

Covid -19 Strategic Risk Assessment

Under the Management of Health and Safety at Work (MHSW) Regulations employees are required to assess the risks to themselves and others from their activities. This includes assessing activities such as Home Visits and Lone Working, Practical lessons in DT or manual handling, responsibility is generally designated to the Line Manager or the person who allocates their work.

Name of Risk Assessment: Covid-19 Operational Risk Assessment for September opening		Ref: RA0084a DSE05/20
Academy Name The St Leonards Academy	Academy Assessment by: Hannah Carter	Date: 22/02/21
Review Date: 12/04/21	Approved by: Brighton Academies Trust	Date:

Hazard/Risk	Who is at Risk?	Impact	Likelihood score	Risk Score = Impact x Likelihood	Normal Control Measures (Brief description and/or reference to source of information)	Are Control Measures Y/N/NA		Additional Control Measures (To take account of local/individual circumstances)	Responsible	Impact	Likelihood score	Risk Score = Impact x Likelihood
						In Place	Adequate					
National guidelines are updated daily and academy lapses in following advice	Staff, Pupils	2	1	2	The academy has the most recent information from the government, and this is distributed throughout the academy. <ul style="list-style-type: none"> Principal to ensure daily checks are made with Government updates Any changes in information to be shared with staff and parents through email. Website information is automatically updated Students updated via assembly/form time as necessary 	Y	Y	Principal completes daily check and informs GFU in the form of parent email/text of any immediate updates. Principal informs CTA with notice for website.	HCA GFU CTA	2	1	2
Precautionary measures are not being	Staff, Pupils	2	3	6	All students and all staff working with students are adhering to current advice. <ul style="list-style-type: none"> Posters around academy including Reception, dining hall and in corridors 	Y	Y	Poster in every classroom used to notify of hygiene expectations of wearing a	MLO	2	2	4

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followed in academy					<ul style="list-style-type: none"> • Teachers to reiterate message in form time: <ul style="list-style-type: none"> ○ Wear a mask at all times in the building. ○ Covering your cough or sneeze with a tissue ○ Then throwing the tissue in a bin ○ Avoid touching your eyes, nose, mouth with unwashed hands • Coronavirus information is on the academy website <ul style="list-style-type: none"> ○ Website documents in place and updated accordingly • Estates Team to follow advice from NHS/Trust on the cleaning products we should be using in academy to ensure that these meet necessary standards <i>Follow additional Trust guidance document- Guidance on general cleaning of premises to minimize the spread of covid-19 (corona virus)</i> • Cleaning Staff: <i>on Trust guidance document- Guidance on general cleaning of premises to minimize the spread of covid-19 (corona virus)</i> <ul style="list-style-type: none"> ○ Ensure that all toilet/bathroom facilities are well stocked ○ Ensure that cleaners' resources are adequate and are effective against Coronavirus. Door handles, doors and toilets are cleaned during the day and paper hand towels are regularly re-filled. ○ To provide hand sanitizer stations for classrooms/corridors/toilets/offices and reception area. 		<p>mask and using sanitiser when entering the room.</p> <p>Sanitising foam to be used by students entering the classroom. Dispensers are located in every classroom and office as well as corridors and social areas.</p> <p>Bathrooms and classrooms to be sanitised between breaks including Toilets Desks Door handles Sinks replenish soap and toilet paper Replenish sanitiser if needed</p> <p>If a child leaves a classroom to use the bathroom, they will be expected to use the sanitiser upon re-entering a classroom/office.</p>	KSH	KSH			
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Specific guidelines regarding academy trips aren't followed	Staff, Pupils	0	0	0	<p>National guidelines state that in after school activities – students must wash hands and after any travel on public transport - this is adhered to by all staff leading sports events.</p> <ul style="list-style-type: none"> Usual risk assessments apply Staff follow updated national guidelines on travelling to busy places Academy can provide hand sanitizer for students and adults to use after travelling on public transport 			<ul style="list-style-type: none"> All trips are cancelled for the time being 		0	0	0
<p>Staff do not report sickness</p> <p>Staff are unwell but attend Academy</p> <p>Staff absence increases</p>	Staff	4	2	8	<p>National Guidelines: People who feel unwell should stay at home and should not attend work or any education or childcare setting. Follow- https://www.gov.uk/coronavirus?gclid=EAlaIqobChMI6KLqzoWx6QIVQuDtCh0bpg-JEAAAYASAAEgJjCvD_BwE</p> <ul style="list-style-type: none"> Principal will: <ul style="list-style-type: none"> Communicate to staff the importance of following national guidelines in Staff Briefings and email copies of risk assessments to staff Remind staff of the sickness reporting process and the importance self isolation using the current government guidance: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection Staff to inform Ben Cowell using the absence number and email Hannah Carter immediately with the details of own or household symptoms of virus or positive diagnoses and follow medical advice. In an event of teaching staff absence: 	Y	Y	<p>Principal address to staff to share national guidelines and issue a copy of the risk assessment. Communication contains following points:</p> <ul style="list-style-type: none"> Expectations around managing own safety and that of students. Attendance reporting procedure. Steps to take if they feel unwell at school.. Steps to take if a child feels unwell at school. <p>Sickness should also be communicated via the absence phone number 01424711920 and HOF by email before 7.00am. If the absence is linked to COVID-19, Staff must email Hannah Carter also.</p>	<p>HCA</p> <p>HCA</p> <p>BCO/MLW</p>	3	2	6

