LIGHTHOUSE
LEARNING PROVISION
BELONG • GROW • ACHIEVE • THRIVE
PRACTICAL LEARNING. EMOTIONAL GROWTH. PREPARATION FOR ADULTHOOD.

OPERATIONAL AND PUBLIC POLICY

Health and Safety Policy

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Organisation	Lighthouse Learning Provision Ltd
Policy owner	Board of Directors / Health and Safety Lead
Named lead	Peter Semmens - Director and Health and Safety Lead
Deputy / named person	Adam Waldron - Director and Deputy Health and Safety Lead
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Review	July 2027, or sooner following legal, premises, operational, incident or commissioning change
Status	Operational and public policy. It must be implemented through current site-specific risk assessments, fire arrangements, emergency procedures, staff training and daily records before learner delivery.

Policy at a glance

Lighthouse will provide safe premises, activities and systems of work through proportionate risk assessment, competent oversight, clear emergency arrangements, consultation, supervision and prompt learning from accidents, incidents, hazards and near misses. Safety supports worthwhile learning: it is not used to remove all challenge, but risks must be understood and controlled.

Important operational condition: No learner activity may begin at a new or materially changed site until the Directors have confirmed the premises risk assessment, fire risk assessment, emergency arrangements, first-aid provision, insurance and required statutory checks.

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How this policy is used

The policy establishes Lighthouse-wide standards. Site-specific fire, evacuation, first-aid, security and premises arrangements must be recorded separately because routes, assembly points, hazards and emergency contacts vary by location. Activity and learner risk assessments remain live working documents and must be available to the adults delivering the activity.

1. Purpose, scope and legal framework

This policy sets out how Lighthouse Learning Provision Ltd manages health, safety and welfare for learners, directors, employees, self-employed practitioners, contractors, volunteers, visitors and other people who may be affected by its work. It applies at the provision base, during transport, community and outdoor learning, educational visits, practical activities, food preparation, remote work and any activity organised or controlled by Lighthouse.

Lighthouse is a non-school alternative provision provider. The Board applies health and safety law directly where it is the employer, controller of premises or organiser of work, and uses relevant Department for Education and education-sector guidance as proportionate good practice. Commissioning schools and Local Authorities retain their own duties and must share information needed for safe placement planning.

- **Core legislation and duties:** Health and Safety at Work etc. Act 1974; Management of Health and Safety at Work Regulations 1999; Workplace (Health, Safety and Welfare) Regulations 1992; Regulatory Reform (Fire Safety) Order 2005; Health and Safety (First-Aid) Regulations 1981; RIDDOR 2013; COSHH 2002; PUWER 1998; PPE at Work Regulations 1992 and 2022 amendments; Manual Handling Operations Regulations 1992; Electricity at Work Regulations 1989; and relevant food, transport and premises law.
- **Proportionate application:** The level of assessment and control reflects the seriousness and likelihood of harm, the needs of the learner, the environment and the competence of the adults involved.
- **Safeguarding interface:** A health and safety event may also be a safeguarding concern. Both procedures must be followed where relevant; one must not delay the other.

2. Statement of intent

The Board of Directors accepts overall responsibility for protecting the health, safety and welfare of everyone affected by Lighthouse activities, so far as is reasonably practicable. The Board will provide leadership, resources and competent advice, and will ensure that safety is integrated into planning, commissioning, staffing, supervision and review.

- Provide and maintain safe premises, equipment, access routes and systems of work.
- Prevent injury and work-related ill health through suitable and sufficient risk assessment and effective controls.
- Plan activities that are inclusive and within the capabilities of the learners and adults taking part.
- Provide appropriate information, instruction, training, supervision and personal protective equipment.
- Consult adults involved in delivery and encourage early reporting of hazards, mistakes and near misses without blame.
- Investigate significant events, identify underlying causes and track corrective action to completion.
- Balance benefits and risks so that learners can build independence and practical competence without exposure to unmanaged danger.
- Comply with insurer, landlord, commissioner and enforcing-authority requirements where these are lawful and applicable.

