

TASIS



THE AMERICAN SCHOOL IN ENGLAND

Risk Assessment (including Access to Risky Areas) Policy

This Policy, which applies to the whole school including Boarding and the Early Years is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Document:

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This policy will next be reviewed no later than October 2021 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements, or best practice guidelines so require

1. Introduction and Purpose

TASIS England (The School) is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential. Under the Education (Independent School Standards), the National Minimum Standards for Boarding Schools (2015) and the Management of Health & Safety at Work Regulations all of which are currently in-force. The School is required to manage the level of risk in all of its activities and provide a policy that describes the School's approach to managing that risk. Staff and managers should manage and reduce risk to reasonable levels by identifying what the basic level of risk is, and if necessary put in place controls to reduce risk.

1.1. All staff should be alert to changing circumstances and should take appropriate actions to reduce or stop an activity if the level of risk seems inappropriate. The results of a risk assessment and subsequent control measures should be communicated to the staff, students and visitors concerned. Relevant risk assessments and any action taken in response to risk assessments will be monitored regularly by the Head of School or a relevant senior member of staff if the Head of School is in absentia. Risk assessments and action taken in response to risk assessments relating to boarding students or the boarding provision will be raised and discussed at SLT meetings.

2. Purpose

The purpose of this policy is:

- to actively promote the wellbeing of all students, staff and volunteers at TASIS England;
- to ensure that all employees of the School are aware of and follow the school's approach to Pupil wellbeing and
- to implement a framework for the assessment of risk(s) to the wellbeing of all who are at TASIS.

2.1. The highest priority is to ensure that all operations within the School environment, educational, pastoral, safeguarding and boarding are delivered in a safe manner which complies with legislation, the regulatory requirements, and best practice. It is acknowledged that risks are inherent in day to day life and they need to be identified along with the adoption of systems and controls to mitigate them.

2.2. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. It applies to all staff (teaching, boarding and support staff), the Board of Directors those who apply services to the school, visitor, and volunteers working in the school.

3. Monitoring and Review

This policy is subject to continuous monitoring, refinement and audit by the Executive Director of Finance and Operations/Bursar, who will seek to identify trends and understand issues of concern and to take steps to improve systems to manage these. The Board of Directors will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed policy which will be made available to them in either a hard copy or electronically. In addition, the School Nurse will review half-termly the procedures for the management of specific medical conditions and responding to specific types of medical incidents, in line with National Health Service Guidelines.

4. Legal Status

- Regulatory Requirements, Part 3 Welfare, Health and Safety of Pupils and Part 5 Premises and Accommodation of the Education (Independent School Standards) (England) (Amendment) Regulations, currently in force.
- Keeping Children Safe in Education (DfE: September 2020).
- Non-statutory interim supplements to *KCSIE: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020 subject to DfE updates)* and *Safeguarding and remote education during coronavirus (COVID-19)*.
- Prepared with regard to Health and Safety at Work Act 1974 and associated amendments and regulations including any relevant supporting documents including: The Management of Health and Safety at Work Regulations 1999, and The Regulatory Reform (Fire Safety) Order 2005, including any further amendments and supporting documents.

- Prepared with regard to the Equality Act 2010, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children’s Act 1989 and Special Educational Needs and Disability Act 2001.
- Health and Safety: Department of Education (DFE) *Advice on legal duties and powers for local authorities, head teachers, staff and governing bodies* (DFE February 2014) and the Health and Safety Executive (HSE)
- The School has regard to Government recommended guidance and advice re: *Learning outside the Classroom (LOtC) - National Guidance* from the Outdoor Education Advisers’ Panel (OEAP) on School trips and offsite activities.

5. Safeguarding

Safeguarding and child protection is the golden thread which is at the heart of the School. The School’s policies and training for all faculty and staff form the core of our safeguarding and child protection risk management. Safer recruitment policies and procedures reduce the exposure of the School to the risk of employing faculty and staff who are barred from working with children or are not allowed in the UK.

6. COVID-19 Implications for Health and Safety Risk Assessments

We have a specific Risk Assessment in relation to the management of COVID-19 which takes into consideration the [DFE guidance on COVID-19](#) which is regularly reviewed to ensure it is appropriate and responses to changes as they arise. We recognise that there are increased risks associated with COVID-19 including staff shortages that may impact on the management of Health and Safety at OLA, including supervision, fire precautions, first aid and maintenance. We have high-level contingency plans in place, with a clear chain of command to re-distribute responsibilities, if necessary. Please see our related Health and Safety Documents, including our COVID-19 arrangements for more details.

6.1. We have assessed the risks associated with COVID-19 and implement preventative measures outlined in Government guidance. This risk assessment supplements all existing risk assessments in the School. We have involved employees in the risk assessment process, shared the findings, and provided instruction needed to implement measures. Monitoring will follow to ensure measures are implemented and the risks controlled

7. Risk Assessment

A risk assessment is a careful examination of what could cause harm to people in a specific environment or when undertaking a certain activity, so that identified hazards can be countered with precautions and/or actions to prevent harm. The Board of Directors are legally required to assess the risks relating to:

- the living and study place of students and employees;
- the workplace.

