

STUDENT HEALTH, SAFETY AND WELFARE GUIDE

The purpose of these documents is to provide you with an outline of the Health and Safety aspects of your work and provides information and instruction as is necessary to enable the safe performance of work activities.

Should you have any questions regarding the content please do not hesitate to speak to your Teacher or Academy Principal.

Health and Safety Policy

Health and Safety Rules

First Aid and Accident Reporting

Electrical Equipment

Fire Safety

COSHH

Dermatitis

Manual Handling

Alcohol and Drug Policy

Safeguarding Policy

Equal Opportunities Policy

Health & Safety Policy

The company's Health & Safety Policy Statement can be found on the website Sassoon.com. This includes details of each person's responsibilities towards health and safety within the organisation.

Alongside the organisation's H&S Policy we have developed a detailed breakdown of your specific responsibilities as a student at Sassoon Academy.

Please familiarise yourself with these responsibilities.

All students are required to:

- *Co-operate with teachers and managers on health and safety matters;*
- *Not interfere with anything provided to safeguard their health and safety;*
- *Take reasonable care of their own health and safety, and that of others;*
- *Use work equipment correctly, in accordance with training and instructions received;*
- *Use personal protective equipment correctly, in accordance with training and instructions received; and*
- *Report all health and safety concerns to a responsible person*
-

Accidents happen when health and safety rules and procedures are abused.

Health & Safety Rules

You must at all times comply with the Sassoon Academy rules which are set out below:

1. Keep the classroom, student lounge etc. clean and tidy at all times.
2. Keep all fire exits clear at all times.
3. Switch off and unplug all electrical appliances when not in use.
4. Do not overload power sockets.
5. Remove rubbish regularly and store correctly while awaiting disposal.
6. No smoking is allowed any within the Academy.
7. Store all stock correctly and replace tops immediately after use.
8. Sterilise any items such as combs between clients or if dropped on the floor.
9. Do not obstruct fire extinguishers.
10. Clean up any spills immediately
11. Report any unsafe conditions to your Manager immediately
12. Never use a chair or a stack of boxes for climbing.

13. Report any accidents to your teacher immediately.
14. You first point of contact for all aspects of H&S is your assigned teacher.

FIRST AID ARRANGEMENTS and ACCIDENT REPORTING

It is your responsibility to report all accidents/incidents not matter how small ie cut fingers, minor slips etc

If you have any sort of accident in the academy or associated areas irrespective of how small tell your teacher/principal and an entry will be made in the accident book.

If anyone else has an accident e.g. a client, model, tradesperson or visitor ensure you tell your teacher/principal and an entry will be made in the accident book.

Your principal will also need details on which to base a report and to investigate the incident.

Details of the named first aiders for you academy can be found at the reception area. First Aid boxes are available in every classroom.

ELECTRICAL EQUIPMENT

Always check your electrical equipment BEFORE you plug it in...make sure the leads are secure and the plug is not cracked.

Never use electrical equipment with wet hands!

Any faults or problems with electrical items that have been supplied to you as part of your kit from Sassoon Academy, must be taken out of use and reported to your teacher immediately

FIRE SAFETY

Your Teacher/Principal will tell you:

What the fire alarm sounds like.