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					<ul style="list-style-type: none">○ Academy will bring in Supply Teachers to cover absence or arrange cover internally using staff.○ In the event of significant staff absence, the Principal supported by the Trust will review the viability of the academy remaining open. The Principal will consult with the Trust. If the academy is to be closed then this will be communicated to staff and parents via email, letter and the school website. <ul style="list-style-type: none">● If the Principal is sick, the Vice Principal supported by the Trust will lead the academy● In the event of a academy closure with staff and students at home who are not ill and still able to access education, work will be set electronically. Students will be expected to complete tasks at home.● Staff wellbeing to be supported by KIT calls with HOFs and line managers. Line Managers to diarize regular and appropriate contact.● Line Managers to offer a message of general support and discussion opportunities to allay concerns and maintain moral.			<p>BCO will arrange cover for that absence and if needed contact external supply agencies.</p> <p>Core subjects will be on a maximum 30:1 ratio and options on a maximum 27:1 ratio.</p> <p>If a member of staff is household isolating due to a confirmed/suspected case of COVID-19, there is still an expectation that they will complete work while at home. This includes, setting of cover, marking work, planning and marking.</p> <p>HOFs will field general concerns but escalate concerns to JMI who will escalate to HCA where appropriate.</p>	BCO				
Siblings at another School report unwell and family confused as to	Parent s, Pupils	2	3	6	The Academy has the most recent information from the government, and this is distributed throughout the school community <ul style="list-style-type: none">● Principal will:<ul style="list-style-type: none">○ obtain updated advice from Public Health England and Coronavirus hotline – to inform family immediately .	y	y	If a student’s household member reports as symptomatic of COVID-19, the student will not be allowed to attend school until the household member has had a negative COVID-19 test	NSU	2	3	6	

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appropriate action					<ul style="list-style-type: none"> ○ The child will be expected to self isolate for 10 days if the family member is confirmed. ○ communicate with families and reiterate the message of gaining advice from NHS 111 			<p>result. In the case of the test being positive, the child will not be allowed to attend school for 10 days from day that symptoms were first displayed. They will be expected to complete learning online.</p> <p>The attendance team will conduct KIT phone calls with the family during this time.</p>	HCA NSU			
Vulnerable students & adults in the academy are exposed to illness	Staff, Pupils	2	3	6	<p>Academy communicate appropriately with their most vulnerable students; Health care plans are updated and instruction from GPs followed.</p> <p>Staff</p> <ul style="list-style-type: none"> ● All staff who inform the principal that they are clinically extremely vulnerable or live with a family member who are clinically extremely vulnerable or are vulnerable (and lower risk) will be offered an individual risk assessment before returning to work which considers HR policy and guidance. ● It is expected that all clinically vulnerable staff who have received a shielding letter from the government will be supported to work from home until the 31st of March. A shielding letter is required to be submitted to MLO by 1st of March 2021. <p>https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-</p>	y	y	<p>MLW to complete risk assessment for individual staff who are vulnerable to consider adaptations to support the member of staff being in work. Staff who have a pre-existing risk assessment will be offered a review of this to ensure up to date medical information and therefore need is secured.</p> <p>If there is a significant risk to the person by completing their duties, adaptations will be made to address this. Risk assessment must be completed or declined before the member of staff attends school.</p>	ML W HR	1	2	3

