

# September 2020 Reopening 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.

<b>Name of Risk Assessment: September 2020 Reopening Strategic Risk Assessment</b>		<b>Ref: RA0084 DSE05/20</b>
<b>Academy Name:</b> Hollington Primary Academy	<b>Academy Assessment by:</b> Julie Reece	<b>Date:</b> 6.7.20
<b>Review Date:</b>	<b>Approved by:</b>	<b>Date:</b>

<b>Hazard/Risk</b>	<b>Who is at Risk?</b>	<b>Normal Control Measures</b> <i>(Brief description and/or reference to source of information)</i>	<b>Additional Control Measures</b> <i>(To take account of local/individual circumstances)</i>

<p>Spread of Covid-19 through academy and wider community</p>	<p>Pupils, Pupils from vulnerable groups, staff, staff from vulnerable groups, visitors, wider community</p>	<p>Establish a Critical Incident Plan for a Pandemic Train staff and pupils in understanding and implementing preventative measures in government guidance- ie:- good hygiene practice, cleaning and social distancing.</p> <p>Staff monitor the visible health of pupils and ensure parent emergency contact numbers are kept up to date.</p> <p>Share risk assessments with all staff and with parents and ensure that all pupils, staff and parents understand their roles and responsibilities in minimising the risk.</p> <p>Staff and Pupils with existing medical conditions should already be known to the academy:</p> <p>Identify vulnerable children e.g. with underlying health conditions that may be affected by the current threat</p>	<p>Critical incident Team to understand roles in implementing the plan and associated measures. Follow latest guidance on protective measures at <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p> <p>All staff to sign induction to show that they understand and support the plan. Parents expected to adhere to all aspects of the plan that apply to them.</p> <p>Ensure that all staff and parents are aware of how to access a Covid-19 test and engage with the NHS Track and Trace system, if required. Communicate to parents the importance of government advice on catch it, bin it, kill it. Assess whether to cancel or postpone meetings and gatherings which involve significant numbers of external parties. In the event of a total closure, external community users should be notified.</p>
<p>Adequate Cleaning and good hygiene are not maintained leading to an increased risk of infection.</p>	<p>Pupils, Pupils from vulnerable groups, staff, staff from vulnerable groups, visitors, wider community</p>	<ul style="list-style-type: none"> <li>• An enhanced system of work in relation to cleaning should be maintained with particular attention to high contact areas toilets, door handles, telephones, grab rails (indoors and outside)</li> <li>• Staff to adhere to 2m social distancing expectations wherever possible.</li> <li>• High stocks of PPE and Chemicals for cleaning are maintained.</li> <li>• Regular checks to be made throughout the day to ensure adequate supply of cleaning products in all areas. Routine handwashing taught and displayed to all pupils, supervised, as required.</li> <li>• Suitable and sufficient signage on prevention and rules in and around the academy.</li> <li>• Inform parents of hygiene expectations and for the need to communicate this message in the home environment.</li> <li>• Pupils to wash hands before and after eating.</li> <li>• Any external groups with community use of the academy building need to adhere to handwashing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Academy to adhere to additional Trust guidance document- Guidance on general cleaning of premises to minimise the spread of covid-19 (corona virus)</li> <li>• Use appropriate PPE- Follow Trust guidance document - COVID-19 Guidance*: Use of Personal Protective Equipment.</li> <li>• Follow Trust PPE Flowchart</li> <li>• Ensure that all staff, including those in pods are familiar with COSHH information for cleaning products</li> <li>• Sanitizer stations in all classes and at entrances.</li> <li>• Cleaning kits in all classrooms, cleaning stations in all areas.</li> <li>• All areas have dedicated cleaning staff.</li> <li>• 'Catch it, bin it, kill it' and other hygiene posters displayed around the academy and circulated to parents.</li> <li>• Community not to use the academy premises until further notice- all lettings cancelled.</li> </ul>

