OF EMERGENCY EQUIPMENT

TESTING OF THE FIRE ALARM SYSTEM
Fire alarm call points will be tested weekly in rotation by [insert name] and a record kept in the fire log book. This test will occur on [state day/time]

Any defects on the system will be reported immediately to the alarm contractor / electrical engineer [insert name and telephone number]

A fire alarm maintenance contract is in place with [insert name] and the system tested [annually] / [6 monthly] / [quarterly] by them.

INSPECTION OF FIRE FIGHTING EQUIPMENT
[insert name of contractor] undertakes an annual maintenance service of all fire fighting equipment.
Weekly [insert name] checks that all fire fighting equipment is available for use and operational and for any evidence of tampering.

Defective equipment or extinguishers that need recharging should be taken out of service and reported direct to [insert name and telephone number of contractor]

EMERGENCY LIGHTING SYSTEMS
These systems will be checked for operation monthly in house by [insert name] recorded as monthly flick tests in the fire log and annually by [insert name and telephone number of contractor]

Test records are located in the site’s fire log book.

MEANS OF ESCAPE
Daily [insert name] checks for any obstructions on exit routes and ensures all final exit doors are operational and available for use.
FIRST AID AND MEDICATION

FIRST AID BOXES ARE LOCATED AT THE FOLLOWING POINTS:
[Insert location(s)]

[Insert Name] is responsible for regularly checking that the contents of first aid boxes are complete and replenished as necessary. A check should be made at least termly.

The following staff are available to provide first aid:

TRAINED TO FIRST AID AT WORK LEVEL (18 hr):
[Insert Names/Extension Numbers]

TRAINED TO EMERGENCY AID LEVEL (6 hr):
[Insert Names/Extension Numbers]

TRAINED TO EYFS STANDARD (PAEDIATRIC FIRST AID, 12 hr):
[Insert Names/Extension Numbers]

The Headteacher will ensure that first aiders have a current certificate and that new persons are trained should first aiders leave.

[Insert Name] will check that any vehicles are properly equipped with first aid boxes before they are used.

Transport to hospital: If the first aider or Headteacher considers it necessary, the injured person will be sent directly to hospital (normally by ambulance). Parents and/or guardians will also be informed. No casualty should be allowed to travel to hospital unaccompanied and an accompanying adult will be designated in situations where the parents cannot be contacted.

The school will follow the procedure for completion of incident/accident records in accordance with LBTH guidance.

Provide details of contact numbers of Hospital A&E departments, schools nurse, NHS direct etc
Administration of medicines
All medication will be administered to pupils in accordance with the DfE document "Managing Medicines in Schools and Early Years Settings"

The only medication kept and administered within school are those prescribed specifically for a pupil at the request of the parent / guardian and with the consent of the head teacher. Records of administration will be kept by [Insert Name]

No member of staff should administer any medicines unless a request form has been completed by the parent / guardian.

All medications kept in school are securely stored [detail location] with access strictly controlled.
Where children need to have access to emergency medication i.e. asthma inhalers, epi-pen etc., it will be kept in [insert location], and clearly labelled.

Health Care Plans
Health care plans are in place for those pupils with complex medical needs e.g. chronic or ongoing medical conditions (e.g. diabetes, epilepsy, anaphylaxis etc)
These plans are reviewed annually by [Insert Name] and written precautions / procedures made available to staff.

Staff undergo specific training related to health conditions of pupils and administration of medicines (e.g. diabetes, epilepsy, anaphylaxis etc) by a health professional as appropriate.
APPENDIX 7

ACCIDENT REPORTING PROCEDURES

In accordance with the LA’s accident/incident reporting procedure employees must report accidents, violent incidents, dangerous occurrences, and near misses on the relevant LBTH Council forms. (AIR accident and Incident Report forms)

Copies of these forms are available [electronically] / [via the school office]

- A local accident book [located in] is used to record all minor incidents to pupils, any more significant incidents must also be reported to London Borough of Tower Hamlets.

- School accident reports will be monitored for trends and a report made to the Governors, as necessary.

