



PARITY
EDUCATION

Shaping Futures
With Equal Opportunities

Health and Safety Policy

Safe • proportionate • responsive • child-centred

Alternative Provision • EOTAS • SEND • Home • Community • Online

Organisation	Parity Education and Careers Services Ltd
Policy owner	Operations Director
Operational lead	Head of Provision
Version	1.0 - August 2026
Last reviewed	August 2026
Next review due	August 2027, or sooner following a significant incident, legal/guidance change or material change to provision
Applies to	Employees, tutors, contractors, learners, visitors and activities delivered on behalf of Parity Education
Related policies	Safeguarding and Child Protection; Lone Working; Behaviour; Attendance; Data Protection; Online Safety; Equality, Diversity and Inclusion; Safer Recruitment; Tutor & Contractor Handbook

Contents

1. Statement of intent
2. Scope and context
3. Legal and guidance framework
4. Responsibilities and competent advice
5. Risk assessment and hierarchy of control
6. Placement and learner-specific risk assessment
7. Home-based provision
8. Community venues and third-party premises
9. Lone working and personal safety
10. First aid and emergency medical response
11. Medical conditions, medication and allergies
12. Accidents, incidents, near misses and RIDDOR
13. Fire and emergency arrangements
14. Violence, aggression, dysregulation and unsafe behaviour
15. Educational and community activities
16. Travel and driving for work
17. Equipment, electrical safety and specialist activities
18. COSHH and hazardous substances
19. Manual handling
20. Display screen equipment and homeworking
21. Infection prevention and public health
22. Wellbeing, stress and occupational health
23. Safeguarding interface
24. Information, instruction, training and supervision
25. Contractors, venues and shared responsibilities
26. Learner and parent/carers responsibilities
27. Monitoring, audit and review
28. Records and document control
- Appendix A - Pre-session/location safety check
- Appendix B - Incident and escalation guide
- Appendix C - Core health and safety evidence

1. Statement of intent

Parity Education is committed to protecting, so far as is reasonably practicable, the health, safety and welfare of people affected by our work. We will manage risk sensibly and proportionately so that children and young people can access meaningful education without unnecessary restriction.

Our provision is different from a conventional school site. Sessions are commonly delivered 1:1 or 2:1 in family homes, libraries, community venues, schools and other agreed locations, with some online delivery. Health and safety arrangements must therefore travel with the learner and the activity rather than relying on a single premises-based system.

Health and safety is closely connected to safeguarding, SEND, behaviour support and attendance. A safe placement considers the learner's individual needs, the environment, the activity, the adults present, travel, medical information, foreseeable behaviour and the arrangements for obtaining help.

2. Scope and context

This policy applies to work undertaken on behalf of Parity Education by employees, tutors and contractors and to learners, visitors and others who may be affected by that work. It applies to provision delivered in homes, community settings, hired rooms, commissioner premises, public spaces, online and any other agreed location.

Parity Education does not assume that a host venue, parent/carers or commissioner has removed our own responsibility to consider risks arising from our work. Equally, where another organisation controls a premises, we will cooperate and coordinate with that organisation rather than duplicate specialist premises management that properly sits with the host.

3. Legal and guidance framework

This policy has been developed with regard to the current legal and sector framework in England, including:

- Health and Safety at Work etc. Act 1974.
- Management of Health and Safety at Work Regulations 1999.
- Health and Safety (First-Aid) Regulations 1981.
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR).
- Regulatory Reform (Fire Safety) Order 2005 where applicable to non-domestic premises.
- Control of Substances Hazardous to Health Regulations 2002 (COSHH).
- Manual Handling Operations Regulations 1992.
- Display Screen Equipment Regulations 1992.
- Provision and Use of Work Equipment Regulations 1998 and Electricity at Work Regulations 1989, where applicable.
- Equality Act 2010, including the duty to make reasonable adjustments.
- DfE Non-school alternative provision: voluntary national standards (2025), particularly Part 2: Health and safety.
- DfE Alternative provision statutory guidance, updated 2025.
- DfE Health and safety: responsibilities and duties for schools, used as relevant good-practice guidance for education settings.
- HSE guidance on risk assessment, lone working, first aid, work-related violence, homeworking and incident reporting.