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					and-protecting-extremely-vulnerable-persons-from-covid-19 <ul style="list-style-type: none"> All staff who are vulnerable/BAME will be offered a review of their current risk assessment which considers HR policy and guidance. It is expected that all staff who do not have a shielding letter for themselves will attend work. <p>Students</p> <ul style="list-style-type: none"> Students that are clinically extremely vulnerable will be supported to access online learning. Parents will need to provide a copy of the shielding letter to the SENCO as evidence of vulnerability by 5th of February 2021 Risk assessments will be completed for children with terminal illness to consider adaptations to education plans and develop support for learning at home if needed. 				JDF							JDF to complete risk assessment for children with life limiting illness and update health care plans. If a child is deemed to high risk in school, education plan to be developed to support from home.
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Child or adult shows symptoms whilst at academy	Staff, Pupils	3	3	9	<p>All staff understand the symptoms of COVID-19 and follow academy agreed process.</p> <p>Staff report feeling unwell to Ben Cowell (to arrange cover) and to the Principal</p> <ul style="list-style-type: none"> Cover will be requested through Ben Cowell. Staff member to put on PPE and leave site immediately. Staff must request a COVID-19 test immediately. Principal will contact PHE to advise and guide next steps. Estates Team: Advice on rubbish which may have been contaminated: all waste that has been in contact with the individual – including tissues should be put in a plastic bag and tied, then placed in another plastic bag and tied. The bag should be marked and stored in a safe place until results are available. If the test results are negative – to be put with normal waste. If positive, to follow the advice of PHE. Staff to self- isolate until test until results are confirmed. If positive, they are expected to self isolate for 10 days from feeling ill. Child reported to the Principal and first aid. Child will be picked up by first aider and taken to E3 . Parents will be contacted to take their child home immediately and arrange for a COVID-19 test. Child will be expected to remain at home till test results are confirmed. 	y	y	<p>Very clear communication will be sent to staff and parents on remaining at home if unwell..</p> <p>Any sign of illness during the day will be reported directly to HCA. Child's parents will be contacted and taken home immediately. After taking advice,HCA will communicate the outcome to staff and parents of the children who have been put at risk. Further communication to the whole staff will be issued.</p> <p>LFD device testing will reduce the risk of an asymptomatic child or member of staff attending school.</p>	GFU BCO HCA DSE BCO/ ML W SR NSU	2	3	6
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Catering staff absent – lunch no longer available	Staff, Pupils	1	1	1	<p>Catering team to share their risk assessment with academy.</p> <ul style="list-style-type: none">● Catering Manager to work with the academy to ensure precautions are in place for all staff on site<ul style="list-style-type: none">○ Washing hand○ Use of sanitizer○ Wearing gloves and hair nets and uniform○ Thorough cleaning of kitchen at the end of every service● Ensure the kitchen space and lavatory for staff are being cleaned as appropriate.● Inform Principal of any staff off sick with associated symptoms.	y	y	<p>School business manager to ensure precautions are followed in the kitchen.</p> <p>LFD home tests are not available for staff, but they are offered the change to be tested on site.</p> <p>KSH will arrange for catering manager to obtain home testing kits for staff.</p>	DSE JMI KSH	1	1	1

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					<ul style="list-style-type: none">If no kitchen staff available contact the Estates Director in the first instance.Meals to be supplied by hub kitchen or to close and parents informed to bring in packed lunch for their students							
Cleaning staff absent – cleaning no longer available	Staff, Pupils	4	1	4	<ul style="list-style-type: none">Cleaning Team to ensure precautions are in place for all staff on site<ul style="list-style-type: none">Washing handsUse of sanitizerWearing gloves, hair nets and uniformEstates Team to inform Principal of any staff off sick with associated symptoms.Ensure that cleaning staff contact the absence line by 9am on their day of workIf no cleaning staff are available – the Principal, consider academy closure.Make contact with local employment agencies to ascertain availability of agency staff to provide cover and likely lead in time for cover to be available.Outsourced cleaning company to be contacted to explore cover options and provide Covid-19 cleaning plan RA and control measures	Y	Y	School business manager to ensure precautions are followed by cleaning staff. LFD home tests are not available for staff, but they are offered the chance to be tested on site. KSH will arrange for Enviro to obtain home testing kits for staff. School business manager to step in if site team are unable to attend school.	KSH DSE	3	1	3
Precautionary measures to prevent transmission	Staff, Pupils	3	4	12	Everyone is following the hands, face, space protocol. Mass testing using LFD <ul style="list-style-type: none">Roll out of mass testing programme for students and staff. Parents consent to 3 tests from the 8th of March 2021 and are provided with twice weekly tests at home thereafter. Staff are provided with twice weekly tests to complete at home.All results for tests taken in school are recorded on Academy testing tracker. All	Y	Y	Message sent to all parents to give or decline consent for their child to be tested with a LFD test. Mass testing to begin from 01/04/21 prior to opening. Message on facebook, website and email to communicate handwashing and mask wearing expectations.	CTA KSH/ Site	2	3	6