- The Headteacher, or their nominee, will investigate accidents and take remedial steps to avoid similar instances recurring. Faulty equipment, systems of work etc. must be reported and attended to as soon as possible.

Reporting to the Health and Safety Executive (HSE)

Incidents involving a fatality or major injury will be reported immediately to the Health and Safety Coordinator 020 7364 4193 Mobile 07985 297 797. The health and safety team will report these to the Health and Safety Executive (HSE) on 0845 300 9923 or on-line at http://www.hse.gov.uk/riddor/.

Incidents resulting in the following must be reported to the HSE within 10 days of the incident occurring, so it is very important to report these to the health and safety team as soon as they occur, by sending the AIR form. The quickest way of doing this is by completing the AIR form and emailing it to stuart.mcgregor@towerhamlets.gov.uk

- A pupil or other non-employee being taken to hospital and the accident arising as the result of a curriculum activity, the condition of the premises / equipment, lack of supervision etc;

- Employee absence, as the result of a work related accident, for periods of 3 days or more (including W/E’s and holidays).
HEALTH AND SAFETY INFORMATION & TRAINING

Consultation
[Insert details of any school health and safety committees, frequency of meetings, membership etc.]

The [insert relevant sub committee / full governing body] meets [termly / half termly] to discuss health, safety and welfare issues affecting staff, pupils or visitors. Action points from meetings are brought forward for review by school management.

The teaching Trade Unions appointed Safety Representative on the staff is/are [insert name(s) where safety reps are present]

Communication of Information
Detailed information on how to comply with LBTH health and safety policy is located [state location]

The Health and Safety Law poster is displayed in [state location]

The Children Schools and Families Health and Safety Coordinator, Tel: 020 7364 4193 Mob: 07985 297 797 will provide competent health and safety advice.

Health and Safety Training
Health and safety induction training will be provided and documented for all new employees by [insert name]

The Headteacher is responsible for ensuring that all staff are provided with adequate information, instruction and training and identifying the health and safety training needs of staff.

All employees will be provided with:

- induction training in the requirements of this policy;
- update training in response to any significant change;
- training in specific skills needed for certain activities, (e.g. use of hazardous substances, work at height etc.)
- refresher training where required.
Training records are held by [insert name] who is responsible for co-ordinating health and safety training needs and for including details in the training and development plan. This includes a system for ensuring that refresher training (for example in first aid) is undertaken within the prescribed time limits. The Headteacher will be responsible for assessing the effectiveness of training received.

Each member of staff is also responsible for drawing the Headteacher's / line manager's attention to their own personal needs for training and for not undertaking duties unless they are confident that they have the necessary competence.
Staff are encouraged not to work alone in school. Work carried out unaccompanied or without immediate access to assistance should be risk assessed to determine if the activity is necessary. Work involving potentially significant risks (for example work at height) should not be undertaken whilst working alone.

Where lone working cannot be avoided staff should:

- Obtain the Headteacher’s/senior member of staff’s permission and notify him/her on each occasion when lone working will occur.
- Ensure they do not put themselves or others at risk. (Refer to Guidance on staff intranet corporate health and safety or contact stuart.mcgregor@towerhamlets.gov.uk)
- Ensure they have means to summon help in an emergency e.g. access to a telephone or mobile telephone etc.
- When working off site (e.g. when visiting homes) notify a colleague of their whereabouts and the estimated time of return. [staff undertaking home visits to obtain as much background information as possible about the child/family being visited]
- Key holders attending empty premises where there has been an incident or suspected crime should do so with a colleague if possible. They should not enter the premises unless they are sure it is safe to do so.
  [If a Key-holder service is used who will either attend for you or collect the key-holder to attend detail here]
- Report any incidents or situations where they may have felt “uncomfortable”.
PREMISES AND WORK EQUIPMENT

Statutory inspections
Regular inspection and testing of school equipment is conducted by appropriate contractors according to timescales specified by London Borough of Tower Hamlets. Records of such monitoring will be kept in / by [insert location / name]

[Insert name] is responsible for identifying all plant and equipment in an equipment register and ensuring that any training or instruction needs, personal protective equipment requirements are identified and relevant risk assessments conducted.

