

Health and Safety Policy

Skills Bootcamp Provision | Adult Learners 19+ | Version 3.0

Policy field	Current position
Provider	Quack Recruitment & Training Ltd
Applies to	Employees, workers, tutors, assessors, learner engagement staff, progression staff, managers, adult learners aged 19+, prospective learners, contractors, visitors, employers, partners and anyone affected by Quack activities
Policy owner	Jessica Roughton - Quality & Compliance Lead, DSL and SEND Lead
Senior accountable lead	Dion Bishop - Director of Contracts & Operations
Mental Health First Aider	Matilda Jones - Senior Learner Engagement Officer
Designated Safeguarding Lead	Jessica Roughton
Deputy Designated Safeguarding Lead	Aaron Jones
Approved systems / records	PICS, Microsoft Teams, approved email, learner files, staff CPD records, risk assessments, accident / incident / near miss records, first-aid records, fire records, venue induction records and quality assurance records
Next review	June 2027 or sooner following legislative, safeguarding, data protection, funder, awarding body, delivery venue, organisational or operational change

Policy intent: Health and safety arrangements must be proportionate, learner-focused, risk-assessed and clearly evidenced. This policy sets out how Quack Recruitment & Training Ltd protects staff, learners and others affected by its activities, including classroom delivery, remote learning, practical activity, learner support, employer-linked activity and funded Skills Bootcamp provision.

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1. Purpose and Policy Intent

Quack Recruitment & Training Ltd is committed to ensuring, so far as is reasonably practicable, the health, safety and welfare of its employees, workers, learners, trainees, contractors, visitors and any other people who may be affected by its activities.

This policy explains how health and safety is managed across the organisation, including funded Skills Bootcamp delivery, learner induction, classroom and remote learning, practical activity, staff working arrangements, employer-linked activity, third-party venues and learner progression activity.

The policy has been updated to reflect Quack's current operating structure. Previous wording referring to a Training Manager or Assistant Training Manager has been removed and replaced with current role responsibilities, including the Director of Contracts & Operations, Quality & Compliance Lead, tutors/assessors, learner engagement staff, progression staff and the named Mental Health First Aider.

2. Scope and Application

This policy applies to all health, safety and welfare arrangements connected to Quack Recruitment & Training Ltd's recruitment, training and learner support activity. It applies wherever Quack staff, learners or representatives are working, learning, delivering, visiting or undertaking employer-linked activity.

Applies to	Examples
Staff and workers	Directors, managers, quality/compliance staff, tutors, assessors, IQAs, learner engagement staff, progression staff, administrative staff and any other worker acting on behalf of Quack.
Adult learners and prospective learners	Adults aged 19+ applying for or enrolled on Skills Bootcamps or funded training, including classroom-based, remote, blended and employer-linked learning.
Learning and delivery activity	IAG, enrolment, induction, classroom delivery, remote learning, practical tasks, assessment preparation, learner review, learner support, employability activity and progression support.
Premises and venues	Head office, regional office, delivery venues, hired rooms, employer premises, test centres, remote delivery environments and any third-party location used for training or support.
Others affected by our activities	Contractors, visitors, employers, partners, funders, subcontractors, candidates, clients and members of the public where they may be affected by Quack's work.

3. Legal, Regulatory, Funding and Inspection Context

This policy is informed by health and safety legislation, statutory guidance, funder expectations, awarding body requirements and further education and skills inspection expectations. The policy should be read alongside Quack's Safeguarding Policy, Prevent Risk Assessment, Online and E-Learning Policy, Learner Support Policy, EDI Policy, GDPR and Learner Privacy Policy, Information Security Policy, Risk Assessment records, learner handbooks and quality assurance arrangements.