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					<p>results are also recorded on track and trace.</p> <ul style="list-style-type: none"> • If a child tests as positive, the child will be required to remain at home for 10 days. • If the child has attended school prior to the positive result, normal track and trace procedures will be applied following government and PHE advice. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf • All staff are required to log their home test results twice per week (if they consent to take part). Positive results will notify the Principal who will then notify PHE and contract tracing will take place if the member of staff has been in work 2 days prior to the positive result. The member of staff will be required to work from home for the duration of the 10 day isolation. <p>Mask and face coverings.</p> <ul style="list-style-type: none"> • All students and staff must cover their face with a mask whilst in the building and at all times, including during lesson time unless medically exempt and possess an Academy exemption card via the SENCO. • Parents have been informed that students and staff should wash their hands. • Avoid touching eyes, nose and mouth with unwashed hands. • Maintain social distancing measures at every opportunity 		<p>Each classroom will have a supply of tissues, hand sanitiser and a bin lined with a bag which is replaced regularly.</p> <p>Classes are limited to 30:1 student staff ratio in the classroom. Students are sat facing forward and must wear a mask at all times. Teachers have a designated 2m teaching area that students must not enter.</p> <p>Staff and students follow the one way system around the school at staggered intervals.</p> <p>Canteen access to be on a rota by year group basis. Year 7-8 will have access to the canteen during break 1, year 10-11 will access the canteen during break 2. Year 9 will access the cafe during break 1 and 2.</p> <p>Students are not permitted to be in the school building during both break times unless to use the toilet or collect food within their allocated time.</p> <p>Students to enter and exit the Academy via a door</p>	CTA	ML W/C TA	CTA			
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								<p>designated by year group; parents to drop off and collect students at different point around the academy to allow easy access to entrance door to reduce contact between year groups.</p> <p>Year groups to be kept separate in bubbles prior to registration.</p> <p>Year 11 – E level enter through reception LH door</p> <p>Year 10 – Pink area enter through hard court gate</p> <p>Year 9 – Yellow area enter through Astro gate</p> <p>Year 8 – Green area enter through Astro gate</p> <p>Year 7 – Orange area enter through hard court gate</p> <p>Students will be dismissed at staggered intervals at the end of the day from 2.45-3.00pm</p>				
Poor Communication	Staff, Pupils	3	3	9	<p>All staff/students aware of current actions and requirements.</p> <ul style="list-style-type: none"> • Principal to brief all staff on Risk Assessment. • Staff to be consulted and issued with published Risk Assessment. 	Y	Y	HCA communication sets out actions and requirements. This is supported with a guide to following the procedures.	HCA	2	2	4

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					<ul style="list-style-type: none"> Students briefed in registration sessions and by the use of posters, signage etc. 			<p>Students are briefed at the start of lessons what the expectations are around social distancing and hygiene, behaviour, learning and logistics.</p> <p>Parent safety plan that outlines controls from the risk assessment in an easy to read format. This will be published on the school website and emailed home to parents to share with their child.</p>	Staff			
Pupils struggle to reintegrate into school routines and adapt to the changes implemented	Pupils, Staff	4	2	8	<ul style="list-style-type: none"> Review of behaviour policy to reflect current guidance and restrictions Review of individual behaviour plans to reflect current guidance and restrictions Clear sharing of expectations and reasoning – identifying a group ‘charter’ for behaviour. Flexible approach to learning, routines and use of outside space in order to encourage pupils to adapt to new structures 	Y	Y	<p>Behaviour expectations to be made clear to staff, students and parents via email.</p> <p>Principal to write to parents to communicate plan and include behaviour expectations.</p> <p>Teachers are clear on the process of reporting unsafe behaviour using the oncall system who can manage the issue and escalate to SLT if required.</p> <p>Staff in practical subjects to apply guidance for practical activities as advised by HOFs.</p> <ul style="list-style-type: none"> Split class practical work. 	KJA/C TA HCA Staff HOF	3	2	6