Equipment restricted to those users who are authorised / have received specific training is [detailed in the register] / [listed here] / [labelled accordingly].

All staff are required to report to [insert name] any problems found with plant/equipment. Defective equipment will be clearly marked and taken out of service by storing in a secure location pending repair / disposal.

Curriculum areas
Heads of department are responsible for ensuring maintenance requirements for equipment in their areas are identified and implemented.

Electrical safety
All staff should monitor the condition of plugs, cables and electrical equipment and conduct a quick visual inspection prior to use.

All portable items of electrical equipment will be subject to PAT (portable appliance testing) annually, conducted by [insert contractor name] / [a trained member of staff using a proper earth-bonding and insulation test set.]

Personal items of equipment (electrical or mechanical) should not be brought into the school without prior authorisation and subjected to the same tests as school equipment.

Major fixed wiring circuits will be checked at least once every five years.

External play equipment
The external play equipment will only be used when supervised, equipment will be checked daily before use for any apparent defects, and [insert name] will conduct a formal termly inspection of the equipment. PE and Play equipment is subject to an annual inspection by [insert contractor]
FLAMMABLE AND HAZARDOUS SUBSTANCES

Every attempt will be made to avoid, or choose the least harmful of, substances which fall under the “Control of Substances Hazardous to Health Regulations 2002” (the COSHH Regulations).

Within curriculum areas (in particular science and DT) then heads of department are responsible for COSHH and ensuring that an up to date inventory and model risk assessments contained in the relevant national publications (CLEAPSS, Association for Science Education's "Topics in Safety" etc.) are in place.

In all other areas the establishments nominated person(s) responsible for substances hazardous to health is/are [insert name]

They shall ensure:
- an inventory of all hazardous substances used on site is compiled and regularly reviewed.
- material safety data sheets are obtained from the relevant supplier for all such materials. Remember the safety data sheets are not your risk assessments for that chemical but information only
- risk assessments are conducted for the use of hazardous substances (where generic risk assessments are available e.g. for products purchased from approved Supplies, these are adapted to suit specific use of material on site)
- all chemicals are appropriately and securely stored out of the reach of children.
- all chemicals are kept in their original packaging and labelled (no decanting into unmarked containers).
- suitable personal protective equipment (PPE) has been identified and available for use.

PPE is to be provided free of charge where the need is identified as part of the risk assessment.

RADIOACTIVE SOURCES
The school follows CLEAPSS guidance L93 in Managing Ionising radiations and Radioactive sources.
- London Borough of Tower Hamlets Radiation Protection Officer is the Health and Safety Coordinator Children Schools and Families
- CLEAPSS provide the Radiation Protection Adviser (RPA) service for London Borough of Tower Hamlets
- Member of staff in charge of radioactive sources (RPS) is [insert name] and is responsible for ensuring all records pertaining to radioactive sources are maintained. Ensure detailed list of Radiation held, sent to stuart.mcgregor@towerhamlets.gov.uk
LIFTING AND HANDLING

Generic risk assessments for regular manual handling operations are undertaken and staff provided with information on safe moving and handling techniques.

**Staff should ensure they are not lifting heavy items and equipment unless they have received training and/or equipment in order to do so safely.**

All manual handling activities which present a significant risk to the health and safety of staff, will be reported to [insert name] and where such activities cannot be avoided a risk assessment will be conducted to ensure such risks are adequately controlled. A copy of this assessment will be provided to employees who must follow the instruction given when carrying out the task.

**Paediatric Moving and Handling**

All staff who move and handle pupils have received appropriate training (both in general moving and handling people techniques and specific training on any lifting equipment, hoists, slings etc. they are required to use).

All moving and handling of pupils has been risk assessed and recorded by a competent member of staff.

Equipment for moving and handling people is subject to inspection on a 6 monthly basis by a competent contractor.
The London Borough of Tower Hamlets asbestos policy will be followed.