		<ul style="list-style-type: none"><li>Public Health Advice on Covid-19 handwashing – Catch it, Bin it, Kill it posters around academy buildings</li></ul>	<ul style="list-style-type: none"><li>Review associated risk assessments impacted by Covid-19 such as First Aid, and Cleaning</li></ul>
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<p>Social distancing measures are not maintained or adhered to, leading to increased risk of infection.</p> <p>This could be as a result of:</p> <ul style="list-style-type: none"> <li>-social distancing markings wearing away or being removed</li> <li>-staff, parents and pupils ignoring the guidance by not following the lines and congregating in rooms or outdoor areas.</li> </ul>	<p>Staff, pupils, visitors, vulnerable pupils and adults</p>	<p>2m Social distancing lines in corridors and around the perimeter paths to be added to the Facilities Manager's daily check, to ensure that they are in place and clearly visible. This will also apply to the 2m staff box within classrooms and one way systems marked out on steps and stairs.</p> <p>Staff to report any damage lines or markings to the Facilities team on Parago.</p> <p>All pupils to be reminded about the importance of 2m distancing lines and to remind them that these are not to be removed.</p> <p>All staff to sign induction and to understand the need for social distancing as part of the strategic plan.</p> <p>Parents to be informed about adhering to 2m social distancing lines when bringing pupils to school.</p>	<p>Create and share a travel plan for internal academy movements to include queuing areas, communal areas, staff only zones and prohibited areas. Where possible prohibited rooms will be locked.</p> <p>No parents to enter inside perimeter fencing on site and minimise other adults to 1 per family.</p> <p>Review access and egress for emergency evacuation allowing for social distancing measures of 2m</p> <p>Regular reminders in communications about the importance of social distancing, especially for adults.</p> <p>SLT to model to staff and all staff to model to parents and pupils.</p> <p>Social distancing to be referred to as action as well as physical change- eg:- social distancing in the staffroom as well as around corridors.</p> <p>Timetabling to reflect the need for maintaining bubbles, minimising opportunities for staff to moving from one area to another.</p> <p>Continue with remote meetings where possible.</p> <p>Risk assess where additional meetings are required and seek permission from JR</p>
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<p>Interim measures become protracted and are implemented for a long period of time throughout the academic year, leading to complacency.</p>	<p>Pupils, staff, parents, visitors</p>	<p>The plan and risk assessments to be reviewed each term (and if necessary, 6x per year) or until there is new government guidance to change current arrangements.</p> <p>Regular monitoring of systems to ensure that all aspects of the plan remain in place. This would benefit from Local Board involvement.</p> <p>Regular monitoring of infrastructure to ensure that all physical measures remain in place.</p> <p>Staff, pupils and parents to receive regular updates and information, including via a Covid-19 tab on the website.</p> <p>Ensure that expectations are supported by all current policies and annexes to policies, so that messages become part of practice.</p> <p>Appropriate action is taken and support given for any staff, parents or pupils who are not following the plan and adhering to guidelines.</p>	<p>JR to review in consultation with the Critical Incident group and to communicate any changes or aspects that need reiterating to staff, parents and pupils.</p> <p>SLT to monitor all aspects of the plan through observing practise, overseeing different operations and gathering feedback. JR to liaise with Local Board members and provide information.</p> <p>JR and Facilities team to monitor infrastructure through daily and weekly checks and agree any remedial action.</p> <p>Reminders of measures in all communication to parents and staff, via email, text, on the website and on Facebook.</p> <p>Good practice by staff to be acknowledged.</p>
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<p>Suspected or confirmed case in staff member or pupil or staff with a family member connected to the academy. No symptoms of Covid-19 displayed within the academy or later that day.</p>	<p>Pupils, pupils from vulnerable groups, Staff, staff from vulnerable groups, visitors, wider community</p>	<ul style="list-style-type: none"> <li>•Whole family to self-isolate for a period of 14 days in line with Government guidance follow link <a href="https://www.gov.uk/coronavirus?gclid=EAlaIQobChMih7Xz34Sx6QIVYoBQBh12XQwSEAAAYASAAEgKIRPD BwE.">https://www.gov.uk/coronavirus?gclid=EAlaIQobChMih7Xz34Sx6QIVYoBQBh12XQwSEAAAYASAAEgKIRPD BwE. .</a></li> <li>•Normal system of work in relation to cleaning should be maintained with particular attention to high contact areas toilets, door handles, telephones, grab rails.</li> <li>•Observe social distancing requirements of 2 metres wherever possible.</li> <li>•Next of Kin/Emergency Contact details for all staff</li> </ul> <p>Teaching Assistants to provide temporary cover for essential Admin roles. Set up rotas for staff to lessen the impact on individuals. Liaise with deputy roles and confirm understanding of responsibilities Identify key post holders such as first aiders or learning support and create a rota system with deputies to maintain minimum staff numbers.</p>	<ul style="list-style-type: none"> <li>•It is recommended that regular contact is made to the Academy Principal.</li> <li>•Follow additional Trust guidance document- Guidance on general cleaning of premises to minimise the spread of covid-19 (corona virus)</li> <li>•Use appropriate PPE- Follow Trust guidance document - COVID-19 Guidance*: Use of Personal Protective Equipment.</li> <li>•Follow Trust PPE Flowchart</li> </ul> <p>Encourage parents to only contact the academy in the event of an emergency. Reassign support staff to core health &amp; safety functions within the academy Explore the option to share support staff with neighbouring academy/schools.</p>
<p>Shortage of support service staff, such as: Facilities Manager, cleaners, Admin staff, First Aiders</p>	<p>Staff, parents, pupils</p>		