3. Health and safety management system

Lighthouse uses a Plan-Do-Check-Act approach. Health and safety is managed through policy, role allocation, risk registers, daily controls, training, inspection, incident review and Director oversight.

Stage	Lighthouse arrangements
Plan	Define responsibilities; identify legal and commissioner requirements; assess premises, activity and learner risks; set objectives and controls.
Do	Provide competent people, equipment, information, supervision, emergency arrangements and safe systems of work.
Check	Complete inspections, drills, record reviews, accident analysis, training checks and action tracking.
Act	Correct defects, revise risk assessments, learn from incidents and update policy, training or resources.

The Health and Safety Lead maintains a Master Health and Safety Action Register. Significant risks, overdue actions, enforcement contact, insurer requirements and serious incidents are reported promptly to the Board rather than waiting for the next scheduled review.

4. Roles and responsibilities

4.1 Board of Directors

- Hold collective accountability for policy, resources, competent advice, premises decisions and assurance.
- Approve the policy and review significant risks, accidents, near misses, complaints and RIDDOR decisions.
- Ensure insurance is suitable for the actual activities, premises, staffing model, transport and learner cohort.
- Confirm that statutory inspections, fire risk assessment and required certificates are current before opening.
- Ensure suitable arrangements for contractors, self-employed practitioners and visiting specialists.
- Stop or restrict delivery where the Board cannot be satisfied that risks are adequately controlled.

4.2 Peter Semmens - Health and Safety Lead

- Maintain the risk-assessment register, action log, inspection schedule and training matrix.
- Coordinate premises, fire, first-aid, COSHH, accident, transport and emergency arrangements.
- Ensure incidents are reviewed and external reporting decisions are documented.

- Obtain competent specialist advice where the required expertise is not available internally.
- Report significant hazards and assurance information to the Board and commissioners as appropriate.

4.3 Adam Waldron - Deputy Health and Safety Lead / named person

- Provide operational cover and act when the Health and Safety Lead is unavailable or personally involved in an event.
- Support inspections, action tracking, staff consultation, first-aid and emergency readiness.
- Escalate unresolved or repeated concerns directly to the Board.

4.4 Session or activity lead

- Plan and lead the activity, confirm staffing and understand the applicable risk assessments.
- Check the activity is within participant capability and adapt it to maintain inclusion and safety.
- Complete pre-use and dynamic checks and ensure required equipment, communication and emergency arrangements are available.
- Brief accompanying adults and learners on relevant controls.
- Stop, postpone or change the activity when controls are not effective.

4.5 All adults

- Take reasonable care of themselves and others and follow information, training and risk controls.
- Use equipment only when competent, authorised and appropriately supervised.
- Report defects, hazards, injuries, near misses, unsafe behaviour and changes in learner need immediately.
- Do not bypass safety devices or improvise high-risk tasks without approval.
- Exercise stop-work authority where there is imminent or serious risk and seek management support.

4.6 Contractors, specialists and visitors

Contractors and specialist instructors must provide evidence of competence, insurance and relevant risk information or method statements before work begins. They must comply with site controls and safeguarding arrangements. Visitors are signed in, briefed on emergency procedures and supervised according to risk.

5. Consultation, information, instruction and supervision

Health and safety information is provided during induction and reinforced through briefings, supervision, toolbox talks, emails, meetings and post-incident learning. Staff and regular practitioners are invited to contribute to policy and risk-assessment review because those delivering activities often identify emerging risks first.

- Induction must be completed before unsupervised work or direct activity leadership.
- Role-specific instruction is provided for fire, first aid, medication, food, COSHH, tools, transport, lone working and specialist activities.
- Learners receive clear, accessible safety information suited to their communication, developmental and sensory needs.
- Supervision levels reflect the activity, environment, learner risk, competence and potential severity of harm.
- No adult is expected to undertake a task for which they are not competent or appropriately supervised.