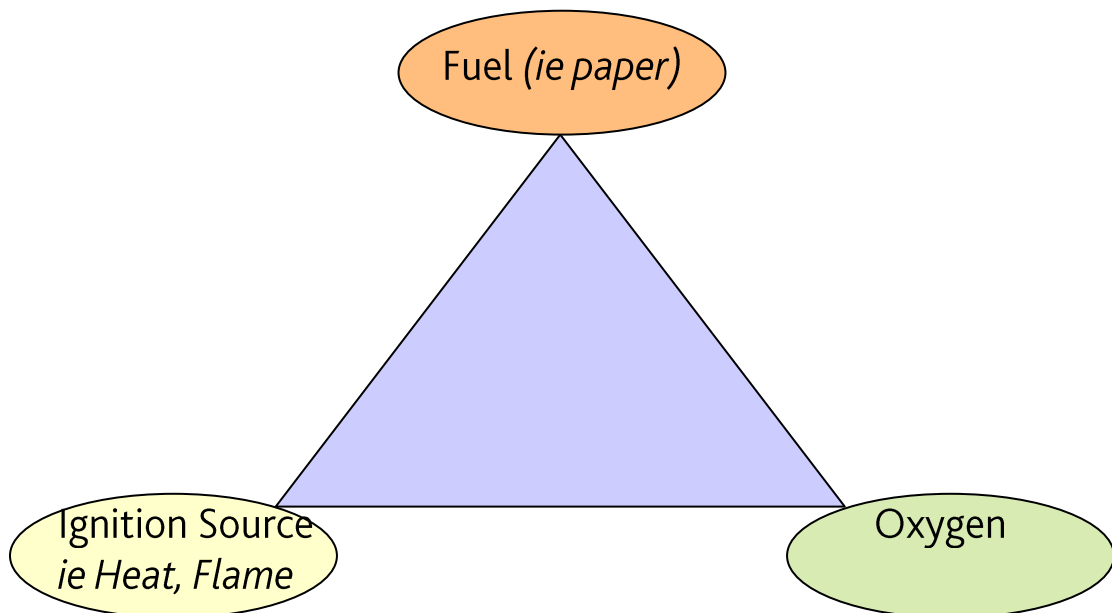
What to do if there is a fire or the alarm sounds.

Where to evacuate to.

The location of smoke detectors, fire call points and extinguishers.

The Fire Triangle

Before a fire can start, three things are needed.



Therefore in order to extinguish a fire one of these elements needs to be removed.

ie. Take away the fuel source - Starvation

Take away the oxygen - Smothering

Take away the heat - Cooling

Classes of Fire

There are 4 classes of fire:

Class A: Fires which involve solids such as paper, wood, hair etc.

Class B: Fires which involve liquids.

Class C: Fires which involve gases such as propane and butane.

Class D: Fires which involve metals.

Class F: Fires involving cooking oils or fats

(Only the first three classes of fire are likely to be encountered in a salon)

Types of Fire Extinguisher

All new fire extinguishers must comply with European Standard BS EN2. This requires all extinguishers to be coloured RED with a small area coded using traditional colours.

TYPE	COLOUR CODE	CLASS OF FIRE	HOW TO USE
Water	Red	Class A – Do not use on electrical equipment	Direct jet at the base of the flames and keep it moving across the area of the fire
Foam	Cream	Class B and F – Do not use on electrical equipment	Do not aim the jet directly onto the liquid. Aim at edge and allow foam to build up
Dry Powder	Blue	Class B and F – Ok on electrical	Aim at the base of the flames using sweeping motion drive the flame towards the far edge
Carbon Dioxide (CO2)	Black	Class B and F – Ok on electrical	Aim at base of fire
Halon (BCF)	Green	Class B and F – Ok on electrical	Aim at base of fire

REMEMBER...

Do not block fire doors, call points, fire extinguishers or escape routes with anything.

Do not let rubbish accumulate anywhere in the classroom.

Never bring any substance onto the premises without checking with your academy principal first.

If you smell gas or smoke advise your teacher immediately

If there is a small outbreak of fire only tackle it if it is safe to do so....ALWAYS raise the alarm first!

Risk Assessments

Risk assessments have been carried out for each activity in the academy. Copies of these can be found on the website Sassoon.com

The risk assessment identifies risks associated with performing the task and subsequent control measures that are in place to minimise that risk.

If you need further clarification or wish to see a copy of the Fire Risk Assessment please speak to your academy principal.

COSHH – Control of Substances Hazardous to Health

Any products that may be considered hazardous within the academy that you may come into contact with have been identified and assessed.

You will find the assessments on the website Sassoon.com

The assessment identifies any risks associated with the product, measures to control exposure, first aid measures, storage conditions, disposal arrangements etc.

Please familiarise yourself with the COSHH assessments for the products you will be using.

DERMATITIS

Dermatitis is an inflammatory condition of the skin, most commonly affecting the hands. It is estimated that over 50% of hairdressers will suffer from work related dermatitis at some point in their career.