The DfE's 2025 voluntary national standards are the most directly relevant current benchmark for non-school AP. They expect an effectively implemented health and safety policy, first-aid arrangements, incident recording/reporting, safe specialist equipment and appropriately trained staff, and suitable fire-safety arrangements.

4. Responsibilities and competent advice

Directors

- Provide leadership and adequate resources for health and safety.
- Ensure suitable systems exist for risk assessment, incident management, training and review.
- Ensure appropriate insurance is maintained.
- Obtain competent health and safety advice where an issue falls outside internal knowledge or experience.

Operations Director

- Owns this policy and the central health and safety framework.

- Maintains oversight of significant incidents, risk controls, training and compliance records.
- Ensures RIDDOR and other external reporting is considered where required.
- Coordinates review following serious incidents or material changes.

Head of Provision

- Ensures placement information is sufficient for safe delivery before sessions begin.
- Ensures learner, location and activity risks are identified and communicated to tutors.
- Determines whether 1:1 delivery is safe or whether additional staffing/control measures are required.
- Escalates significant health, safety, behaviour or safeguarding concerns.

Tutors and contractors

- Take reasonable care of their own health and safety and that of others affected by their work.
- Follow risk assessments, venue rules, training, instructions and agreed control measures.
- Carry out a dynamic safety check before and during each session.
- Stop, adapt or leave an activity/location where there is serious or immediate danger.
- Report accidents, near misses, hazards and material changes promptly.
- Do not undertake tasks, physical interventions, medical procedures or specialist activities for which they are not trained, authorised and competent.

5. Risk assessment and hierarchy of control

Parity Education will use suitable and sufficient risk assessment to identify foreseeable hazards, decide who may be harmed, evaluate the level of risk and implement proportionate controls. Significant findings will be recorded. Assessments will be reviewed when circumstances change, after relevant incidents or near misses, when new information emerges and at suitable planned intervals.

Controls should follow a sensible hierarchy: remove the hazard where reasonably practicable; reduce exposure; change the environment or activity; introduce safe systems and supervision; provide information/training; and use personal protective equipment only where appropriate.

Risk assessment is not intended to remove all challenge from education. It should enable appropriate activity while preventing avoidable harm.

6. Placement and learner-specific risk assessment

Before a placement starts, Parity Education will obtain and consider information relevant to safe delivery. The level of assessment will reflect the learner's needs and the nature of the placement.

- Known medical conditions, allergies, mobility or sensory needs and relevant healthcare plans.
- Communication needs, cognition and ability to understand or respond to safety instructions.
- Known behaviour, dysregulation, absconding, aggression, self-injury or other foreseeable risks.
- Safeguarding information that affects safe working arrangements.
- Location, access, privacy, emergency arrangements and whether other people will be present.
- Planned activities, equipment, community access and travel.
- Whether lone working is appropriate and whether the commissioned staffing ratio is sufficient.
- Any specific control measures supplied by the commissioner, parent/carer, school or venue.

Risk information should be shared with the tutor before the first session and updated when circumstances materially change. Where adequate information is not available, provision may be delayed, restricted or started with additional controls until risks can be assessed.

7. Home-based provision

Home tuition requires particular attention because Parity Education does not control the premises. A home does not need to resemble a classroom, but the agreed working area must be reasonably safe for the activity.

- An agreed adult should normally be present or immediately available where this is required by the placement plan, safeguarding arrangements or risk assessment.

- The tutor should know how to leave the property safely and should not work in a room where exit is obstructed.
- Pets, smoking, intoxication, unsafe visitors, weapons, significant environmental hazards or threatening behaviour must be treated as dynamic risks.
- Tutors must not enter or remain in a home where they reasonably believe there is a serious or immediate risk to themselves or the learner.
- Learning equipment should be used in a way that is suitable for the space; tutors should not use household equipment or undertake practical activities that introduce unmanaged hazards.
- Any recurring concern about the home environment must be reported so that the placement/location risk assessment can be reviewed.

A home visit is not a formal inspection of a family's private residence. The focus is the safety of the agreed educational activity and the people involved.