6. Risk assessment and risk-benefit planning

Risk assessment is a practical process for deciding what could cause harm, who may be harmed, how serious and likely the harm is, and what controls are needed. Lighthouse records significant findings and reviews whether controls work in practice.

1. Identify hazards, including physical, environmental, behavioural, medical, safeguarding and organisational hazards.
2. Identify who may be harmed and how, taking account of SEND, communication, mobility, sensory processing, trauma, medication and known triggers.
3. Evaluate risk using likelihood and severity, then apply the hierarchy of control: eliminate, substitute, engineer, organise, supervise, and use PPE where needed.
4. Record existing controls, further actions, responsible person and completion date.
5. Communicate the relevant controls to adults and learners and monitor implementation.
6. Review after incidents, near misses, new information, changing weather or site conditions, new activities, staff changes or changes in learner need.

> **Risk-benefit principle**
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> Lighthouse does not aim to remove every element of challenge. Well-planned practical and outdoor learning may involve manageable risk and can develop judgement, confidence and independence. The expected benefit must be clear, the risk must be proportionate, and preventable serious harm must be controlled.

The Master Risk Assessment Register includes, as applicable: premises and grounds; fire; first aid and medical needs; COSHH; food and allergies; tools and equipment; individual learners; behaviour and violence; lone working; transport; educational visits; outdoor and environmental hazards; online and remote work; contractors; manual handling; work at height; electrical equipment; asbestos and legionella management; and emergency arrangements.

7. Dynamic risk assessment and stop-work authority

Dynamic risk assessment is the continuing process of noticing change during delivery and deciding whether the planned controls remain adequate. It complements, but does not replace, written planning.

- Consider weather, visibility, ground conditions, equipment condition, participant presentation, group dynamics, staffing, location and unexpected public access.
- Pause and reassess where conditions differ materially from the plan.
- Adapt the task, increase supervision, remove equipment, move location, provide a break or stop the activity entirely.
- Record material changes or repeated patterns so that the written assessment and future planning can be improved.
- Adults will be supported for stopping an activity in good faith where they reasonably believe serious harm could occur.

8. Premises, access, security and welfare

- Daily visual opening checks cover access routes, gates, floors, lighting, heating, ventilation, water, toilets, damage, electrical hazards, security, waste and environmental conditions.
- Defects are isolated, labelled and reported. Areas or equipment presenting unacceptable risk are taken out of use until made safe.
- Visitor access is controlled through sign-in, identification where appropriate, emergency briefing and proportionate supervision.
- Tools, hazardous substances, medicines, sharps, keys and restricted equipment are securely stored away from unauthorised learner access.
- Suitable welfare arrangements include drinking water, toilets, handwashing, rest arrangements, thermal comfort, lighting, ventilation and reasonable accessibility.
- Premises checks and statutory servicing are planned, recorded and tracked, including fire systems, electrical installations, gas, lifting equipment where applicable and water hygiene controls.
- Changes of use, building work or significant defects are risk assessed before the affected area is used by learners.

The site-specific Premises and Grounds Risk Assessment defines restricted areas, access controls, traffic routes, assembly points, hazardous features and required professional inspections. It must be reviewed before opening and after material change.

9. Fire safety and evacuation

Lighthouse will comply with the applicable fire-safety duties for premises it controls. A suitable and sufficient fire risk assessment, completed or reviewed by a competent person, will underpin the local fire arrangements.

- Keep escape routes, final exits, fire doors and access for emergency services clear.
- Maintain suitable detection, alarm, emergency lighting, signage and firefighting equipment according to the fire risk assessment.
- Brief all adults and learners on the alarm, nearest safe exit, assembly point and arrangements for anyone requiring assistance.
- Complete evacuation drills at intervals set by the risk assessment and at least termly while learners attend; record times, issues and actions.
- Treat every alarm as genuine until a responsible person confirms otherwise.
- Evacuate without collecting belongings, do not re-enter until authorised, and account for learners, staff, contractors and visitors using current registers.
- Call 999 where a fire is suspected or there is uncertainty. Staff are not required to fight a fire. Extinguishers may be used only by a competent person where the fire is small, an escape route remains available and doing so does not delay evacuation or calling emergency services.