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								<ul style="list-style-type: none"> • No sharing of equipment where possible. • Avoidance of close contact during practical lessons where appropriate. • Through sanitation between lessons (disinfectant sprays) 				
A broad and balanced curriculum cannot be delivered or is not appropriate	Pupils, Staff	3	2	6	Academy staff identify an appropriate curriculum that meets the needs of the pupils in the academy <ul style="list-style-type: none"> • Adaptation of the PD curriculum to focus on PSHE/ emotional needs. • Consider curriculum areas that may need to be adapted considerably, such as PE/science/ DT/Art. • Review of risk assessments to ensure that practical work can be done safely. • Consider safe use of resources – including asking pupils to bring their own pencil-cases, etc. • If electronic computers or devices are used by pupils, these need to be part of the academy's thorough cleaning considerations and must not be used by more than one pupil without cleaning 	y	y	All students will be required to have their own pens and pencils. Equipment will not be shared. PD will have a focus on more PSHE/Emotional concerns in response to returning to school until October.	CTA CDE CDE/HOF	2	1	2
Parents do not fully understand expectations of behavior, groupings and curriculum	Pupils, parents, staff	4	4	16	Clear and transparent communication with parents including: <ul style="list-style-type: none"> • Expectations of behavior, including any charters that have been completed with the children 	Y	Y	Clear comprehensive plan for reopening will be shared with parents during weekly tutor calls	GFU/HCA	2	2	4

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adaptations, or adhere to parental requests					<ul style="list-style-type: none"> Intentions for the curriculum upon return to the academy The elements of the academy day/ routines that will be very different and why they are necessary The ways in which the children will be grouped in core and creative subjects in year 7-8. 			Update on website around expectations around behaviour				
Pupils with Education, Health and Care Plans' needs are not met effectively	Pupils, staff	3	3	9	<p>Risk Assessments are already in place for these children and will be adapted for the children to return to school.</p> <p>Holistic approach to the provision for these children, considering the appropriateness of 1:1 support, as well as supporting their emotional needs</p>	Y	Y	<p>Plans are in place for these children and they will also receive a phone call home to discuss their transition back into school.</p> <p>Interventions will continue to be offered to students upon their return to school.</p> <p>SENCO to contact ESCC to discuss children who are terminally ill, so they can access physic and therapeutic provision if they cannot return to school.</p>	JDF	2	2	4
Younger pupils and pupils with additional needs do not understand the concept maintaining the 9 systems of control for prevention and,	Pupils, staff	3	3	9	<p>Academy staff to make expectations very clear to all pupils:</p> <ol style="list-style-type: none"> 1. Minimise contact with people who are unwell and self-isolating. 2. Ensure face coverings are used 3. Ensure everyone is advised to clean hands more thoroughly and often than usual. 4. Ensure good respiratory hygiene (catch it, kill it, bin it). 5. Maintain enhanced cleaning between frequently touched surfaces using detergents. 	y	y	<ol style="list-style-type: none"> 1.Children and adults are expected to provide a negative result or complete 10 days of isolation before returning to school after an absence for COVID. 2.Masks must be worn by all members in the Academy when inside the building 3.Sanitiser is used at every door and entrance to the building. 	Site/ Staff	3	2	6