8. Community venues and third-party premises

Where provision takes place in a library, community centre, school, office or other third-party premises, Parity Education will establish proportionate assurance about the parts of the venue relevant to our activity.

- Safe access and egress, including any accessibility requirements.
- Fire evacuation arrangements and assembly point.
- How first aid will be obtained and who the designated person/first aider is.
- Toilet and welfare arrangements.
- Any known site hazards, restricted areas or security/access procedures.
- Whether the room and furniture are suitable for the learner and activity.
- How staff can summon assistance if required.
- Any venue rules that tutors and learners must follow.

The venue owner remains responsible for matters within its control, such as statutory premises maintenance and its fire-risk arrangements. Parity Education remains responsible for risks created by our own activities and for ensuring tutors understand relevant host arrangements.

9. Lone working and personal safety

Lone working is a foreseeable feature of Parity Education's delivery model and must be actively managed. Working 1:1 with a learner does not mean that the risks can be treated as ordinary classroom risks.

- Each placement will consider whether lone working is appropriate for the learner, setting and activity.
- Tutors must have a working mobile phone or other agreed means of communication.
- Parity Education must hold accurate session/location information and an emergency contact route.
- Check-in/check-out or other monitoring arrangements will be used where the assessed risk requires them.
- Tutors must not place themselves between a distressed person and an exit or pursue a learner into an unsafe area.
- Where risks cannot be adequately controlled through 1:1 delivery, the staffing ratio, venue, activity or placement arrangement must be changed.
- Threats, abuse, intimidation or violence towards a tutor must be reported even if no physical injury occurs.

The separate Lone Working Policy and individual risk assessments provide the operational detail. HSE guidance makes clear that employers must train, supervise and monitor lone workers and maintain arrangements to keep in touch and respond to incidents.

10. First aid and emergency medical response

Parity Education will complete a proportionate first-aid needs assessment reflecting its dispersed delivery model. Arrangements may differ between a dedicated venue, a host school, a library and a family home.

- Appropriate first-aid equipment will be available or accessible based on the needs assessment.
- Where a host venue provides first-aid arrangements, tutors must know how to access them.
- Where a designated first aider is not required by the needs assessment, there must still be a clear person/arrangement for contacting emergency services and managing the immediate response.
- Tutors should provide first aid only within their competence and training.
- Serious or potentially serious injury or illness requires emergency services where clinically indicated; parental or managerial permission must never delay a 999 call.
- Parents/carers and commissioners will be informed of learner accidents or illness in line with severity, safeguarding considerations and commissioned arrangements.

A separate First Aid Policy should set out training levels, equipment, record keeping and detailed procedures. This Health and Safety Policy establishes the overarching duty.

11. Medical conditions, medication and allergies

Medical information that is necessary for safe provision must be obtained before or as soon as reasonably practicable after a placement begins. Individual healthcare plans, emergency protocols and commissioner information should be followed where provided.

- Medication will only be administered or supervised where this has been expressly agreed, appropriately documented and the person involved is trained/competent where required.
- Where a learner self-administers medication, the agreed arrangements should be recorded.
- Emergency medication such as inhalers, adrenaline auto-injectors or seizure medication must be accessible in accordance with the learner's plan.
- Food-based activities must consider allergies, intolerances, choking risk and cross-contamination.
- Changes in medical needs must be communicated promptly and may trigger a new risk assessment.

Parity Education will keep its arrangements under review as national guidance on medical conditions and allergy safety develops.

12. Accidents, incidents, near misses and RIDDOR

All accidents, injuries, significant illnesses, dangerous occurrences, work-related violence and relevant near misses must be reported through Parity Education's incident system as soon as practicable.

The immediate priority is safety and medical assistance. After the event, the record should capture what happened, who was affected, immediate action, witnesses where relevant, whether parents/carers and commissioners were informed, and any required follow-up.

The Operations Director will determine whether an incident is reportable under RIDDOR, seeking competent advice where needed. Not every learner injury is RIDDOR-reportable; the legal criteria must be applied to the circumstances.