Framework / requirement	Relevance to Quack provision
Health and Safety at Work etc. Act 1974	Sets out the general duty to protect employees and others affected by the organisation's activities, so far as is reasonably practicable.
Management of Health and Safety at Work Regulations 1999	Requires suitable and sufficient risk assessment, effective planning, control, monitoring and review of preventive and protective measures.
Health and Safety (Training for Employment) Regulations 1990	Extends health and safety protection to people receiving relevant training for employment, which is directly relevant to Skills Bootcamp learners and practical learning activity.
First Aid, Fire Safety, COSHH, Manual Handling, DSE, PPE, Work Equipment and RIDDOR requirements	Inform first-aid arrangements, emergency controls, hazardous substance control, safe manual handling, workstation safety, PPE use, work equipment safety and incident reporting.
Funder, awarding body and inspection expectations	Require providers to keep learners safe, supervise learners appropriately, evidence risk controls, support learners, maintain audit-ready records and respond to incidents or concerns promptly.

4. Definitions

Term	Meaning for this policy
Health and safety	The arrangements used to prevent injury, ill health, unsafe conditions and avoidable harm to staff, learners and others affected by Quack's activities.
Safe learner	A learner who receives appropriate information, supervision, support and training to understand risks, behave safely, report concerns and take reasonable care of themselves and others.
Hazard	Something with the potential to cause harm, such as unsafe equipment, poor manual handling, fire risk, stress, poor venue conditions, hazardous substances or unsafe behaviour.
Risk	The likelihood that harm may occur and the seriousness of that harm if it does occur.
Risk assessment	A recorded process used to identify hazards, assess risk, implement controls and review whether those controls remain effective.
Near miss	An unplanned event that did not cause injury or damage but had the potential to do so.
Mental Health First Aider	A trained member of staff who can provide initial support, reassurance and signposting. This is not a clinical role and does not replace safeguarding, emergency or medical support routes.

5. Health and Safety Policy Statement

Quack Recruitment & Training Ltd will maintain safe working and learning environments and will take reasonable steps to identify, control and review health and safety risks associated with its activities. The organisation will provide appropriate information, instruction, supervision and training to staff and learners, and will ensure health and safety responsibilities are clearly communicated.

Quack is committed to the safe learner approach. Learners will receive relevant health and safety information during onboarding, induction and delivery, including emergency arrangements, safe conduct, reporting accidents and near misses, safeguarding routes, welfare support, remote learning expectations and any activity-specific risks relevant to their programme.

All staff and learners are expected to take reasonable care for their own health and safety and the health and safety of others. They must follow instructions, use equipment and PPE correctly where provided, report hazards or concerns promptly, cooperate with risk controls and behave in a way that supports safe, respectful and inclusive learning environments.

Signed statement: Overall accountability for this policy rests with Dion Bishop, Director of Contracts & Operations, for and on behalf of Quack Recruitment & Training Ltd. This policy is approved for use from June 2026 and will be reviewed no later than June 2027, or sooner where risk, law, delivery activity, venue arrangements or organisational structure change.

6. Governance, Accountability and Competent Support

Overall responsibility for health and safety sits with the senior leadership of Quack Recruitment & Training Ltd. Day-to-day implementation is supported through defined operational roles rather than the previous Training Manager / Assistant Training Manager wording.

Quack will ensure that health and safety is planned, implemented, monitored and reviewed proportionately to the level of risk. Where specialist advice is needed, leaders will seek competent external advice or support rather than relying on informal judgement.

Health and safety matters are reviewed through staff meetings, delivery monitoring, incident review, learner feedback, tutor feedback, quality assurance activity, risk assessment review and policy review. Significant concerns must be escalated promptly to the relevant senior lead.