The asbestos register is held in [insert location] and will be made available to all staff and visiting contractors prior to any work commencing on the fabric of the building or fixed equipment.

The Establishment’s Asbestos Authorising Officers are [insert names] refresher training is required 3 yearly.

The Headteacher shall ensure:

- The asbestos log is maintained and that any changes are notified to the asset management team.
- All work on the fabric of the building or fixed equipment is checked with the asbestos management plan and advise sought from the asset management team before any undertaking of work.
- An annual visual inspection of asbestos containing materials on site is conducted and recorded in the asbestos log.

Please note that even drilling a hole or pushing a drawing pin into asbestos containing materials may result in the release of fibres into the air. **Under no circumstances must staff drill or affix anything to walls without first obtaining approval from the Headteacher with reference being made to the school’s asbestos management plan of knowing locations, actions required and control measures in place.**

Any damage to materials known or suspected to contain asbestos should be reported to [insert name] who will contact the LA for advice

Any contractor who is suspected to be carrying out unauthorised work on the fabric of the building should be reported to [insert name]
All contractors used by the school shall ensure compliance with relevant health and safety legislation, guidance and good practice.

All contractors must report to [school office / reception] where they will be asked to sign the visitors’ book and wear an identification badge. Contractors will be issued with guidance on fire procedures, local management arrangements and vehicle movement restrictions.

[insert name] is responsible for monitoring areas where the contractor’s work may directly affect staff and pupils and for keeping records of all contractor work.

School managed projects
Where the school undertakes projects direct the governing body would be considered the ‘client’ and therefore have additional statutory obligations.

These are managed by [insert name / position] / [insert agents name] who will ensure that landlords consent has been obtained and, where applicable, all statutory approvals, such as planning permission and building regulations have been sought. This would include whether CDM\(^2\) regulations will apply.

To ensure contractor competency the school uses London Borough of Tower Hamlets registered contractors. These contractors have satisfied the Council that they understand and abide by health and safety regulations. [where non registered contractors are used [insert name / position] / [insert agents name] will undertake appropriate competency checks prior to engaging a contractor]

Contractors will be asked to provide risk assessments and method statements specific to the site and works to be undertaken. The school, contractor(s) and any subcontractor(s) involved will agree the risk assessment and safe systems of work to be used prior to works commencing on site.

\(^2\) CDM refers to the Construction (Design and Management) Regulations 2007 and apply to any building, demolition, maintenance or refurbishment work. Such projects are notifiable to the HSE where the work exceeds 30 days or involves more than 500 person days of work. In addition two specific and specialist roles of CDM Coordinator and principal contractor must be appointed. In such instances it is recommended that an agent be used to work on the schools behalf.
WORK AT HEIGHT

Working at height can present a significant risk, the main hierarchy of control is to eliminate working at height. This can be completed by either changing the work process for example using extended poles to clean windows instead of using ladders to gain access to height – or engage the use of competent companies to complete such works. Where such activities cannot be avoided a risk assessment will be conducted to ensure such risks are adequately controlled. A copy of this assessment will be provided to employees authorised to work at height.

When working at height (including accessing storage or putting up displays) appropriate stepladders or kick stools are to be used. Staff must not climb onto chairs etc.

The establishments nominated person(s) responsible for work at height is (are) [insert name(s)]

The nominated person(s) shall ensure:

- all work at height is properly planned and organised;
- the use of access equipment is restricted to authorised users;
- all those involved in work at height are trained and competent to do so;
- the risks from working at height are assessed and appropriate equipment selected;
- a register of access equipment is maintained and all equipment is regularly inspected and maintained;
- any risks from fragile surfaces is properly controlled.

[Detail any specific restrictions on staff using steps and ladders, restrictions on use by pupils, contractors etc.]
All staff who use habitually use computers as a significant part of their normal work (significant is taken to be continuous / near continuous spells of an hour at a time) e.g. admin staff, bursars etc should have an assessment.