'Wet working' and repetitive exposure to hairdressing products may cause the skin to become sensitive to products and substances which would not normally cause a problem. Please therefore ensure that you wear the vinyl gloves provided when shampooing or carrying out any chemical services.

The symptoms of dermatitis may vary from person to person but commonly include dryness, itching and redness which may develop into flaking, scaling, cracking, swelling and blistering.

Please ensure you check your hands and arms regularly to establish whether you have developed any unexplained rashes or irritation. If you develop any kind of skin disorder tell your teacher immediately.

FIVE STEPS TO HEALTHY HANDS

- Wear disposable non-latex gloves when rinsing, shampooing, colouring, bleaching etc.
- Dry your hands thoroughly.
- Moisturise after washing your hands and regularly throughout the day.
- Change gloves between clients.
- Check your skin regularly for early signs of skin problems.

MANUAL HANDLING

Moving things the wrong way can cause you physical damage such as back injuries, strains, sprains cuts and bruises. Here are the ways to avoid such injuries:

One Person Lift ('Squat Lift')

1. Think before you do anything. Examine the box or load first. Make sure it is not damaged and won't split or break when you carry it.
2. Stand as close to the load as possible. Spread your feet to create a stable base (slide the load closer to you if it is on a shelf)
3. Bend your knees and keep your back in a natural line. Do not bend your knees fully, as you will not have a lot of power to lift.
4. Grip the load firmly.
5. Raise your head as you start to lift.
6. Lift with your legs, Do not twist your body. Use your leverage, momentum, balance and timing for a smooth action.
7. Hold the load close to the centre of your body as you carry it.

Alternative Lift

For when it is not possible to bend your knees or get close to the object.

1. Stand as close to the object as you can.
2. Bend your knees, if possible, or put your knees against a support if this helps.
3. Bend at the hips, keeping your head and back in a straight line.
4. Lift gradually, using your legs, buttocks and stomach muscles.

More Tips on Lifting

- Make sure you have enough space to work in.
- To avoid injury, do warm-up exercises before you lift anything.

Student Alcohol and Drug Policy

The purpose of this policy is to ensure that students' use of either drugs or alcohol does not impair the safe and efficient running of the academy or result in risks to the health and safety of themselves, other student, staff of customers.

- No student may possess, consume or provide drugs during classroom/training hours (except prescription drugs prescribed to the individual)
- No student may consume alcohol during classroom/training hours – this includes breaks times (unless in the case of special events as authorised by the Academy Principal)
- Any student attending sessions who appear to be under the influence of alcohol or drugs will be asked to leave that days session.

Failure to comply with this policy may ultimately result in your removal from the course with no recourse to a refund on the cost of the course.

SAFEGUARDING POLICY

Sassoon fully recognises its responsibilities for the protection of children and vulnerable adults.

Our policy applies to all staff working with learners within Sassoon.

- All staff working on behalf of Sassoon accept responsibility for the welfare of children who come into contact with Sassoon in connection with its tasks and functions, and that they will report any concerns about a child or somebody else's behaviour, using the procedure laid down.
- Sassoon and its staff have a collective and individual duty to ensure that staff fulfil their responsibilities to safeguard and promote the welfare of learners and to prevent abuse and to report any abuse discovered or suspected; therefore annual training will be given to all Sassoon staff who come into contact with learners as part of their employment.
- Staff will be expected to comply with Sassoon's Safeguarding Code of Behaviour.
- Learners will be advised of the standards of behaviour they can expect from staff and volunteers and of what to do if they experience or suspect abuse and who they can approach if they are worried.
- The Children Act 1989 states that the 'welfare of the child is paramount'. This means that considerations of confidentiality which might apply to other situations should not be allowed to over-ride the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.
- We will practice safe recruitment in checking the suitability of staff to work with children. Any member of staff applying to work directly with learners on the apprentice programme will be required to complete a Self-Disclosure Form.
- We will raise awareness of child protection issues and equipping learners with the skills needed to keep them safe.
- We will implement procedures for identifying and reporting cases, or suspected cases, of abuse.