The local Fire and Evacuation Procedure names the responsible person, assembly point, roll-call roles, arrangements for visitors and personal emergency evacuation plans. It is displayed and included in induction; it is not replaced by this general policy.

10. First aid, accidents and medical emergencies

Lighthouse will complete a first-aid needs assessment considering the learner cohort, staffing, activities, remoteness, travel, known medical needs and emergency-service access. Adequate equipment, facilities and competent personnel will be available whenever provision operates.

- At least one appropriately trained first aider or appointed person is available during learner activity, with additional cover according to the needs assessment.
- Lighthouse aims for learner-facing adults to hold suitable emergency first-aid training, but competence, currency and activity-specific need are checked rather than assumed.
- First-aid kits and emergency response bags are located according to risk, sealed or maintained hygienically, checked at least half-termly and replenished after use.
- Kit contents are determined by the first-aid needs assessment; there is no reliance on a fixed generic list where activities require different supplies.
- All treatment is recorded contemporaneously, including the injury or illness, action, person providing aid, time, onward advice and notification to parents or commissioners.
- Call 999 for serious injury, breathing difficulty, anaphylaxis, seizure emergency, loss of consciousness, suspected spinal injury, severe bleeding or any other situation requiring urgent clinical help.
- A casualty sent to hospital must be accompanied by a suitable adult unless emergency services direct otherwise. Staffing and supervision for remaining learners must be maintained.

11. Medical needs and medication

Medical and allergy information, emergency contacts and required healthcare plans must be obtained before placement. Lighthouse will work with the commissioner, parent or carer, learner and relevant healthcare professionals to establish safe arrangements.

- Medicine is accepted or administered only in accordance with the First Aid, Medical Needs and Medication Policy and a written agreement identifying the medicine, dose, route, timing, storage and emergency action.
- Only trained and authorised adults administer medication. Records are signed immediately after administration and checked for accuracy.
- Medicines are stored securely and according to label instructions, while remaining accessible in an emergency. Learner-held inhalers or adrenaline devices are supported where safe and agreed.
- Controlled drugs are stored and recorded in accordance with applicable requirements and the individual plan; access is restricted to authorised adults.
- Refusals, errors, omissions, expiry, damage or loss are acted on immediately, recorded and communicated to parents, commissioners and health professionals as required.
- No learner is denied emergency first aid because written consent is unavailable. Adults act within competence and in the learner's best interests while obtaining emergency help.

12. COSHH, cleaning and biological hazards

Lighthouse prevents or adequately controls exposure to substances hazardous to health. Products are selected with substitution and least-hazardous options in mind.

- Keep products in original labelled containers unless a safe, clearly labelled working container is required. Never use food or drink containers.
- Secure hazardous products from unauthorised learner access and separate incompatible substances.
- Provide ventilation, safe procedures, training, hygiene and PPE where required by assessment.
- Manage spills, splashes, ingestion, inhalation or contamination promptly using product information and emergency advice; record the event.
- Control exposure to blood and body fluids through gloves, hygiene, safe disposal and trained response. Sharps are not handled directly and are managed through a specific risk procedure.
- Cleaning schedules address toilets, food areas, shared equipment, waste, pests and infection risks. Outbreak or public-health advice is followed where relevant.

13. Practical learning, tools, equipment and PPE

Practical learning is planned so that equipment is suitable, maintained and used by people with the required knowledge, maturity and supervision. Learners are taught safe habits rather than merely prevented from participating.

- Complete pre-use checks and remove defective equipment from service.
- Use manufacturer instructions, guards and safety devices; do not bypass or modify them without competent authorisation.
- Select tools and tasks according to learner capability, communication, behaviour and individual risk assessment.
- Provide instruction, demonstration, supervised practice and clear stopping points.
- Control access to knives, blades, heat, fire, powered equipment, batteries, charging, hot surfaces and other higher-risk items.
- Provide PPE free of charge where risk assessment identifies it as necessary; ensure fit, compatibility, storage, cleaning and replacement.
- Keep maintenance, inspection and training records for equipment where needed.