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therefore, put others at risk					<p>6. Maintain social distance</p> <p>7. Keep occupied spaces ventilated</p> <p>8. Wear PPE</p> <p>9. Promote and engage in asymptomatic testing.</p> <p>Communication to parents prior to re-opening and frequently when re-opened</p> <ul style="list-style-type: none"> Reminders given each day to all pupils regarding expectations Signage around the academy Individual behaviour plans/ provision maps to be updated Compilation of social stories to support some pupils 		<p>4. Tissues and lidded bins are in every room and social space.</p> <p>5. Use of disinfectant sprays between lessons (applied by teachers) and deep cleaning each night.</p> <p>6. One way system in place and all breaks to be taken outside. Teacher boxes in every classroom to set out boundaries.</p> <p>7. All windows and classroom doors to be kept open during lesson time.</p> <p>8. All students and staff are expected to wear a face mask in the building (unless medically exempt).</p> <p>9. Use of LFD mass testing from the 8th March 2021. Students are tested 3 times over 2 weeks and then are tested twice weekly from home. Staff continue to be offered tests twice weekly to be administered from home. Positive results to be notified through attendance team to MLO and directly to the principal for staff.</p> <p>Posters in every room, 30:1 student staff ratio and clear expectations set at the start of every lesson.</p>				
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								Fixed seating plans for fixed classrooms and no movement between rooms (apart from the toilet). Assemblies and use of social stories used to communicate expectations with SEN children and those in year 7&8.				
Pupils with individual behaviour plans require positive handling to keep themselves, staff and other pupils safe	Pupils, staff	4	3	12	Positive Handling should only ever be used as a last resort in order to keep pupils and staff safe. This is more important than ever, as social distancing should be in place for all pupils. <ul style="list-style-type: none"> Review of Behavior Policy taking account of significant needs Review risk assessments and individual behavior plans Ensure that staff maximise use of de-escalation strategies Consider location of children in the academy building in order to provide a safe space where possible 	y	y	Only SLT and key staff are trained in positive handling. There is no requirement for staff to manually handle a child. Staff will be actively encouraged and reminded to remain 2m from students where they can. All children in the LSF are contained with maglock doors. Areas of the school are maglocked to prevent children from moving freely around the school. Parents will be required to pick up their child immediately if they make deliberate efforts to compromise the safety of themselves or others.	SLT KJA/ CTA	3	2	6
Vulnerable pupils/safeguarding		2	1	2	Vulnerable students will be identified and shared with key staff. Students who are unable to attend school due to isolation/shielding or absence without reason will be visited regularly in person and receive welfare calls based on priority and need.			The safeguarding phone remains manned during school hours from 8am till 5pm Monday-Friday. After this a voice message will provide support for	NHA	2	1	2

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					All external parties involved in a child's welfare will be updated through a period of absence and escalated where needed.			children to access external help form the police and the NSPCC. Any concerns should be raised through normal process using CPOMS and the safeguarding inbox which is monitored daily by the safeguarding team.				
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Visitors to the Academy

Visitors to the Academy	Staff, Pupils	4	2	8	<p>Where possible, all external meetings should be completed virtually where possible. Where this is not possible, visitors to the Academy must be prearranged and agreed beforehand. Upon arrival to the Academy, visitors must wear masks in main reception and sanitise hands.</p> <p>Parents – Must wear a mask and can only be seen outside of the main body of the school (safeguarding hub, main reception area). Parents must wear a mask when in the school building.</p> <p>Visitors (external providers) – All providers working with students must provide a copy of their own risk assessment in regards to keeping safe and provide their own PPE. Visitors must follow school guidance to reduce contamination risk. They must wear a face mask whilst in school and use hand sanitiser when leaving one work space and entering a new work space. When working with students, they must wear a clear facemask/screen and maintain a distance of 2m from students. It is the responsibility of the host organiser to check that the risk</p>	Y	Y	<p>All visits to the Academy must be notified and prearranged. A visit checklist with a visit schedule, visitors risk assessment and arrangements must be logged with Gail Ferguson before the visit can take place. This includes</p> <ul style="list-style-type: none"> • dates and times of the visits, • list of students/staff the visitor will work with • location the visit will take place. • Visitor risk assessment has been provided and the host understands their obligations as acting as host. 		3	1	3
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					<p>assessment has been submitted and that the visitor feels fit and well before working with staff and children.</p> <p>All visitors to the Academy must provide their contact details in main reception should there be the need to contact visitors at a later date.</p> <p>Visitors who are exempt from wearing a mask and/or refuse consent for a LFD cannot enter the main body of the school and can only be hosted in main reception where 2m distance can be maintained and minimal contact with the wider school community can be minimised.</p>			<p>The host will also need to carry out pre visit checks on the days before the visit including:</p> <ul style="list-style-type: none">• Check the visitor gives verbal consent for a LFD before entering the main school building. Visitor has right to refuse but is urged to give consent.• Visitor has suitable PPE• Visitor feels fit and well• Room for the visit has sanitiser/screen as required <p>The host will be required to carry out a post visit check 2 days after the visit and record this on the visit checklist noting the following points;</p> <ul style="list-style-type: none">• The visitor did take part in a LFD test.• The visitor remains in good health.				
Initial Risk Score		133					Residual Risk Score		74			

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Scoring Matrix – Assess the Impact and Likelihood of Occurrence using the scoring Matrix

Risk Rating	Action Required
4 - VERY HIGH (VH) Strong likelihood and or fatality / serious injury occurring	The activity must not take place at all. You must identify further controls to reduce the risk rating.