Incidents and near misses will be reviewed for learning. Risk assessments, staffing, venue arrangements, training or placement plans must be updated where the review identifies a need.

13. Fire and emergency arrangements

Fire-safety arrangements must reflect who controls the premises.

- At Parity-controlled non-domestic premises, appropriate fire-risk assessment, alarm/testing, escape, signage and emergency arrangements will be maintained in accordance with applicable fire-safety law.
- At host venues, Parity Education will obtain/confirm relevant evacuation and assembly arrangements and tutors must follow the host's procedures.
- In a family home, tutors should identify a safe exit route and must not obstruct exits or introduce avoidable ignition hazards through the educational activity.
- Sessions must stop and the building must be evacuated immediately when instructed or when fire/smoke presents a danger.

- Personal emergency evacuation needs, including mobility, sensory or communication needs, must be considered for individual learners.

Emergency planning will also consider severe weather, loss of utilities, security incidents, significant injury, public-health incidents and other foreseeable events relevant to the location.

14. Violence, aggression, dysregulation and unsafe behaviour

Some learners may communicate distress through behaviour that creates a health and safety risk. Parity Education will respond through prevention, relationship-based practice, de-escalation, safeguarding and individual risk planning rather than treating distress as misconduct alone.

- Known triggers, early warning signs and effective regulation strategies should be recorded where relevant.
- Tutors should maintain access to an exit and avoid escalating confrontation.
- Activities and environments should be adapted where sensory, communication or trauma-related needs increase risk.
- Where a learner leaves the agreed area, the response must follow the learner's risk/safeguarding plan; tutors should not create additional danger through unsafe pursuit.
- Physical intervention is not a routine control measure. Any use must be lawful, necessary, proportionate and consistent with Parity Education's Behaviour Policy, training and individual arrangements.
- After significant incidents, both learner welfare and staff welfare must be considered.

15. Educational and community activities

Activities outside ordinary seated tuition must be suitable for the learner, location, tutor competence and commissioned purpose. A specific activity risk assessment is required where the activity introduces material risks not already covered.

- Road and pedestrian safety during community access.
- Parks, open spaces, water, weather and environmental conditions.
- Sports, physical activity and appropriate equipment.
- Cooking, craft, tools or practical activities.
- Trips to public venues and arrangements for meeting/separation.
- Online activities where there is a physical safety dimension, such as instructions for experiments or practical tasks.

Parity Education will not offer high-risk or specialist activities unless appropriate competence, insurance, equipment, supervision and risk controls are confirmed.

16. Travel and driving for work

Tutors may travel between locations as part of their work. They must drive lawfully, use a roadworthy and appropriately insured vehicle where driving for work, and must not use a handheld mobile phone while driving.

Transporting learners is not assumed to form part of a tutor's role. A learner must only be transported in a private vehicle where this has been expressly authorised by Parity Education, is consistent with commissioner/parental arrangements, insurance is appropriate and any learner-specific risks have been assessed.

Where public transport or walking forms part of a learner's planned session, the route, supervision, road safety, accessibility, behaviour and emergency arrangements must be considered.

17. Equipment, electrical safety and specialist activities

Equipment supplied or used by Parity Education must be suitable for its intended purpose, maintained where necessary and visually checked before use. Defective equipment must be removed from use and reported.

- Portable electrical equipment should be used according to manufacturer instructions and checked for visible damage.
- Chargers, extension leads and cables must not create trip, overheating or electrical hazards.
- Specialist equipment must have relevant inspection/safety checks and only be used by appropriately trained or qualified people.
- Learners must receive suitable instruction and supervision for equipment they use.
- Personal equipment brought by tutors or learners may only be used where it is safe and appropriate for the session.

18. COSHH and hazardous substances

Parity Education's normal tuition model should involve minimal use of hazardous substances. Where cleaning products, art materials or other substances fall within COSHH, exposure will be avoided or controlled and manufacturer safety information followed.

Tutors must not introduce chemicals, substances or practical activities presenting significant health risks without prior approval and suitable assessment. Hazardous substances must never be left accessible to learners contrary to the product instructions or risk assessment.