14. Outdoor learning and environmental hazards

- Assess weather, heat, cold, wind, lightning, flooding, ice, poor air quality, visibility and ground conditions before and during activity.
- Ensure suitable clothing, footwear, hydration, shade, shelter, sun protection and access to warmth or cooling.
- Identify risks from water, roads, steep ground, unstable structures, vegetation, fungi, insects, ticks, animal contact, faeces, allergens and zoonotic infection.
- Use clear boundaries, head counts, communication and lost-person procedures.
- Open fires, stoves and fire-lighting require a specific assessment, competent leadership, extinguishing arrangements and local permission.
- Activities involving animals require hygiene, supervision and control of bites, scratches, allergies and unpredictable behaviour.
- Adapt or cancel activity where conditions exceed agreed limits or safe alternatives are not available.

15. Food safety and allergies

- Gather dietary, allergy, intolerance and emergency information before food is supplied or prepared.
- Prevent cross-contamination through handwashing, cleaning, separation, suitable storage and clear identification of ingredients.
- Supervise knives, heat, hot liquids and electrical appliances according to learner risk and competence.
- Use appropriate temperature control, date checks and safe food-storage arrangements.
- Follow individual allergy or anaphylaxis plans and keep emergency medication accessible.
- Record and report suspected allergic reactions, burns, cuts, contamination or food-related illness promptly.

16. Educational visits, community activity and transport

Every off-site activity must have a clear purpose, named leader and proportionate approval. The plan considers location, travel, staffing, public contact, communication, medical needs, safeguarding and emergency response.

- Check location and activity risk assessment, consent and information-sharing arrangements before departure.
- Confirm staffing is sufficient for the individual learners, activity and contingency arrangements rather than relying only on a numerical ratio.
- Carry charged communication equipment, emergency contacts, first-aid supplies and essential medication.
- Use sign-out and expected-return arrangements, and act immediately if return is delayed or contact is lost.
- Drivers must hold the correct licence and appropriate business-use insurance. Vehicles must be roadworthy, taxed, insured, maintained and checked before use.
- Use seatbelts and age-appropriate restraints unless a lawful, documented exemption applies. Learners are never left unattended in a vehicle.
- Transport decisions account for behaviour, medical needs, allegations risk, driver distraction, seating and emergency stopping.
- Travel training and independent journeys are introduced gradually through individual assessment and review.

17. Lone working and one-to-one activity

Lone working includes working without immediate access to a colleague, whether on-site, in the community, during transport, at another venue or remotely. It is authorised only where assessment shows that risks can be adequately controlled.

- Consider learner behaviour, medical needs, communication, location, public access, mobile signal, travel, allegations risk, manual handling and emergency-service response.
- Use planned check-in and check-out times, a nominated escalation contact and clear action if contact is missed.
- Ensure another adult knows the location, participants, expected return and contact route.
- Avoid unnecessarily secluded spaces and maintain professional visibility where possible.
- Carry appropriate phone, emergency contacts, first-aid and personal safety equipment.
- End or relocate the activity if the risk changes or check-in arrangements fail.

18. Violence, aggression and behaviour-related risk

Behaviour that creates risk is managed through relationships, planning, individual risk assessment, de-escalation and the Behaviour and Relational Practice Policy. Distress or dysregulation is not treated solely as misconduct, but adults and other learners must still be protected from foreseeable harm.

- Identify known triggers, early indicators, effective support, environmental needs and agreed responses before placement and update these after incidents.
- Plan staffing, space, exits, communication, transport and access to potentially dangerous items.
- Use calm, least-restrictive interventions and summon assistance early.
- Call police or emergency services where there is immediate serious risk, weapon concern, major injury or a crime in progress.
- Record injury, property damage, restraint or physical contact, safeguarding implications and post-incident actions through the relevant procedures.
- Offer debrief and support to the learner and adults, review the risk assessment and consider occupational health or wellbeing support after significant events.