Role	Core accountability
Director of Contracts & Operations	Senior accountable lead for ensuring health and safety arrangements are resourced, reviewed and implemented across provision.
Quality & Compliance Lead	Policy owner for coordinating evidence, monitoring implementation, checking records, supporting audit readiness and ensuring health and safety links to safeguarding, inclusion and quality assurance.
Tutors / assessors	Responsible for safe delivery, learner supervision, activity-specific risk controls, safe behaviour expectations and prompt reporting of concerns or incidents.
Learner Engagement Manager and learner engagement staff	Support learner communication, welfare escalation, attendance follow-up and learner access to support routes where health, safety or wellbeing concerns emerge.
Progressions Officer	Ensures employer-linked progression activity is conducted safely and that learners understand professional conduct and reporting routes when engaging with employers.
Mental Health First Aider	Provides initial mental health first-aid support, reassurance and signposting. Current Mental Health First Aider: Matilda Jones.
Learners	Expected to follow health and safety instructions, report hazards, behave safely, engage with induction and training, and take reasonable care of themselves and others.

7. Responsibilities

7.1 Senior accountable lead

The Director of Contracts & Operations will ensure the organisation has appropriate health and safety arrangements, that responsibilities are clear, and that serious incidents or significant risks are reviewed and escalated where required. The senior accountable lead will ensure policy review, risk assessment, staff communication and corrective action are not treated as isolated administration, but as part of wider leadership oversight.

7.2 Quality & Compliance Lead

The Quality & Compliance Lead will maintain oversight of health and safety documentation, review implementation through quality assurance activity, ensure records are retained appropriately and link health and safety findings to the QIP where improvement is required. This includes checking that learner safety information, venue arrangements, staff training records, incident records and risk assessments remain current.

7.3 Tutors and assessors

Tutors and assessors are responsible for setting expectations, supervising learners, checking that activities are safe, ensuring learners understand emergency arrangements, managing the learning environment and reporting any accident, incident, near miss, hazard, welfare concern or unsafe behaviour promptly.

7.4 Staff, workers and learners

All staff, workers and learners must cooperate with health and safety arrangements, follow instructions, use equipment correctly, take reasonable care for themselves and others, report concerns promptly and avoid behaviour that could place themselves or others at risk.

8. The Safe Learner Model

The safe learner model is central to Skills Bootcamp delivery. Learners must not only be protected by staff controls; they must also understand how to behave safely, recognise risks, follow instructions, report concerns and apply safe working behaviours in future employment.

Safe learner development begins before and during induction and continues through teaching, assessment, learner review, attendance monitoring, safeguarding reinforcement, employability activity and progression support. Tutors reinforce that health and safety behaviours are employability behaviours, particularly in construction, retrofit, construction utilities and any employer-facing activity.

Safe learner area	How this is implemented
Initial information	Learners receive programme expectations, conduct requirements, safeguarding and Prevent information, support routes and relevant safety information during onboarding and induction.
Delivery reinforcement	Tutors reinforce safe conduct, emergency arrangements, risk awareness, reporting routes and activity-specific controls during teaching and assessment preparation.
Practical and vocational relevance	Where programmes include construction, retrofit, utilities, COSHH, manual handling or health and safety content, learners are supported to understand how these expectations apply in real workplace settings.
Learner review	ILPs, attendance follow-up, tutor observation and learner discussion are used to identify safety, welfare, confidence, support or engagement concerns.
Progression readiness	Learners are supported to understand employer expectations around reliability, safe conduct, communication, PPE, site rules and reporting concerns.

9. Health and Safety Induction, Training and Communication

Staff receive health and safety information as part of induction and role-specific onboarding. This includes their responsibilities, accident and near miss reporting, emergency arrangements, lone or remote working expectations, learner safety expectations, risk assessment, safeguarding links and any role-specific controls relevant to delivery or learner-facing activity.

Learners receive health and safety information through programme onboarding, induction, learner handbooks, tutor reinforcement, programme delivery and activity-specific instructions. Learner-facing information should be clear, accessible and relevant to the programme being delivered.

Health and safety updates may be communicated through staff meetings, email, Teams, policy updates, CPD, toolbox talks, tutor briefings, learner handbooks, delivery resources and quality assurance feedback. Emerging risks must be communicated promptly and not held until the next formal policy review.