<p>Shortage of Staff- Teachers, TAs , Absence of academy leadership</p>	<p>Pupils</p>	<ul style="list-style-type: none"> <li>•Text/email alert service to parents to notify them of any exceptional closures due to insufficient staff cover.</li> <li>•Notify the Trust in the event of an exceptional closures.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore other options with neighbouring Academies/schools.</li> <li>•Explore staggered/staged attendance to minimise risk</li> </ul>
<p>Short and longer-term effects on Staff Well-being</p>	<p>Staff, pupils</p>	<ul style="list-style-type: none"> <li>•Put in place measures to check on staff wellbeing (including for leaders) – for both those who will be working on site and those who are working from home</li> <li>•Regular KIT meetings / one to ones</li> <li>•Regular contact with any staff working from home, including via Teams / phone</li> <li>•Access to Trust Welfare support package (e.g. Employee Assistance Programme, Mental Health First Aid Support, Trust comms)</li>   <li>•Individual risk assessment</li> <li>•Provide induction / training and guidance</li> <li>•Regular KIT meetings / one to ones</li> </ul>	<ul style="list-style-type: none"> <li>•Phase leader team briefings</li> <li>•SLT led team briefings</li> <li>•Break times / dedicated staff space provides for socialization, subject to social distancing rules</li> <li>•Recognition of staff commitment and flexibility</li> <li>•Provide contact details for Trust HR Wellbeing specialist</li> <li>•Individual risk assessment where issues / concerns are expressed or identified</li> </ul>
<p>Staff returning to work after long term absence due to Covid-19 (ie:- shielding/ household shielding/ clinically vulnerable, BAME, unpaid leave)</p>	<p>Staff, vulnerable staff</p>		<ul style="list-style-type: none"> <li>•Explore any additional measures, including alternative duties and continued home-working</li> <li>Review individual risk assessments for individuals who returned in June 2020 through KITs.</li> </ul>