19. Manual handling, slips, trips, falls and work at height

- Avoid hazardous manual handling where reasonably practicable and assess tasks involving lifting, carrying, pushing, pulling or supporting a person.
- Use suitable equipment, team assistance and training; do not ask learners or adults to lift beyond safe capability.
- Keep floors, steps, paths and exits clear, well lit and in good repair. Address spills and weather-related hazards promptly.
- Use ladders or steps only when suitable, inspected and used by a competent person. Learners do not undertake work at height unless specifically planned, supervised and assessed.
- Report defects in handrails, flooring, access routes or external surfaces and restrict access until safe.

20. Electrical safety, maintenance, contractors and premises hazards

- Electrical installations and equipment are maintained to prevent danger. Visual checks are completed before use and damaged items are isolated.
- Portable appliance testing is arranged according to risk, equipment type, environment and competent advice rather than a single universal interval.
- Charging of batteries and devices is supervised or controlled, with damaged batteries, overheating and unsuitable chargers treated as hazards.
- Gas, heating, water, fire, lifting and other systems are serviced by competent persons as required.
- Before intrusive work, Lighthouse confirms whether asbestos information is required and ensures contractors receive relevant premises information. Suspected asbestos is not disturbed.
- Water systems are managed to control legionella risk through competent assessment, temperature, flushing and maintenance arrangements appropriate to the premises.
- Contractors are selected and monitored for competence, insurance, safeguarding and safe working. Work areas are segregated from learners where needed.
- No DIY repair is undertaken where specialist competence, certification or landlord approval is required.

21. Smoking, vaping, alcohol and drugs

- Lighthouse premises, vehicles and learner activities are smoke-free and vape-free. This applies to adults, learners, visitors and contractors.
- Alcohol, illegal drugs and misuse of solvents or medication are not permitted during work or learner activity, nor may any adult attend while impaired.
- Concerns about a learner's possible substance use are treated as health, safety and safeguarding matters and shared through agreed commissioner routes.
- Suspected substances, needles or drug paraphernalia are not handled by learners. Adults isolate the area, use safe procedures and seek police or specialist advice where appropriate.
- Staff concerns are managed confidentially and supportively where possible, but immediate learner safety and fitness for duty take priority.

22. Staff wellbeing, stress and display screen equipment

- Workload, stress, fatigue, lone working, violence exposure and emotional impact are recognised as health and safety risks.
- Adults are encouraged to report pressure early and access supervision, debrief, workload review and appropriate professional support.
- Working hours, rest, travel and consecutive high-intensity sessions are planned to reduce fatigue-related risk.
- Display-screen users complete proportionate workstation assessment and receive suitable equipment, breaks and adjustments.
- Reasonable adjustments are considered for disability, pregnancy, injury or health need while maintaining confidentiality.

23. Accidents, incidents, hazards and near misses

All accidents, injuries, work-related ill health, dangerous events, behavioural incidents with safety impact, hazards and near misses are reported promptly. The purpose is to provide care, preserve evidence, identify causes and prevent recurrence.

- Record date, time, location, people involved, factual description, injury or potential consequence, witnesses, immediate action, first aid, notifications and follow-up.
- Use body maps or photographs only where lawful, necessary and consistent with safeguarding and data-protection procedures.
- Notify parents or carers and the commissioner promptly according to seriousness and agreed routes. Do not delay emergency treatment while seeking contact.
- Secure the area or equipment and preserve relevant evidence after a serious event.
- The Health and Safety Lead reviews reports for immediate controls, investigation level, safeguarding interface, insurer notification and possible RIDDOR reporting.
- Directors monitor patterns, repeat locations, equipment, individuals, times and contributing organisational factors.
- Corrective actions are assigned, dated and closed only when evidence shows completion.