- Support learners who have been abused in accordance with his/her agreed child protection plan.
- Establish a safe environment in which learners can learn and develop.
- In respect of safeguarding learners from radicalisation Sassoon works to the 'Prevent' element of the Government's Counter Terrorism Strategy and where appropriate seeks external support for learners through referrals to the Channel Programme.
- Sassoon reserves the right to suspend any member of staff under the Safeguarding Policy to protect learners whilst an internal and/or external investigation takes place. This may result in disciplinary action being taken against a member of staff.

We recognise that because of the day to day contact with learners, teaching staff are well placed to observe the outward signs of abuse and will therefore.

- Establish and maintain an environment where learners feel secure, are encouraged to talk, and are listened to.
- Ensure learners know that there are adults in the salon whom they can approach if they are worried.

DEFINITIONS OF ABUSE

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. It may be the result of a deliberate act, but could also be caused through the omission or failure to act to protect

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effect of the child's emotional development. It may involve making a child feel or believe that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may involve age or developmentally inappropriate expectations being imposed in children and vulnerable adults. It may involve causing children or vulnerable adults frequently to feel frightened or in danger, or the exploitation or corruption of children and

vulnerable adults. Some level of emotional abuse is involved in all types of ill treatment of a child or vulnerable adult though it may occur alone.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of, or consents to, what is happening. It may involve physical contact, including rape or oral sex, or non-penetrative acts such as fondling. It also include non-contact activities such as involving children in watching or taking part in the making of pornographic material, or encouraging children to behave in inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve failing to provide adequate food, shelter and clothing, failure to protect a child or vulnerable adult from physical harm or danger, or failing to ensure that a child gets appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child or vulnerable adult's basic emotional needs.

Significant Harm

Some children or vulnerable adults may be in need because they are suffering or likely to suffer significant harm. The Children Act V section 47 (1) introduce the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children.

Financial Abuse

Some children and vulnerable adults may be abused or exploited financially including fraud and extortion.

Radicalisation/Extremism

Radicalisation is a process by which an individual (or group) adopt increasingly extreme political, social or religious ideals and aspirations that (1) reject or undermine the status quo or (2) reject and/or undermine contemporary ideas and expressions of freedom of choice.

Extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs'.

POSSIBLE SIGNS THAT SOMETHING MAY BE WRONG

Physical Abuse

- Unexplained injuries, particularly if they are recurrent.
- Refusal to discuss injuries.
- Admission of punishment which appears excessive.
- Fear of returning home.
- Aggression/bullying.
- Significant change in behaviour without explanation.

Emotional Abuse

- Continual self-deprecation.
- Self-harm or mutilation.
- Social isolation.
- Eating problems.
- Depression/withdrawal.
- Neurotic behaviour – obsessive rocking, thumb sucking etc.

Sexual Abuse

- Bruises, scratches, burns or bite marks on the body.
- Sexual awareness inappropriate to the person's age.
- Refusing to stay with certain people or go to certain places.
- Self-harm, self-destructive behaviour.
- Recoiling from physical contact.
- Changes in behaviour.

Neglect

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness/absence.
- Untreated medical problems.

- Compulsive stealing or scrounging.

Financial Abuse

- Loss of personal property.
- Lack of money to purchase basic items.
- Inadequate clothing.
- Over protection of money or property.

Radicalisation

- Views become increasingly extreme regarding another section of society or government policy.
- The individual becomes increasingly intolerant of more moderate views.
- Express a desire/intent to take part in or support extremist activity.
- Become withdrawn and focused on one ideology.
- Change of appearance, health (including mental health and isolation from family, friends, peers or social groups).

ADVICE TO STAFF ON WHEN/HOW TO TAKE ACTION

Staff may have their suspicion or concern raised in a number of ways, the most likely of which are:

- The conduct of a member of Sassoon staff
- A child disclosing abuse
- Bruising or evidence of physical hurt
- Unusual behaviour by a child

If a member of staff has such concerns they should be reported to the Designated Safeguarding Officer (DSO) – Helen Buck or the Head of Human Resources – Caroline Collins.

Concerns about a specific learner should be reported immediately by telephone and confirmed in writing within 24 hours. The report should be factual and should not include opinions or personal interpretations of the facts presented. The report should contain as much detail as possible,

including any apparent physical signs of abuse or other circumstances which led to your suspicions, or the account given to you of abuse by the learner concerned as accurately as you are able to record it. The report should be signed and dated.