Those staff identified as DSE users shall be entitled to an eyesight test for DSE use every 2 years by a qualified optician (and corrective glasses if required specifically for DSE use).
To take the assessment go to www.screen-technology.co.uk/sos/ the username is Tower Hamlets and password Vt6PCgaS
Please note these are case sensitive and a space between the Tower and Hamlets.

Advice on the use of DSE is available from Corporate Health and Safety
VEHICLES ON SITE

Vehicular access to the school is restricted to school staff and visitors only and not for general use by parents / guardians when bringing children to school or collecting them. The access from the road shall be kept clear for emergency vehicles.

The vehicle access gate must not normally be used for pedestrian access. If an event is being held outside of normal school activities for which this is the sole access, then all due care must be taken to ensure the safety of those passing through this entrance, and a suitable and sufficient risk assessment completed for pedestrian and vehicular movement.

[Detail any specific rules for the management of vehicles on site, restriction on vehicle movement at certain times, reversing vehicles, special arrangements for deliveries etc.]
Lettings are managed by [insert name] following council guidance.

[Detail any specific restrictions on use of equipment, staffing requirements, first aid provision, fire and emergency arrangements, emergency lighting, public entertainment license etc]
[insert name] maintains a list of nominated drivers who have received training in order to drive a minibus and conducts an annual check of their driving licence.  

Drivers are re-assessed at 5-yearly intervals to maintain safe standards of operation.

[insert name] is responsible for the undertaking regular checks on the vehicles and the schools operation of minibuses follows.

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3 All drivers must hold a full Category B (car) licence, non-employees must have held this for at least two years. Employees who first obtained a Category B (car) licence after 1 January 1997 must additionally obtain Category D or D1 by passing a medical and the Passenger Carrying Vehicle (PCV) theory and practical driving tests. This also applies to all drivers with pre-1997 licences if they intend to drive a minibus abroad.
The school and governing body are committed to promoting high levels of health and well being and recognise the importance of identifying and reducing workplace stressors through risk assessment, in line with the HSE and Tower Hamlets Council management standards.

[The school participates in certain wellbeing programmes as listed and the schools wellbeing co-ordinators are [insert name (s)]

Detail systems in place within the school for responding to individual concerns and monitoring staff workloads e.g. Performance Management, mentoring, staff able to speak to headteacher / senior management, having an open door policy etc…
The school complies with advice on the potential risks from legionella as identified in the school's legionella water risk assessment and water log records.

[A water risk assessment of the school has been completed by [insert company name] and [Insert name] is responsible for ensuring that operational controls are being conducted and recorded in the water log book. [insert name] will be responsible for undertaking basic operational controls in lieu of a water risk assessment being conducted by named company.

This will include:

- identifying and flushing rarely used outlets on a weekly basis and after school holiday periods.
- conducting necessary water temperature checks (monthly)
- disinfecting / descaling showers, or other areas where water droplets are formed (quarterly)
APPENDIX 22

SWIMMING POOL

The headteacher will ensure that the pool is managed in accordance with Tower Hamlets guidance.

A risk assessment has been carried out by [insert name]. Normal Operating Procedures (NOP) and Emergency Action Plans (EAP) are available from [identify location] and are available to any groups hiring the facility.

Lettings agreements are managed by [insert name] who will ensure that a lettings agreement has been completed, risk assessments for the activity have been completed by the hirer and returned to the school and that the hirer knows and understands the NOP and EAP.

Pool plant operations and water testing is carried out by [insert name], who holds [insert qualification; for example an ISRM National Pool Carers Certificate], and who will ensure that the water quality meets the standards identified by the Pool Water Treatment Advisory Body (PWTAG). [Insert name] will ensure that bacterial testing is carried out and, where necessary, carry out any remedial actions.

All staff are to ensure that they are familiar with the NOP and EAP for the swimming pool, check that rescue equipment is available and that the swimming pool is secured to prevent unauthorised access when not supervised.

[At primary level] the headteacher will ensure that teachers expected to undertake swimming teaching activities will have completed swimming teaching as part of their Initial Teacher Education (ITE) and have experience and confidence which is appropriate for the level of swimming instruction.