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3 - HIGH (H) Possibility and or fatality/serious injury occurring	You must identify further controls to reduce the risk rating. Seek further advice, e.g. from your H&S Team
2 - MEDIUM (M) Possibility and or significant injury or over 3 days absence occurring	If it is not possible to lower risk further, you will need to consider the risk against the benefit. Monitor risk assessments at this rating more regularly and closely.
1 - LOW (L) Possibility and or minor injury only	No further action required.

Academy Principal - Evaluation of Residual Risk in relation to a 8th March 2021 return to opening for specific year groups

The plans that we have made in relation to the wider opening of school does increase risk as it involves having staff and students on site but we have adopted the strategies above and are confident that the risk is as minimal as it can be.

Training Requirements	Renewal Frequency (Years)	Required For	Additional Notes	Name

Reviews:

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Date of Review:	Reviewed by:	Comments
Date of Review:	Reviewed by:	Comments

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Risk Assessment Procedure

Introduction

The Management of Health and Safety at Work Regulations requires all risks arising out of work activities to be identified, assessed and controlled as required. Furthermore, legislation requires that risk assessments are recorded and reviewed periodically. However, risk assessments should not be arduous – they should be simple documents that capture risks and what should be put in place to reduce or eliminate risks.

Risk assessments help us focus on the risks that really matter in the workplace – the ones with the potential to cause real harm. In many instances, straightforward measures can readily control risks, for example ensuring spillages are cleaned up promptly so people do not slip, or cupboard drawers are kept closed to ensure people do not trip.

It should be noted that risk assessments not only apply to employees but also to others who may be affected by the Academies operations, such as visitors, pupils, and contractors.

The regulations require employers to give special consideration to new and young employees, new and expectant mothers and people with disabilities as these groups may be more vulnerable than the majority of the workforce.

The law does not expect all risks to be eliminated, but all Academies are required to do everything 'reasonably practicable' to protect people from harm.

How to Assess Health & Safety Risks in your Workplace

A risk assessment is a careful examination of what, in your workplace, could cause harm to people. You can then decide whether you have taken enough precautions or need to do more to prevent harm occurring. It is this first step to making the workplace safe and healthy and the aim is to make sure that no-one gets hurt or becomes ill.

Follow the five steps:

Step 1: Identify the hazards

Step 2: Decide who might be harmed and how

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Step 3: Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done

Step 4: Record findings

Step 5: Review assessment and revise if necessary

Definitions

Risk assessment terminology tends to be standard and will be familiar to many but to ensure clarity an explanation of each term follows:

- **Hazard** - A hazard or danger has the ***potential*** to cause harm.
- **Risk** - The risk or consequence of the harm, loss or damage that might be caused by the potential hazard.
- **Likelihood** - The likelihood is the probability of harm occurring despite the existing control measures being properly implemented.
- **Severity** - The severity rating is the assessor's judgment of the level of risk and the priority that needs to be given to dealing with it.
- **Review** - Risk assessments should be reviewed at least annually to ensure that the control measures are still adequate and effective. If the activity changes in some way then the assessment may need to be reviewed sooner.
- **Generic Assessments** - These are assessments that have been completed for activities which are common to many areas e.g. working in a kitchen environment. CBC health and safety have a list of generic risk assessments for Academies to adapt and use.

Care must be taken when using generic assessments to ensure that they are totally relevant to local conditions. The risk assessment should be practical and should involve employees. Local knowledge is vital to enable the appropriate control measures/safe working practices to be put in place.

Responsibilities

Principals Responsibilities

The Principal must ensure that:

- Risk assessments are carried out by someone who has undertaken some health and safety training and is aware of the activity being undertaken.
- All control measures identified by the risk assessments are implemented as necessary,
- Employees are consulted and made aware of the health and safety risks from the assessments and their findings and are given access to the assessments, and any preventative and protective measures.
- The assessments are kept up to date and are reviewed in accordance with these guidelines,

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- All employees are aware of the local system for reporting hazards,
- There is consultation with trade unions as appropriate.
- They consider employee's capabilities when giving tasks, providing training when employees are recruited, when being exposed to new or increased risks or when activities are repeated periodically.

Employees' Responsibilities

Employees must:

- comply with the assessment findings and report any deficiencies or significant hazards that have not been identified,
- staff who are pregnant are advised to inform their manager at the earliest opportunity so that an individual risk assessment can be undertaken.
- Use equipment etc. in accordance with training and instructions provided.
- Inform the Principal about serious danger and health and safety shortcomings.