19. Manual handling

Manual handling that could cause injury should be avoided where reasonably practicable. Where it cannot be avoided, the task, load, environment and individual's capability must be considered.

Tutors are not expected to undertake lifting or moving of learners as part of ordinary provision. Any learner who requires physical assistance with mobility or transfers must have specific arrangements, appropriate equipment and competent trained adults agreed before delivery.

20. Display screen equipment and homeworking

Employees who habitually use display screen equipment for work will be supported in accordance with applicable DSE requirements. Homeworking and administrative work should be organised to reduce foreseeable risks from poor workstation setup, prolonged sitting, fatigue and isolation.

For tutors using laptops during sessions, sensible positioning, breaks and cable management should be used. A short session using a laptop does not require disproportionate bureaucracy, but repeated or prolonged use should be managed sensibly.

21. Infection prevention and public health

Parity Education will take proportionate steps to reduce transmission of infectious illness. Staff and tutors should follow current public-health advice and any specific commissioner/venue requirements.

- Good hand hygiene and respiratory hygiene.
- Cleaning shared equipment where appropriate.
- Ventilation where reasonably practicable.
- Not attending where illness creates an unacceptable risk to others, in line with current public-health advice.
- Using additional controls for a learner with known clinical vulnerability where this is identified in their health/risk information.

Infection risks will be managed as part of normal health and safety arrangements rather than through outdated blanket restrictions.

22. Wellbeing, stress and occupational health

Health and safety includes work-related stress and psychological harm. Parity Education recognises that 1:1 work with children who have complex needs can be emotionally demanding.

- Workload, lone-working demands and exposure to distressing incidents should be considered in risk management.
- Tutors should raise concerns where a placement is affecting their health, safety or ability to work safely.
- Debrief, supervision or management support should be offered after significant incidents where appropriate.
- Reasonable adjustments will be considered for workers with disabilities or health conditions.
- No worker should continue a task where fatigue, illness or distress means they cannot do it safely.

23. Safeguarding interface

A health and safety incident may also be a safeguarding concern. Examples include unexplained injury, unsafe home conditions, threats from household members, a learner missing during a session, self-harm, suspected neglect, unsafe medication arrangements or an allegation about an adult.

Where both systems apply, immediate safety and safeguarding take priority. The tutor must follow the Safeguarding and Child Protection Policy and contact the DSL/DDSL as required. Health and safety reporting should then be completed without duplicating or weakening the safeguarding record.

24. Information, instruction, training and supervision

Parity Education will provide health and safety information, instruction, training and supervision proportionate to role and risk. This will form part of induction and ongoing management.

- Core policy and incident-reporting expectations.
- Dynamic risk assessment and safe decision-making.
- Lone-working arrangements.
- Emergency and first-aid awareness appropriate to role.
- Relevant learner-specific risks and control measures before delivery.
- Additional training where a placement involves higher-risk needs, activities, equipment or medical arrangements.

A tutor must tell Parity Education if they do not understand a control measure or do not believe they have the competence, information or equipment to deliver safely.

25. Contractors, venues and shared responsibilities

Where Parity Education works alongside commissioners, venue operators or other contractors, relevant health and safety information will be exchanged so that responsibilities are clear.

Parity Education will not simply rely on a statement that a venue is 'safe'. Assurance should be proportionate to the activity and may include venue terms, fire/evacuation information, first-aid arrangements, accessibility, room checks, risk information or other evidence.

Where another party identifies a hazard affecting Parity Education provision, this must be acted upon promptly.

26. Learner and parent/carer responsibilities

Learners will be supported, according to age and understanding, to take reasonable care of themselves and others and to follow safety instructions. Health and safety expectations should be communicated in a way the learner can understand.

Parents/carers should provide accurate and timely information about relevant medical, behavioural, environmental or other risks; tell Parity Education when circumstances change; and cooperate with agreed safety arrangements for home-based provision.

A failure to follow essential safety arrangements may result in a session being stopped and the placement reviewed with the commissioner.

27. Monitoring, audit and review

Parity Education will monitor whether this policy is working in practice rather than relying on the existence of the document alone.