<p>The Safeguarding Team is overloaded as a result of an increase in caseload following the lockdown period, resulting in some safeguarding issues being missed.</p>	<p>Pupils, Pupils from vulnerable groups, staff, staff from vulnerable groups, visitors, wider community</p>	<p>Revise the current Safeguarding Policy to reflect reopening and the revised KCSIE 2020.  Establish clear lines of responsibility and communication for the new Safeguarding team within the academy.  Provide clear guidance on recognising and supporting pupils with mental health issues  Assess the known academy caseload and update the DSL team. Ensure attendance at all RCPCs and core group meetings for caseload families. Maintain termly safeguarding supervision meetings for the Safeguarding Team, including mental health provision.  Ensure clear lines of communication with parents (especially those of vulnerable children), other agencies (including Children's Services) and other DSLs.</p> <p>Allocate new families and ICPCs to DSLs based upon information received.</p> <p>LB member for Safeguarding to be kept informed termly of caseload.</p> <p>Revise the Attendance Policy ensure there is a rigorous system for managing pupils' attendance and supporting all pupils back to school.</p> <p>Ensure that the recovery curriculum provides sufficient time and opportunity for the community to rebuild and support change/ loss.</p>	<p>Update safeguarding training for all staff, including sharing new Safeguarding team.</p> <p>Continue to extend DSL training to all of SLT and induction for new Safeguarding Officer.  Engage with Key Worker provision where possible and other mental health support (see Mental Health overview) to support pupils and families, coordinated by the SENCO.</p> <p>JR- strategy meetings, other families allocated to DSLs as appropriate.</p> <p>Attendance to be high-priority- JR to support the new Attendance Officer into the role and to meet with parents of slow/non- returners or poor attenders, especially those with a history of PA to put actions in place.  Survey asking parents to share their concerns about the September return used to provide a FAQ sheet for the website that will hopefully reassure parents to send children back to school.</p> <p>Signpost families to additional support networks, including those for mental health for both adults and pupils.  Recovery curriculum to have a strong focus upon mental health- Barry Carpenter's 5 levers model. All staff to be trained in understanding and supporting this.</p>
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<p>The demands of the plan place additional pressures upon the budget, resulting in the academy over spending in some areas.</p>		<ul style="list-style-type: none"><li>• Enhanced cleaning needs to be in place to instil confidence for some periods from September.</li><li>• Specialist Deep cleaning may be required at some point throughout the year.</li><li>• Cleaning stocks need to be maintained at a high level at all times to ensure that there is not a shortage.</li><li>• Additional cleaning costs are no longer funded through the Covid-19 additional funding.</li><li>• Staffing during peak times may need to be diverted to managing pupils on and off-site. This could particularly impact upon the Safeguarding team, SLT and intervention TAs.</li></ul>	<ul style="list-style-type: none"><li>• Additional cleaner costs and cleaning costs to be met from the overall maintenance and facilities cost centres where required.</li><li>• Monthly monitoring of costs.</li><li>• Aim to reduce to normal cleaning as early as possible within the academic year.</li><li>• Review the roles of the Facilities Team to identify where some cleaning duties can be distributed.</li><li>• Ensure that cleaning stocks are maintained for classroom staff to maintain ongoing cleaning, in order to reduce the pressure on the cleaning team.</li><li>• Establish a rota for overseeing pupils' arrival and leaving the site, that meets safeguarding requirements and uses class 'bubble' staff.</li></ul>
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<p>Plan C1 (closure of a 'bubble' or area) is implemented as a result of an outbreak, as advised by PHE and the Trust.</p> <p>The academy comes under public scrutiny as a result of a partial closure.</p> <p>Parents and staff lose confidence in the academy's ability to keep pupils safe.</p> <p>Negative reputational damage.</p>	<p>Trust, academy, staff, pupils</p>	<p>Ensure that the Critical Incident Plan is accessible and updated and that members of the Crisis Team understand their roles.</p> <p>JR to liaise with the Trust's Comms team to prepare communications with: -parents -wider community, including media -staff</p> <p>Investigation by Crisis Team in liaison with Trust and review of RAs/ the overall plan.</p> <p>Communication to include information about self-isolation, booking a test, Track and Trace and maintaining communication, as well as confirming the expected return date following self-isolation.</p> <p>Maintain communication with all families throughout the closure.</p> <p>Ensure that the 'Remote Learning Strategy' is implemented for affected pupils and that this is communicated to staff and parents. Parents with limited technology to be identified prior to lockdown and alternative remote provision given.</p> <p>Deep cleaning to be carried out within affected areas- areas to be cordoned off with entry prohibited.</p> <p>Plan reopening transition activities with clear expectations around returning to the academy to support parents and pupils back to school after self-isolation.</p> <p>Critical incident plan to be implemented after consultation with the Trust and PHE.</p> <p>JR to liaise with the Trust's Comms team to prepare communications with: -parents -wider community, including media -staff</p> <p>Investigation by Crisis Team in liaison with Trust and review of RAs/ the overall plan.</p> <p>Communication to include information about self-isolation, booking a test, Track and Trace and maintaining communication, as well as confirming the expected return date following self-isolation. Maintain communication with all families throughout the closure. Ensure that the 'Remote Learning Strategy' is implemented for affected pupils and that this is communicated to staff and parents. Parents with limited technology to be identified prior to lockdown and alternative remote provision given.</p>	<p>Roles and responsibilities identified within the plan and key contact detail included. Comms team to support with all communication for all groups including parents of other pupils in the academy. All staff to be prohibited from communicating directly to any groups about the closure, including media, and to avoid making any comments on social media. JR to liaise with TS and DS and to conduct investigation into cause. Risk Assessment to be reviewed and actions taken where required, including communication on findings with parents/ staff. Telephone/ welfare checks to be carried out daily for vulnerable pupils and weekly for other pupils. Staff to check in daily with JR. Class teacher to set daily learning activities for all pupils that are in line with learning that would have been delivered in school, but are adapted for home learning. Class teacher to maintain communication through class dojo, group emails and Purple Mash activities, where possible. Parents with limited technological access have been identified through survey. Deep cleaning to be coordinated by Facilities Manager in liaison with DS. SLT to be proactive in welcoming pupils and parents back to the academy after lockdown. Trust to sign off reopening</p> <p>Comms team to support with all communication for all groups and media All staff to be prohibited from communicating directly to any groups about the closure, including media, and to avoid making any comments on social media. JR to liaise with TS and DS and to conduct investigation into cause of closure Risk Assessment to be reviewed and actions taken where required, including communication on findings with parents/ staff. Telephone/ welfare checks to be carried out daily for vulnerable pupils and weekly for other pupils. All Staff to self-isolate and to check in daily with line manager. Class teachers to implement 'Remote Learning Strategy' and set daily learning activities for all pupils in line with learning that would have been delivered in school, but are adapted for home learning.</p>
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<p>Plan C2 (closure of the whole academ) is implemented as a result of an outbreak, as advised by PHE and the Trust.</p> <p>The academy comes under significant public scrutiny as a result of a partial closure.</p> <p>Parents and staff lose confidence in the academy's ability to keep pupils safe.</p> <p>Negative reputational damage including media presence on site.</p>	<p>Pupils, Pupils from vulnerable groups, staff, staff from vulnerable groups, visitors, wider community Parents</p>	<p>Deep cleaning of entire site to be implemented at earliest time to ensure that the academy can reopen as soon as it is safe to do so.</p> <p>Review of reopening plan to be made and share with all staff and parents. Increased monitoring of processes in place after return.</p>	<p>Maintain communication through class dojo, group emails, texting, the website and Facebook, as well as telephone calls (JR/RS and Safeguarding). Parents with limited technological access have been identified through survey and will be contacted by telephone. Deep cleaning to be coordinated externally with JR and DS. SLT to be proactive in welcoming pupils and parents back to the academy after lockdown. Trust to sign off reopening</p>
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<p>Parents are not confident in sending their children back to the academy and keep them at home, impacting upon the children's learning, attendance and potential outcomes for the child and the academy.</p>	<p>Pupils, Pupils from vulnerable groups, staff, staff from vulnerable groups, visitors, wider community</p>	<ul style="list-style-type: none"> <li>• The government expects all pupils and staff to return to school full-time</li> <li>• Ensure that the academy's systems are robust and that they are implemented rigorously, with significant focus upon social distancing, maintaining 'bubbles' and good hygiene practices at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Provide clear communication to all parents that pupils are expected to return to the academy</li> <li>• Review the academy Attendance Policy to reflect this period and ensure that absences is followed up rapidly and appropriately</li> <li>• Plan aspects of the curriculum around supporting pupils back into school</li> <li>• JR to meet with all parents of pupils expressing anxiety about returning to school and formulate a plan</li> <li>• Pupils who do not return and cannot be contacted will be reported as CME</li> <li>• Liaise with outside agencies in supporting pupils back to school</li> </ul>