Training and Competence to Undertake Risk Assessments

It is the Principals responsibility to ensure that all risk assessments are carried out by a competent person.

The competent person should have knowledge and understanding of the activities that s/he is assessing and be familiar with the principles of risk assessment. Academy environments are relatively low risk. In a Academy establishment it may be appropriate to delegate the task of risk assessment to particular teachers (i.e. science teachers for science risk assessments) as they will have the necessary insight into the various work activities for which they are responsible.

It is recommended that all employees undertake a basic health and safety training course where risk assessments are reviewed. Please consult training guidance and the Academies training matrix for more information.

Where specialist skills are required, as in the moving and handling of people, regular courses are also available for key individuals who will be taught the necessary skills. Academies must source their own health and safety training, it is no longer provided by CBC.

The Risk Assessment Process

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Step One: *Identify the Hazards*

When reviewing an activity, look at the potential hazards.

For example, if painting classrooms, possible hazards include:

- Falls from height
- Slips
- Fumes, solvents
- Lone working
- Over reaching on stepladders

Whilst the person carrying out an activity is likely to be most at risk it is also necessary to consider whether others might also be affected. A common example of this is the cleaning of floors in an Academy. Hazards will include the use of chemicals and moving of heavy equipment by the cleaners, but the matter of wet floors and potential for slips and trips by staff or pupils will also need to be taken into account.

Step Two: *Decide who might be harmed and how*

Remember that the aim is to identify additional control measures to reduce the risk so far as practicable.

The following is a hierarchy of control measures as specified in the HSE guidance on risk assessment:

- A. Elimination.** Redesign the job or substitute a substance so that the hazard is removed or eliminated. For example, duty holders must avoid working at height where they can.
- B. Substitution.** Replace the material or process with a less hazardous one. For example, use a small MEWP to access work at height instead of step ladders. Care should be taken to ensure the alternative is safer than the original.
- C. Engineering controls.** Use work equipment or other measures to prevent falls where you cannot avoid working at height. Install or use additional machinery such as local exhaust ventilation to control risks from dust or fume. Separate the hazard from operators by methods such as enclosing or guarding dangerous items of machinery/equipment. Give priority to measures which protect collectively over individual measures.

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D. Administrative controls. These are all about identifying and implementing the procedures you need to work safely. For example: reducing the time workers are exposed to hazards (e.g. by job rotation); prohibiting use of mobile phones in hazardous areas; increasing safety signage and performing risk assessments.

E. Personal protective clothes and equipment. Only after all the previous measures have been tried and found ineffective in controlling risks to a reasonably practicable level, must personal protective equipment (PPE) be used. For example, where you cannot eliminate the risk of a fall, use work equipment or other measures to minimise the distance and consequences of a fall (should one occur). If chosen, PPE should be selected and fitted by the person who uses it. Workers must be trained in the function and limitation of each item of PPE.

and 4:

Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done. Record the findings.

- Enter details of the activity to be assessed and consider who might be at risk.
- Lists the hazards (dangers) that have been identified.
- Assess the potential risks (outcomes) arising from those hazards.
- At this stage think carefully about the things that are already being done or need to be done to control the risk and list these. It is perfectly acceptable to state that there is compliance with an existing policy or procedure provided there are systems in place for monitoring that compliance.
- List the people who will need to know about the assessment. These will be those most directly affected but other teachers or volunteers might need to know.
- Finally sign and date the assessment and also enter the review date and any monitoring arrangements that might be considered necessary.

Step 5: Review assessment and revise if necessary

If risk assessments are to be effective, they must lead to real change and improvement. To achieve this, the following action should be taken:

- Inform all those who are affected by the most appropriate means e.g. a revised procedure, at a staff meeting. **It is highly recommended that all those to whom the risk assessment has been communicated sign a form to confirm they were made aware!**
- Where a need for training has been identified, arrange this as soon as possible and ensure that a record of the training is kept.
- Periodically check that the new procedures are being followed and check peoples understanding of them. If necessary, take disciplinary action where there is willful non-compliance.
- Review the risk assessment at least annually and more frequently if there is some significant change.

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Risk Assessment – As Useful Tool

Apart from making working practices safer the risk assessment can also be used to reinforce requests for resources, changes to work practices and improvements to working environments.

Risk assessments can be used to justify the cessation of an activity if a significant risk is present and no control measures are reasonably practicable.

Risk assessments can be used to influence perceptions and so allow an activity to take place that might have been considered unsafe because the risks were not fully understood.