[NB For pools deeper than 1.2M staff must have also completed appropriate specialist qualifications as identified in Safe Practice in School Swimming]

[At secondary level] the head of PE will ensure all staff expected to undertake swimming teaching hold the appropriate NGB award in addition to their teaching qualification in accordance with AfPE guidance.

[insert name] will ensure provision is made for lifesaving, first aid and resuscitation cover appropriate to the type of swimming sessions.
WORK EXPERIENCE

The school has a separate work experience policy which is regularly reviewed and updated [insert name] is responsible for managing and co-ordinating work related learning within the school following guidance contained in the Council guidelines for work experience and in accordance with the Quality Standard for Work Experience⁴.

The school retains a duty of care for all students undertaking work experience and must ensure the placement is appropriate, therefore:

- All students are briefed before taking part in work experience on supervision arrangements and health and safety responsibilities.
- All placements (including private placements) are subject to pre-placement checks, the LA’s ‘preferred’ suppliers Tower Hamlets Education Business Partnership should be used for assessing the suitability of all placements. No work experience placement will go ahead if deemed unsuitable. (If schools do not use the LA’s preferred supplier, pre-placement health and safety assessments must be carried out by competent people⁵ and supporting documentation completed)
- Where work placements form part of the vocational qualification offered by a FE college then the college is responsible for ensuring equivalent placement checks are conducted.
- Every student will receive a placement job description highlighting tasks to be undertaken and any necessary health and safety information which is passed onto the parent / carer.
- Arrangements will be in place to visit/monitor students during the placement.
- Emergency contact arrangements are in place (including out of school hours provision) in order that a member of school staff can be contacted should an incident occur.
- All incidents involving students on work placement activities will be reported to the placement organiser / Education H&S Team at the earliest possible opportunity.

⁴ http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=49&pid=404&ctype=None&ptype=Contents

⁵ In order to be deemed competent an individual should hold a suitable nationally accredited/recognised qualification(s). E.g. IOSH (The Institute of Occupational Safety and Health) Managing Safely qualification, Health and Safety for Work-placement Personnel course or HSS8 (Formerly ENTO Unit D) Review Health and Safety Procedures in Workplaces. In addition to having occupational competence, knowledge and understanding in relation to sector specific placements. Particularly in high risk placements such as construction, agriculture, equestrian etc.
**HEADTEACHERS' BULLETIN**

**CPD COURSES AT THE PDC (unless stated otherwise)**

Full details of all CPD training are available on the new PDC website [www.webfronter.com/towerhamlets/pdc](http://www.webfronter.com/towerhamlets/pdc)

To reserve a space on any of the courses listed please complete a training nomination form (available on the website) and send via fax 020 7364 6421 to Lynn Anthoney, Training Coordinator, PDC, English Street, London E3 4TA or email to lynn.anthoney@towerhamlets.gov.uk