	Trust Pupils,, staff, wider community		
Suspected or confirmed case in staff member or pupil or staff with a family connected to the academy. No symptoms of Covid-19 displayed within the academy or later that day.	Pupils, Pupils from vulnerable groups, Staff, Staff from vulnerable groups, Visitors, Wider Community	<ul style="list-style-type: none"> <li>• Whole family to self-isolate for a period of 14 days, get tested and engage with Track and Trace if required in line with Government guidance: <a href="https://www.gov.uk/coronavirus?gclid=EAlalQobChMIh7Xz34Sx6QIVYoBQBh12XQwSEAAAYASAAEgKIRPD_BwE">https://www.gov.uk/coronavirus?gclid=EAlalQobChMIh7Xz34Sx6QIVYoBQBh12XQwSEAAAYASAAEgKIRPD_BwE</a> .</li> <li>• Normal system of work in relation to cleaning should be maintained with particular attention to high contact areas toilets, door handles, telephones, grab rails.</li> <li>• Observe social distancing requirements of 2 metres wherever possible.</li> <li>• Next of Kin/Emergency Contact details for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• It is recommended that regular contact is made to the Academy Principal.</li> <li>• Follow additional Trust guidance document- Guidance on <i>general cleaning of premises to minimise the spread of covid-19 (corona virus)</i></li> <li>• Use appropriate PPE- Follow Trust guidance document - <i>COVID-19 Guidance*: Use of Personal Protective Equipment.</i></li> <li>• Follow Trust PPE Flowchart</li> </ul>
School meals kitchen total or partial closure affecting school meals provision	Pupils	<ul style="list-style-type: none"> <li>• The ability for school meals to deliver meals from a hub kitchen.</li> <li>• Alter menu in line with supply chain capacity and availability.</li> <li>• Trust to liaise with school meals provider</li> <li>• Adjust meals service to reflect social distancing measures of 2m.</li> <li>• FSM children accessing the academy can receive a packed lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Provide packed lunch option only to minimise transmission in line with social distancing measures of 2m, which are prepared and stored for each pod.</li> <li>• Text/email alert to parents to provide pack lunch. .</li> </ul>
Contractors or Visitors	Pupils, Staff, Visitors, Contractors	<ul style="list-style-type: none"> <li>• All contractors to provide a revised set of Risk Assessments and Method Statements specific to Covid-19 before work commences on site.</li> <li>• All contractors and visitors to agree to follow academy expectations for social distancing and good hygiene and to only access agreed areas of the academy</li> <li>• A record of areas visited by contractors and other visitors to be kept by the Facilities Manager</li> <li>• Contractors and Visitors to use hand sanitizer when entering/ exiting the building</li> </ul>	<ul style="list-style-type: none"> <li>• Contractors only allowed in to site with agreement of JR and must be accompanied/ briefed by Site Team.</li> <li>• Where possible, contractors to work outside of the academy or to work after operational hours.</li> <li>• Contractors to use outside paths to enter/ exit the building and to maintain security line at all times.</li> <li>• Contractors to avoid all corridors where possible. If meeting the site team, meeting time and room to be agreed in advance.</li> <li>• Contractors to arrive and leave outside of peak times when children are arriving or leaving the academy.</li> <li>• Any equipment being used by contractors must be kept with them at all times and must not be left lying around.</li> </ul>
Academy trips	Pupils, Staff	<ul style="list-style-type: none"> <li>• The UK Government has advised against all overseas education trips.</li> <li>• Local trips can resume with the permission of JR and where the same level of precautionary measures can be achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• No overseas educational visits to be organised at this time.</li> <li>• Local visits can resume where there is strict adherence to social distancing and good hygiene guidance as practised in the academy</li> </ul>