If a child or vulnerable adult comes to you with a report of apparent abuse, you should listen carefully to the learner, using the following guidelines:

DO

- **Do** listen very carefully to what they tell you.
- **Do** take what is said seriously and accept what you are told.
- **Do** stay calm and reassure the individual that they have done the right thing in talking to you.
- **Do** write down as soon as you can exactly what you have been told.
- **Do** tell them that you must pass this information on but that only those that need to know will be told. Tell them to whom you will report the matter.

DO NOT

- Do not panic.
- Do not promise to keep things secret. You have a duty to refer a child/young person or vulnerable adult who is at risk.
- Do not lie or say that everything will be fine now that they have told.
- Do not criticise the abuser, especially if it is a parent/carer.
- Do not ask lots of detailed or leading questions such as 'What did he do next?' Instead, ask open questions such as 'Anything else to tell me?'. 'Yes' or 'And...?'. Do not press for answers the student is unwilling to give.

The DSO will consider the report and either refer this immediately to the authorities/external agencies or, after taking appropriate advice decide not to refer the concerns to the authorities but keep a full record of the concerns.

ALLEGATIONS AGAINST STAFF

It is essential in all cases of suspected abuse by a member of staff that action is taken quickly and professionally whatever the validity. There are occasions where a learner will accuse a member of staff of physically or sexually abusing them. In some cases this may be false or unfounded; however in some the allegations may be true.

Any instance of a learner being abused by a member of staff is particularly serious. On the other hand for an innocent person to be accused of such an act is a serious ordeal which can result in long term damage to their health and career. In the event that any member of staff suspects any other member of staff of abusing a learner, it is their responsibility to bring these concerns to the DSO.

If the allegation concerns the DSO, the matter should be discussed with the Head of Human Resources.

EQUAL OPPORTUNITIES

At Sassoon we believe that our people are our most important asset. The success of the Company depends on the development of strong, effective salon teams and so we feel we have a responsibility to provide opportunities for the development, training and promotion of all Team Members.

We also believe these opportunities should be available to all and no one should ever be discriminated against, or have less chance of success, on the grounds of their sex, sexual orientation, race, color, religious belief, age or disability. This is what we mean by being an "equal opportunities employer".

The purpose of this booklet is to help you understand what we mean by equal opportunities and fully understand your rights and responsibilities.

Contents:

1. Our Commitment to You.
2. The Equal Opportunities Policy.
3. What is Discrimination?
4. Prejudices and Stereotypes.
5. Your Intentions don't Matter.
6. Discriminatory Behaviour and Harassment.
7. What you should do to avoid being discriminatory.
8. What should you do if you experience discrimination or harassment?

Our Commitment to You

Everyone has the right to work and study in an environment in which they feel comfortable and in which they do not feel in any way intimidated, patronized or harassed by their colleagues and teachers.

At Sassoon we aim to ensure that this happens by following an Equal Opportunities Policy which states that no employee, student or client is discriminated against on the grounds of color, race, nationality, national or ethnic origins, sex, marital status or disability.

Anyone who does not follow this policy, and who discriminates on the grounds given, could face disciplinary action, including removal from the course.

Equal Opportunities Policy

It is the company's policy to treat all people fairly and equally regardless of their sex, sexual orientation, religion or religious belief, age, race, colour, nationality ethnic origin or disability.

Through this policy and the training and development of staff the company will do all it can to promote good practice in this area in order to reduce to likelihood of discrimination or harassment occurring.

Any student may use the complaints procedure to complain about discriminatory conduct. If the matter relates to sexual or racial harassment or harassment on the basis of disability, sexual orientation, religion or religious belief or age, then the complaint may be raised directly with the Academy Principal. No individual will be penalised for raising such a complaint unless the substance of the complaint is untrue or the complaint is made in bad faith.

Where a student or member of staff is falsely accused of discriminatory conduct, then he or she may implement the company's complaints procedure. In this instance, the person who made the false accusation will be subjected to disciplinary action. In serious cases, such behaviour may be deemed to constitute gross misconduct and may result in removal from the course.

