

Ormiston Academies Trust

Ormiston SWB Academy Training and Induction Policy

Policy version control

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1. Introduction and context

Ormiston Academies Trust (OAT) is committed to the learning and development of its entire staff. It actively supports and promotes all relevant learning and development, recognising that the organization can only function effectively if adequate development support is made available to both teaching and non-teaching staff at all levels.

The purpose of continuing and ongoing training is to:

- Improve the quality of teaching and learning
- Enable staff to meet their individual objectives as set out in their performance management review
- Provide a systematic approach to development for all staff
- Provide support and advice for staff
- Ensure all teaching staff are able to meet the teachers' standards
- Maintain a learning environment which is safe and secure.

2. Scope

This policy applies to all schools and academies within OAT.

3. Definitions

The Health and Safety Executive (HSE) describes training as: helping people to learn how to do something, telling people what they should or should not do, or simply giving them information.

4. Responsibilities

4.1 Principal

The Principal is responsible for the day-to-day implementation and management of the Training and Induction Policy and to all staff undertake induction regarding key health and safety policies and procedures, for example fire safety and emergency evacuation, first-aid, etc.

4.2 Senior Staff

Line managers are responsible for identifying training needs among their staff members via performance management and observations.

Heads of department are responsible for identifying training needs across their departments via departmental meetings.

4.2 All Staff

All staff should be briefed by their manager, as soon as possible after their appointment, on issues relating to their appointment. This briefing should include detailed information relating to curriculum departmental policies, resources and procedures that relate to their team.

5. Procedure

5.1 Identifying training needs

Training needs should be identified as part of the performance management process, and by the individual member of staff in response to their own practice. When the individual's work objectives have been agreed they should, with their line manager, then consider their own development needs to enable them to meet those work objectives. At the same time, individuals should consider their longer-term career aspirations and identify the development needs arising from these.

The school will support accreditation of the professional development of staff.

The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school.

5.2 Induction

OAT believes that it is important that, once a new member of staff has been appointed, they follow an induction procedure. Consequently all teaching, support and temporary staff receive an induction training programme appropriate to the post being filled.

An effective induction programme would include:

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- Procedures to follow in the event of fire or other emergency
- Names of first-aiders and location of first-aid boxes
- Incident reporting procedure
- How to report health and safety hazards and action to take
- Risk assessment process and where assessments can be located
- Names of health and safety leads within the school/academy
- Key health and safety policies and procedures

Refer to **Appendix 1** for an example health and safety induction checklist and **Appendix 2** for an example training needs matrix.

6. Related Documents

- OAT Health and Safety Policy
- Incident Reporting Policy
- Risk assessments

7. Monitoring and review

This policy is reviewed annually by the headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

Appendix I

Staff Training Checklist

Utilising this checklist will help ensure staff training is compliant in accordance with statutory and good practice guidance. In addition to statutory regulations, this checklist also features best practice recommendations – the frequency of these has been set to once per term or annually; however, this can be edited according to your school's individual requirements. Statutory reviews are listed in black, and non-statutory in yellow. This checklist is compliant with guidance from the DfE, Ofsted and HSE, helping you to keep up-to-date with training requirements at your school.

The checklist features space to include whether or not the training has been actioned, who authorised the training, and when the next training will be required.

Area	Training requirement	Review frequency	Actioned? (Yes/No)	Date of training	Authorised (signature)	Training next due (date)
Health and safety	Staff members must know the health and safety training necessary to their job role – this can include basic instructions or information about health and safety at the school; employees who undertake work that involve a greater element of risk, e.g. woodwork teachers, will need more training.	Once per term				

Area	Training requirement	Review frequency	Actioned? (Yes/No)	Date of training	Authorised (signature)	Training next due (date)
Fire safety	Staff members must know about the fire precautions in the workplace, emergency procedures, and who the fire warden is.	Once per term				
Child protection and safeguarding	<p>Staff members must have appropriate safeguarding and child protection training in relation to:</p> <ul style="list-style-type: none"> • The policies and procedures in place which support safeguarding, including the Child Protection Policy, Staff Code of Conduct and the role of the designated safeguarding lead (DSL). • The early help process and their roles. This includes identifying problems, liaising with the DSL sharing information with professionals, and acting as the lead professional in undertaking early help assessment. • The process for making referrals to children’s social care and statutory assessments under the 	Once per term				