Training / communication activity	Expected evidence
Staff induction and refresher information	Staff induction records, CPD logs, staff meeting minutes, email updates or policy acknowledgement.
Learner induction	Induction record, learner agreement, learner handbook acknowledgement, PICS notes or learner file evidence.
Tutor briefing before delivery	Tutor handover, scheme of work, risk assessment, venue information and learner support information where relevant.
Toolbox talks or updates	Meeting minutes, CPD record, update email or signed attendance where applicable.
Policy updates	Version control, staff communication, updated website or shared folder evidence where appropriate.

10. Risk Assessment and Safe Systems of Work

Quack will complete suitable and sufficient risk assessments for activities, venues, delivery models and tasks where risk is present. Risk assessments must be proportionate and reviewed when there is a significant change in venue, activity, equipment, learner need, delivery method, incident pattern or legal requirement.

Risk assessments should identify hazards, who may be harmed, current controls, further controls required, responsible person, review date and evidence that controls have been communicated. Where risk cannot be controlled to an acceptable level, the activity must not proceed until controls are improved.

Safe systems of work may include instructions, supervision levels, venue checks, PPE, equipment checks, activity sequencing, learner briefing, tutor demonstration, practical assessment controls, fire procedures, first-aid arrangements and escalation routes.

11. Delivery Venues, Classrooms, Remote Learning and External Sites

Delivery environments must be suitable for the programme being delivered. This includes checking access, welfare facilities, emergency arrangements, room layout, lighting, temperature, ventilation, trip hazards, equipment suitability, internet access where needed, safeguarding visibility and any activity-specific safety requirements.

Where delivery takes place remotely or through online-supported learning, staff must consider digital access, online safety, engagement monitoring, remote learner welfare, safeguarding reporting routes, appropriate communication channels and any reasonable adjustments required to support safe participation.

Where learners attend third-party premises, employer sites, test centres or external venues, staff and learners must follow the local health and safety arrangements of that site. Learners must be told who to contact if they feel unsafe or if an incident occurs away from the usual delivery location.

12. First Aid, Mental Health First Aid and Welfare

Quack will ensure appropriate first-aid arrangements are in place for delivery activity, proportionate to the venue and programme. First-aid information should be available to staff and learners, and staff should know how to access assistance in an emergency.

First-aid arrangements may be provided through Quack staff, venue arrangements, appointed persons or qualified first aiders depending on the location and delivery model. Venue-specific arrangements must be checked before delivery starts and communicated to tutors and learners.

Mental health and learner welfare are included within the provider's wider health, safety, safeguarding and learner support arrangements. Matilda Jones is the current Mental Health First Aider. The Mental Health First Aider may provide initial support, reassurance and signposting, but does not replace the DSL, emergency services, GP, NHS crisis support or specialist mental health services.

Where there is immediate risk of harm, a safeguarding concern, a serious welfare issue or a medical emergency, staff must escalate through the appropriate safeguarding or emergency route immediately. Staff must not delay escalation while attempting informal welfare support.

13. Accident, Incident, Near Miss and Hazard Reporting

All accidents, incidents, near misses and hazards must be reported promptly. This includes events involving staff, learners, contractors, visitors, delivery venues, employer-linked activity or remote learning where the event relates to Quack's activities.

Records should include what happened, who was involved, date and time, location, immediate action taken, first aid provided, witnesses, photographs or evidence where appropriate, follow-up action, responsible person and review outcome.

The Quality & Compliance Lead and senior accountable lead will review serious incidents, recurring trends or significant risks. Where an incident meets RIDDOR reporting criteria, leaders will ensure it is reviewed and reported to the appropriate authority within required timescales. Corrective actions must be recorded and monitored to completion.

14. Fire, Emergency and Evacuation Arrangements

Fire and emergency arrangements must be clear for every delivery venue. Tutors must know how to raise the alarm, evacuation routes, assembly points, learner supervision expectations, first-aid access and any local arrangements set by the venue.