			No public transport to be used.
High use contact point activities	Pupils, Staff	<ul style="list-style-type: none"> <li>Consider reducing contact situations such as:</li> <li>Assemblies.</li> <li>Reception Transition Days and home visits</li> <li>Parents' Evenings</li> <li>Parent class events</li> <li>Sports activities</li> <li>Swimming.</li> <li>Christmas plays</li> </ul> <p>Playtimes and lunchtimes will be facilitated in 'bubbles' and stringent cleaning of play equipment allocated to 'bubbles' will be maintained.</p>	<p>Assemblies will be carried out in class 'bubbles' or remotely until further notice.</p> <p>Reception transition days will be planned for 5 pupils and parents at a time and no home visits.</p> <p>Parent consultations will be done via telephone</p> <p>Christmas plays to be reviewed</p> <p>Sports activities will resume but as non-contact sports only.</p> <p>Swimming lessons will be reviewed at half term.</p>
<b>Initial Risk Score</b>			

*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.*

<b>Name of Risk Assessment: September 2020 Reopening Strategic Risk Assessment</b>		<b>Ref: RA0084 DSE05/20</b>
<b>Academy Name:</b> Hollington Primary Academy	<b>Academy Assessment by:</b> Julie Reece	<b>Date:</b> 6.7.20
<b>Review Date:</b>	<b>Approved by:</b>	<b>Date:</b>

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

↑ L I K E L I H O O D ↓	← IMPACT →				
	Very High (4)	4	8	12	16
	High (3)	3	6	9	12
	Medium (2)	2	4	6	8
	Low (1)	1	2	3	4
	Low (1)	Medium (2)	High (3)	Very High (4)	

Risk Score	Rating
0 – 3	Low
4 – 6	Medium
6 – 9	High
10 – 16	Very High

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.
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. Your Line Manager or the Central Estates 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 September 2020 return to opening for specific year groups

The Residual Risk rating is a 3, which means that the overall risk is low.

Training Requirements	Renewal Frequency (Years)	Required For	Additional Notes	Name
September Induction	September	All staff		JR

### Reviews:

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

## 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

**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,
- 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 an 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.

## **The Risk Assessment Process**

### ***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
- Overreaching 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.
- 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.

**Steps 3 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 wilful non-compliance.
- Review the risk assessment at least annually and more frequently if there is some significant change.

### **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.