Area	Training requirement	Review frequency	Actioned? (Yes/No)	Date of training	Authorised (signature)	Training next due (date)
	<p>Children Act 1989, as well as their role in such assessments.</p> <ul style="list-style-type: none"> The process to follow when a pupil discloses that they are being abused or neglected, and how they should maintain confidentiality whilst liaising with professionals. 					
Child protection and safeguarding	Staff members must be provided with safeguarding and child protection updates, e.g. email bulletins and staff meetings.	As required, but at least annually.				
Safer recruitment	The governing body must ensure that at least one person on an appointment panel has undertaken appropriate training in how to take proper account of the need to safeguard and promote the welfare of pupils when recruiting staff.	Once per term				

Area	Training requirement	Review frequency	Actioned? (Yes/No)	Date of training	Authorised (signature)	Training next due (date)
First aid	Staff members must know how to maintain facilities and equipment, and how to take charge of calling emergency services where a designated first aider is not present.	Once per term				
First aid	The designated first aider must have undertaken suitable training, including looking after equipment and calling emergency services.	Once per term				
	The designated first aider must have an appropriate first aid qualification.	Annually				
Paediatric first aid (PFA)	In an early years foundation stage (EYFS) setting, at least one individual must hold a PFA certificate and be available on the premises at all times when pupils are present, and must accompany pupils on outings.	Every three years, and be relevant for young workers caring for children.				
	All newly qualified entrants to the early years workforce, who have completed level 2 or level 3 qualifications, must also	Once per term				

Area	Training requirement	Review frequency	Actioned? (Yes/No)	Date of training	Authorised (signature)	Training next due (date)
	have a PFA or an emergency PFA certificate within three months of starting work.					
Supporting pupils with medical conditions	Governing bodies should ensure that enough staff have received the relevant training, depending on the pupil's needs, e.g. how to administer medicines. Staff members should know what to do in an emergency and how to respond accordingly when they become aware that a pupil with medical conditions needs help.	Once per term				
Designated teachers for LAC	The governing body must ensure that the designated teacher for LAC has appropriate training on how to support and manage these pupils.	Once per term				
Special educational needs coordinator (SENCO)	All SENCOs are required to gain the national award for SENCOs.	Annually				

Area	Training requirement	Review frequency	Actioned? (Yes/No)	Date of training	Authorised (signature)	Training next due (date)
COSH	Staff members who may be exposed to substances that are hazardous to health must receive appropriate training to understand how to safely handle hazard substances and materials.	Training should be updated whenever there is a significant change to the type of work undertaken, the methods used, or where exposure to hazardous substances is affected (Once per term) .				

Appendix 2

Health and Safety Training Course Matrix

The table below demonstrates examples of different training courses regarding health and safety in schools, providing an outline of the functions of each course. This table can be used to compare the training programs on offer, in order to find the most suitable course for you and your setting. It should be noted that this matrix is not exhaustive.

Provider	Course title	School specific course	Staff suitability	Core content	Duration of course	Price for single user	Multi-user discount	Certificate available
	Health and Safety Training – Basics and Essentials		All staff	<ul style="list-style-type: none"> • Responsibilities • Legislation and legal requirements • Hazards and risks • Safety signs • Health and safety at work • Electrical safety • Protective equipment • Emergency procedures 				

Provider	Course title	School specific course	Staff suitability	Core content	Duration of course	Price for single user	Multi-user discount	Certificate available
	An Introduction to Managing Safety and Health in Schools		All staff	<ul style="list-style-type: none"> • Workplace safety • Responsibilities • Safety statements • Accident reporting and emergency planning • Risks and hazards • Risk management 				
	Health and Safety Induction for Schools		All staff	<ul style="list-style-type: none"> • Legislation • First aid • Fire emergency procedures • Manual handling • Health and safety at work • Reporting health and safety problems • Responsibilities 				
	Health and Safety Training for Managers and Supervisors		Senior leaders	<ul style="list-style-type: none"> • 10 step health and safety guide • Legislation • Health and safety myths 				

Provider	Course title	School specific course	Staff suitability	Core content	Duration of course	Price for single user	Multi-user discount	Certificate available
	Managing Safety and Health in Schools		Senior leaders	<ul style="list-style-type: none"> • Safety committees • Accident reporting and emergency planning • Risks and hazards • Responsibilities • Safety statements • Legislation 				
	Health and Safety Induction Training		All staff	<ul style="list-style-type: none"> • Responsibilities • Legislation and legal requirements • Risks and hazards • Reporting procedures • Safe working practices 				