Learners must be informed of emergency arrangements at induction or at the start of delivery at a new venue. Where delivery takes place at a third-party venue, the venue's emergency procedures must be followed. Any deficiencies identified in emergency arrangements must be escalated before delivery continues.

Fire drills, evacuation briefings or venue-specific emergency information should be recorded where relevant. Emergency arrangements should be reviewed where premises, delivery location, cohort size, learner needs or risk profile change.

15. Manual Handling, DSE, PPE, COSHH and Work Equipment

Manual handling must be avoided where possible or risk-assessed where it cannot be avoided. Learners and staff should not lift or move items beyond their capability. Where manual handling forms part of delivery, learners must receive appropriate instruction, demonstration, supervision and assessment controls.

Display screen equipment and remote working risks should be considered for staff and learners who use computers, laptops or online systems. Staff and learners should be encouraged to use safe workstation practices, take appropriate breaks, report discomfort and request support where digital access or equipment creates a barrier.

PPE must be provided and used where required by risk assessment, qualification requirements, practical activity or venue rules. Learners and staff must be told when PPE is required, how to use it, how to look after it and who to tell if PPE is damaged or unsuitable.

COSHH risks must be controlled where hazardous substances are present or discussed through practical activity. Where substances are used, staff must ensure suitable controls, information, supervision, storage, disposal and emergency arrangements are in place. Work equipment must be suitable, maintained, used only by authorised or supervised persons and removed from use if faulty.

16. Peripatetic, Remote and Travelling Workers

Staff who travel, work remotely, visit venues or attend employer sites must take reasonable care for their own safety and follow Quack's procedures. This includes safe travel planning, communication with managers, safe use of equipment, awareness of local site rules and reporting any concerns promptly.

Where staff use vehicles for work activity, they are responsible for ensuring they are fit to drive, comply with road traffic law, follow insurance and vehicle requirements, and do not drive where fatigue, medication, alcohol, illness or distraction may affect safety. Staff should follow any local parking, access and visitor rules when attending external sites.

17. Contractors, Employers and Third-Party Premises

Contractors, employers, subcontractors and external venues must cooperate with Quack to maintain safe working and learning environments. Where external parties are involved in delivery, employer engagement, interviews, progression activity or venue provision, responsibilities must be clear.

Before learners attend external premises for training, interviews, employer engagement or assessment activity, staff should consider whether the location is suitable, whether learners understand arrangements, whether safeguarding and reporting routes remain clear, and whether any reasonable adjustments or welfare concerns need to be considered.

External contractors working at Quack premises or delivery venues should be briefed on relevant site rules, emergency arrangements and safeguarding expectations where their work may affect learners or staff.

18. Safeguarding, Prevent and Learner Welfare Interface

Health and safety must be considered alongside safeguarding, Prevent, learner support and wellbeing. Attendance issues, disengagement, changes in behaviour, distress, unsafe conduct, harassment, bullying, discriminatory

behaviour, online safety concerns or welfare disclosures may require both health and safety action and safeguarding escalation.

Staff must not treat safeguarding, Prevent or welfare concerns as ordinary health and safety issues only. Where safeguarding thresholds may be met, the concern must be reported to the DSL or Deputy DSL immediately using the provider's safeguarding procedure.

Learners are told how to report safeguarding or welfare concerns and should be reminded that support is available. Health and safety arrangements should therefore support the provider's wider aim of enabling learners to participate safely, feel included, access help and progress confidently.

19. Monitoring, Quality Assurance and Review

Leaders will monitor the effectiveness of health and safety arrangements through risk assessment review, staff meeting minutes, learner voice, incident records, accident and near miss review, venue checks, staff CPD, learner file review, safeguarding links, quality assurance activity and QIP actions where required.