- Reviewing accidents, near misses, violence and health and safety concerns for patterns.
- Sampling placement/location risk assessments and evidence that controls are being followed.
- Checking training and first-aid competence where required.
- Reviewing recurring venue or lone-working issues.
- Considering feedback from tutors, learners, parents/carers and commissioners.
- Completing an annual health and safety review against the DfE non-school AP standards and relevant commissioner quality-assurance expectations.

This policy will be formally reviewed at least annually and sooner following a serious incident, significant organisational change, new premises, material change in delivery model or relevant legal/guidance change.

28. Records and document control

Parity Education will maintain proportionate records needed to demonstrate and operate safe provision. Records will be stored securely and retained in accordance with the Data Protection Policy and applicable retention requirements.

- Health and safety policy and review history.

- General, location, activity and learner-specific risk assessments.
- Accident, incident and near-miss records.
- RIDDOR decisions/reports where applicable.
- First-aid needs assessment, equipment checks and training records.
- Relevant venue safety information.
- Equipment inspection/maintenance records where applicable.
- Training and competence records.
- Action plans arising from incidents, audits or reviews.

Policy approval and review

Version	Date	Summary	Status
1.0	August 2026	New policy written for Parity Education's dispersed non-school AP model and aligned to DfE 2025 voluntary national standards, HSE requirements and current commissioner expectations.	For approval

Approved by: Patrick Iberi - Head of Provision / Designated Safeguarding Lead; Nicola Catherall - Operations Director / Deputy Designated Safeguarding Lead

Approval date: August 2026

Next review: August 2027, or earlier where required.

Appendix A - Pre-session/location safety check

This is a dynamic check, not a replacement for the formal placement risk assessment. Tutors should use professional judgement and report material concerns.

Check	Prompt
Access / exit	Can I enter and leave safely? Is the exit unobstructed?
People present	Are the expected people present? Is anyone creating an unexpected risk?
Environment	Any obvious fire, electrical, trip, smoking, substance, pet or other hazards affecting the session?
Learner presentation	Any material change in health, distress, behaviour, intoxication, injury or regulation?
Emergency help	Do I know how to summon help / access venue first aid / contact Parity?
Activity	Is today's planned activity still safe in the current circumstances?
Changes	Has anything changed that should be reported or trigger review?

If there is serious or immediate danger: do not begin, or stop the session; move to safety; call emergency services if required; then contact Parity Education and follow safeguarding procedures where relevant.

Appendix B - Incident and escalation guide

Situation	Immediate response	Then
Minor accident / first aid	Make safe; provide/access appropriate first aid.	Record; inform parent/carer/commissioner as required.
Significant injury or acute illness	Call 999 where indicated; make area safe; follow medical plan.	Notify Parity immediately; inform parent/carer/commissioner; preserve facts; formal review.
Threat, aggression or unsafe environment	De-escalate if safe; maintain exit; leave if necessary; call police/999 for immediate danger.	Notify Parity; safeguarding referral if relevant; incident record and risk review.
Learner leaves agreed area	Follow individual missing/absconding plan; do not create further danger.	Notify Parity/parent/commissioner/police as plan requires; safeguarding and risk review.
Fire / evacuation	Leave by safe route; follow host arrangements; call 999 if required.	Account for learner; notify Parity and relevant parties.
Near miss / newly identified hazard	Remove or avoid hazard where possible.	Report so controls/risk assessment can be updated.

Appendix C - Core health and safety evidence

To demonstrate that this policy is implemented rather than merely held on file, Parity Education should be able to produce the following evidence when reasonably requested by commissioners or quality-assurance teams:

- Current Health and Safety Policy and annual review record.
- Risk-assessment framework and sample anonymised placement/location assessments.
- Lone-working arrangements.
- First Aid Policy/needs assessment and training records.
- Accident, incident and near-miss log with evidence of management review.
- Fire-safety arrangements for any Parity-controlled premises and evidence of host arrangements for regular venues.
- Relevant equipment inspection/maintenance records.
- Health and safety induction/acknowledgement records for tutors and contractors.
- Evidence that significant incidents or changed risks result in updated controls.
- Evidence of annual self-audit against Part 2 of the DfE Non-school alternative provision voluntary national standards.