> **Near misses matter**
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> A near miss is an event that caused no injury but could reasonably have done so. Reporting it gives Lighthouse an opportunity to correct the hazard before someone is harmed.

24. RIDDOR and external reporting

The responsible person, advised by the Health and Safety Lead or competent adviser, determines whether an event is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013. The decision and rationale are recorded even where the conclusion is that no report is required.

- Work-related fatalities, specified worker injuries, certain occupational diseases and specified dangerous occurrences are reportable.
- A worker injury causing incapacity for more than seven consecutive days, not counting the day of the accident, must generally be reported within the statutory timescale.
- An injury to a learner, visitor or other non-worker is generally reportable only where it arose out of or in connection with the work activity and the person is taken directly from the scene to hospital for treatment, or where another specific reporting category applies.
- Most learner accidents are not reportable merely because first aid, parental collection or medical advice was required.
- Reports are made through the official HSE route. Police, fire service, environmental health, local authority, insurer, landlord, commissioner or safeguarding services are also contacted where their criteria or the circumstances require it.

25. Emergency and critical incident management

Lighthouse maintains site-specific and activity-specific arrangements for foreseeable emergencies. The immediate priority is life safety, followed by accounting for people, contacting emergency services, safeguarding, communication, continuity and recovery.

- Fire, gas leak, electrical danger, structural failure and utility loss.
- Serious injury, anaphylaxis, seizure, mental-health crisis or medical emergency.
- Missing learner, absconding, transport breakdown or lost contact.
- Violence, weapon concern, intruder, lockdown-type event or serious public disorder.
- Extreme weather, flooding, heat, snow, poor air quality or site inaccessibility.
- Cyber or communications failure affecting safe operation.

- Serious safeguarding allegation or event requiring coordinated response.

A named incident lead is appointed, a timed chronology is maintained, communication is coordinated and the event is debriefed. Risk assessments, emergency plans and business-continuity arrangements are revised where lessons are identified.

26. Insurance, records and data

- Maintain employers' liability insurance where legally required and suitable public liability, professional indemnity, motor/business-use and activity-specific cover.
- Notify insurers promptly where policy terms require notification of an incident, allegation, claim or material change in risk.
- Keep health and safety records secure, accurate, accessible to authorised persons and retained for the applicable legal, insurance and safeguarding period.
- Health information and incident records are shared only on a lawful and need-to-know basis, without allowing data protection concerns to obstruct urgent safety or safeguarding action.
- Current certificates and inspection records are available for commissioner assurance and regulatory inspection where appropriate.

27. Monitoring, audit and review

- Daily visual checks and activity pre-use checks.
- Planned premises inspections and statutory servicing.
- Fire alarm tests, emergency-lighting checks and evacuation drills according to local arrangements.
- First-aid, emergency bag, medication and COSHH checks.
- Vehicle and educational-visit checks.
- Training, competence and insurance review.
- Quarterly Director review of incidents, near misses, complaints, actions, risk-register status and emerging risks.
- Annual policy review and immediate review after serious incident, enforcement advice, premises change or new higher-risk activity.

The policy is effective only when supported by evidence of implementation. Missing or overdue critical controls are escalated and may require activity or site closure until resolved.

28. References

Reference framework

- Health and Safety at Work etc. Act 1974 and associated regulations.
- HSE: Managing risks and risk assessment at work.
- HSE: First aid at work and first-aid needs assessment.
- HSE: RIDDOR and incident reporting in schools.
- HSE: Control of Substances Hazardous to Health (COSHH).
- Home Office: Fire safety risk assessment - educational premises.
- Department for Education: Health and safety responsibilities and duties for schools, applied as relevant good practice.
- Department for Education: First aid in schools, early years and further education, applied as relevant good practice.
- Department for Education voluntary national standards for non-school alternative provision.

References are applied according to Lighthouse's legal status, premises responsibilities and actual activities. Current legislation, official guidance, competent advice and site-specific assessments take precedence over outdated wording.