Monitoring activity	Purpose	Frequency / trigger
Policy review	Check policy remains current, role titles are accurate and arrangements reflect delivery activity.	Annual review or sooner after significant change.
Risk assessment review	Check hazards, controls, responsibilities and review dates remain suitable.	Before new activity / venue and at planned review points.
Incident / near miss review	Identify trends, root causes, corrective action and any RIDDOR implications.	After each incident and through management review.
Staff communication / meetings	Ensure staff understand health and safety expectations, emerging risks and actions.	Monthly staff meetings or as required.
Quality assurance review	Check health and safety is visible in induction, teaching, learner support, learner voice and evidence.	OTLA, learner file review, QIP and contract review cycles.

Appendix A: Health and Safety Induction Checklist

Area	Check	Complete / evidence
Policy awareness	Staff / learner has been informed of relevant health and safety expectations.	
Emergency arrangements	Fire exits, alarm, assembly point, emergency contact and evacuation arrangements explained.	
First aid	First-aid arrangements and how to access help explained.	
Accident / near miss reporting	How to report accident, incident, near miss, hazard or unsafe condition explained.	
Safe conduct	Expectations for behaviour, attendance, communication and safe participation explained.	
Safeguarding link	Safeguarding and welfare reporting routes explained.	
Activity-specific risks	Programme, venue, remote learning, practical or employer-linked risks explained where relevant.	

Appendix B: Risk Assessment and Delivery Safety Checklist

Check	Required action	Complete / evidence
Activity identified	Confirm what activity, venue, cohort, task or delivery model is being risk-assessed.	
Hazards identified	Consider physical, welfare, remote learning, manual handling, fire, equipment, COSHH, DSE and learner-specific risks.	
Who may be harmed	Consider staff, learners, visitors, contractors, employers and others affected by the activity.	
Controls recorded	Record current controls and any further action required before delivery proceeds.	
Responsibilities set	Assign named person and timescale for any action.	
Learners briefed	Ensure relevant controls are communicated to learners clearly.	
Review completed	Review after incident, venue change, new activity, cohort change or planned review date.	

Appendix C: Accident, Incident and Near Miss Checklist

Stage	Required action	Complete / evidence
Immediate safety	Make area safe, provide first aid or emergency response, and protect staff / learners from further harm.	
Escalation	Inform tutor, manager, Quality & Compliance Lead, DSL / DDSL or emergency services as appropriate.	
Record	Complete accident / incident / near miss record with date, time, people involved, witnesses and action taken.	
Evidence	Retain photographs, statements, correspondence or venue records where appropriate.	
Review	Identify root cause, corrective action, responsible person and timescale.	
External reporting	Consider whether RIDDOR, funder, safeguarding, awarding body or venue reporting is required.	
Learning	Add actions to QIP, staff briefing, risk assessment review or policy update where required.	

Appendix D: Version Control

Version	Date	Author / owner	Summary of change	Next review
1.0	October 2024	Dion Bishop	Original health and safety policy.	October 2025
2.0	May 2026	Dion Bishop	Health and Safety Policy Statement issued and aligned to safe learner expectations.	May 2027
3.0	June 2026	Dion Bishop / Quality Team	Full policy rewrite following funder feedback. Removed Training Manager and Assistant Training Manager role references, updated current responsibilities, identified Matilda Jones as Mental Health First Aider, strengthened learner and funded Skills Bootcamp relevance, and aligned policy with current governance, safeguarding, inclusion and quality assurance arrangements.	June 2027

Reference framework: This policy should be read alongside the provider's safeguarding, Prevent, online and e-learning, data protection, learner support, EDI, information security, complaints, learner conduct, risk assessment and quality assurance documentation. External reference sources considered include the Health and Safety at Work etc. Act 1974, Management of Health and Safety at Work Regulations 1999, Health and Safety (Training for Employment) Regulations 1990, RIDDOR 2013, relevant HSE guidance, funder requirements, awarding body expectations and Ofsted further education and skills inspection materials where relevant.