What is Discrimination?

Discrimination is choosing between two or more possibilities, and preferring one against the others.

In our everyday lives, both home and at work, we have to make choices. For example, Managers have to choose between people who apply for a job or who to promote. There is usually nothing wrong with this providing we use sensible and fair criteria based on business needs and individual merit.

When we speak of unlawful discrimination in connection with equal opportunities for all, we define discrimination as:

“...treating a person less favorably than others are, or would be treated, in the same or similar circumstances.”

Such discrimination is based on sex, sexual orientation, race, religious belief, age or disability. Included in the definition of sex discrimination is marital status, family status and situations caused by maternity or pregnancy. Race discrimination includes discrimination on the grounds of color, creed, nationality, religion and ethnic or national origins.

Prejudices and Stereotypes

Unlawful discrimination often occurs when what we say or do is based on prejudice or stereotypes.

When we are prejudiced we are biased or have pre-conceived opinions which are not necessarily based on fact. Our prejudices may lead us to misinterpret what others say and do which can lead to discrimination and problems in our relationships with these people.

Many of our prejudices are based on stereotypes. Stereotypes are where whole races or peoples are regarded in the same way in accordance with past and current perceptions that have not stood the test of logical consideration.

Your Intentions don't Matter

When it comes to discrimination, it doesn't matter that you do not mean to give offence when you tell jokes about a particular race, sex, age group etc, make comments about someone's physical appearance or show suggestive material. How your behavior is received is more important than what you meant. So if page 3 of a popular newspaper is displayed in your salon, it doesn't matter that X and Y are not offended by it. If Z is embarrassed or distressed, she can bring a claim of sex discrimination if she was offended on the grounds of sex.

Just because people haven't complained in the past doesn't mean they have not been embarrassed by sexual, racial or other inappropriate banter at work. Some may not want to complain because they need their jobs. However, it would be quite wrong and naive to think that they will never do so. It might just take a small incident to cause them to snap.

Discriminatory Behavior and Harassment

Harassment is a kind of discrimination and can involve any statements or actions that cause a worker to feel threatened, humiliated or patronized or which interfere with the worker's job performance, undermine job security or create a threatening work environment.

Sexual harassment could include:

- Unwanted verbal or sexual advances
- Sexually explicit derogatory statements; or
- Sexually discriminating remarks.
-

Examples of this sort of behavior are:

- Insensitive jokes or pranks carried too far
- Displays of pornographic pictures
- Lewd comments about physical appearance;
- Requests for sexual favors
- Questioning or bantering about aspects of someone's private life;
- Explicit sexual violence

Examples of discriminatory behavior on the grounds of race, religious belief, disability, age etc.

- Direct or suggestive taunts which may offend a colleague;
- Avoiding someone at work who "isn't one of us"

Remember that it doesn't matter that you were only joking if someone is offended by your remarks. The fact that you meant no harm doesn't stop your conduct from being discriminatory and neither does the fact that others did not find your conduct offensive.

What should you do to avoid being discriminatory.

Think before you speak or act about whether a joke or prank may offend someone.

If in doubt, leave it out.

Don't bring sexually explicit pictures into the salon or any other literature, which may offend others.

Don't say anything, which may embarrass your co-workers on the grounds of sex, disability, race, age or religious belief.

Avoid unnecessary physical contact with people.

What should you do if you experience harassment or discrimination?

1. First you could try to speak to the person responsible. You could say to the person concerned, "Your conduct/remarks are offensive to me. Please stop it." You should say this firmly, but politely.
2. If you have been putting up with the conduct for some time, when it happens next say to the person concerned, "I have had enough of this. Your conduct/remarks are offensive to me. Please stop it."
3. If the person concerned does not listen and change his or her behavior, you should tell your Academy Principal, if you feel able to do so. Your Principal will listen to your comments and will commence investigations into the matter.
4. If you feel unable to speak to your principal, you can contact, by telephone or in writing, UK Academy General Manager directly, with or without following any of the above steps. They will advise you further as to what steps to take.

You should not fear victimization for speaking out as victimization itself can amount to discrimination.