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Details</th>
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<tbody>
<tr>
<td>21 June</td>
<td>How to help pupils who find spelling really, really difficult, 4.30pm-6.00pm Course Code: SEN 13/11</td>
</tr>
<tr>
<td>21 June</td>
<td>Working with Pupils with Language and Communication Difficulties in Key Stage 1 and 2, Course Code: SEN 15/11</td>
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<tr>
<td>21 June</td>
<td>Enco Forum, 9.15am-12.15pm Course Code: PLA 07/11</td>
</tr>
<tr>
<td>21 June</td>
<td>THIS Child Online – Tower Hamlets eCAF, 9.00am Course Code: ecaf20110621am Venue: IT Training Room Toby Lane Depot Toby Lane E1 4DN</td>
</tr>
<tr>
<td>21 June</td>
<td>THIS Child Online – Tower Hamlets eCAF, 1.30pm Course Code: ecaf20110621pm Venue: IT Training Room Toby Lane Depot Toby Lane E1 4DN</td>
</tr>
<tr>
<td>22 June</td>
<td>Primary NQT Induction: Science, 1.30pm-3.30pm</td>
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<tr>
<td>22 June</td>
<td>Spanish for Primary School Teachers level 1 beginners, 4.00pm-5.30pm Course Code: PML 03/11 Venue: Sir John Cass Foundation and Redcoat Secondary School</td>
</tr>
<tr>
<td>22 June</td>
<td>French for Primary School Teachers level 1 beginners, 4.00pm-5.30pm Course Code: PML 04/11 Venue: Sir John Cass Foundation and Redcoat Secondary School</td>
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<tr>
<td>23 June</td>
<td>Creating and Managing Library Rooms in Fronter, 4.00pm-6.00pm Course Code: SLS 09/11</td>
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<tr>
<td>23 June</td>
<td>Developing a Welcoming School / Setting, 9.00am-12.00pm Course Code: PE 15/11</td>
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<tr>
<td>23 June</td>
<td>Introduction to Anger Management – Secondary, 1.30pm-3.30pm Course Code: SEN 14/11</td>
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<tr>
<td>23 June</td>
<td>Strategies for Teaching Oracy in Community Languages, 4.00pm-6.00pm Course Code: CL 05/11</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>23 June</td>
<td>Maths Coordinators Forum</td>
</tr>
<tr>
<td>24 June</td>
<td>Health Needs Training: Epilepsy and Eczema</td>
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<tr>
<td>24 June</td>
<td>Health Needs Training: Allergies and Asthma</td>
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<tr>
<td>28 June</td>
<td>Using Google Intelligently Part 1</td>
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<tr>
<td>28 June</td>
<td>Working with Pupils with Language and Communication Difficulties</td>
</tr>
<tr>
<td>28 June</td>
<td>Strategies for Teaching Oracy in Community Languages</td>
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<tr>
<td>28 June</td>
<td>Enterprise – Using Co-ops to Save the Planet</td>
</tr>
<tr>
<td>29 June</td>
<td>Spanish for Primary School Teachers level 1 beginners</td>
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<tr>
<td>29 June</td>
<td>French for Primary School Teachers level 1 beginners</td>
</tr>
<tr>
<td>29 June</td>
<td>THIS Child Online – Tower Hamlets eCAF</td>
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<td>29 June</td>
<td>*this Child Online – Tower Hamlets eCAF</td>
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<tr>
<td>29 June</td>
<td>Enquiry Based Learning in the Classroom</td>
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<tr>
<td>30 June</td>
<td>Introduction to Anger Management – Secondary</td>
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<tr>
<td>30 June</td>
<td>Strategies for Teaching Oracy in Community Languages</td>
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<tr>
<td>30 June</td>
<td>Deputy and Assistant Heads Consultative</td>
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<tr>
<td>4-6 July</td>
<td>Full First Aid at Work Course</td>
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<tr>
<td>4 July</td>
<td>Restorative Justice – tackling bullying together, and promoting</td>
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<tr>
<td></td>
<td>children's voice</td>
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<tr>
<td></td>
<td>10.00am-12.30pm</td>
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<tr>
<td></td>
<td><strong>Venue: Town Hall Mulberry Place</strong></td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>5 July</td>
<td>Local History Resources for Teachers</td>
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<tr>
<td>5 July</td>
<td>Common Assessment Framework</td>
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<tr>
<td>5 July</td>
<td>Team Around the Child and the Role of the Lead Professional</td>
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<tr>
<td>5 July</td>
<td>Continuing the Learning Journey – Transition Training for Reception</td>
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<tr>
<td>5 July</td>
<td>THIS Child Online – Tower Hamlets eCAF</td>
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<tr>
<td>5 July</td>
<td>THIS Child Online – Tower Hamlets eCAF</td>
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<tr>
<td>6 July</td>
<td>Primary NQT Induction: Planning for the future</td>
</tr>
<tr>
<td>6 July</td>
<td>Stories: Treasures of our humanity</td>
</tr>
<tr>
<td>7 July</td>
<td>School Librarians Meeting</td>
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</tbody>
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