7.1. **Risk Assessment:** All risk assessments are reviewed and recorded regularly and also when major structural work is planned or in the event of an accident or a near miss. There is a separate Health and Safety Policy, which should be read in conjunction with this policy. Copies of the policy are provided to all new members of staff, along with their employment contract.

7.2. The School’s risk assessment process covers both adults and children and includes:

- checking for hazards and risks both indoors and outside and in all activities and procedures;
- deciding which areas need attention, developing an action plan, which specifies the action required;
- the timescales for action and any funding required

7.3. Lists of health and safety issues are checked:

- daily, before the start of morning school, termly; and annually, when a full risk assessment is carried out.



7.4. Risk assessments focus on prevention rather than reacting to situations as they occur. Risks assessments should be reviewed and updated regularly. A Central Risk Assessment Repository is maintained by the School which contains risk assessments undertaken and maintained by staff members across the School who control specific areas. The Estates Manager is the Health and Safety and Fire Officer and as such is the contact person for risk assessments. In assessing the risks in the workplace, the Board of Directors will require the Health and Safety and Fire Officer to:

- look for the hazards, decide who might be harmed and how;
- decide whether the existing precautions are adequate or whether more should be done;
- record the findings, review the assessment and if necessary, revise it;
- ensure others are undertaking risk assessments for their area.

7.5. Regular and systematic inspections and risk assessments of all potential hazardous substances and work activities will be made by, or under the authority of, the Estates Manager who will take into account all the relevant regulations and codes of practice. Specialist advice will be obtained if necessary and the risk assessment will be reviewed periodically. The significant findings will be recorded and appropriate preventative and/or protective measures taken as necessary. The Board of Directors has established a Health and Safety Committee which meets At least three times per academic year. It reviews key high-risk areas, risk assessment processes and discusses new and emerging risks for consideration and assessment by management. Specific risk assessments for which specialists are engaged by the Estates Manager include:

- fire safety,
- asbestos,
- legionella,
- gas safety,

- electrical Safety and
- boarding provision

8. Definitions

- A **hazard** is something with the potential to cause harm.
- A **risk** is an evaluation of the probability of the hazard occurring.
- A **risk assessment** is the resulting assessment of the probability and impact to assess the severity of the outcome.
- **Risk control measures** are the controls and procedures put in place to minimise the consequences of uncontrolled risk (e.g. staff training, fire alarms and clear work procedures).

9. Looking for Hazards

You can look for hazards by:

- consultation and conducting inspections of the workplace, analysing jobs;
- adopting a 'what if' approach, noting all legislation and regulations as they apply to your workplace;
- noting manufacturers' instructions, accident records, ill health records, etc., can help to identify hazards;
- observing your environment and
- liaising with colleagues using the same space.

10. Advice to All Staff

Staff should only identify hazards which could reasonably be expected to result in harm under the conditions of use of the space or activity in question. Use the following examples as a guide:

- slipping / tripping hazards (e.g. poorly maintained floors or stairs);
- fire (e.g. from flammable materials);
- chemicals (cleaning fluids etc);
- moving parts of machinery;
- work at height;
- pressure systems, (e.g. gas systems and bottles);
- electricity (e.g. poor wiring);
- dust & fumes (e.g. welding, building work);
- manual handling;
- noise;
- poor lighting;
- low temperature;
- high temperature.

11. Is Risk Adequately Controlled?

Consider whether you have taken precautions against the risks from the hazards you listed? For example, is/are there:

- adequate information, instruction, or training?
- adequate systems or procedures?

And do the precautions by:

- meeting the standards set by a legal requirement?
- complying with a recognised industry standard?
- ensuring good practice?
- reduce risk as far as reasonably practicable?

11.1. If so, then the risks are likely to be adequately controlled, but you still need to indicate the precautions you have in place. You may refer to procedures, manuals, school rules, etc. If the risk is not adequately controlled, a risk assessment should be compiled.

12. Who Might be Harmed?

When preparing a risk assessment there is no need to list individuals by name, just groups conducting similar activities, or why they may be affected, e.g.:

- teachers, classroom assistants, office staff, maintenance staff, contractors;
- people sharing the space, cleaners, parents/guardians/carers;

12.1. We pay particular attention to people with disabilities, young children, older people who may have mobility issues, visitors, inexperienced staff and lone workers.

13. Recording the Findings:

Significant hazards, assessments and conclusions must be recorded and staff and students should be informed of the findings that impact upon them where relevant. Relevant to their area, the Head of School, Estates Manager, Head of Maintenance and Division Heads should be able to show that:

- all the obvious significant hazards have been addressed;
- the precautions are reasonable;
- the remaining risk is low.

13.1. Staff must ensure that records are kept for future reference. Regulators may request them or in the case of any legal action they may be required. Risk assessments should be recorded in a way that describes:

- an identifying description of the area being assessed;
- the date undertaken;
- the review date;
- the person undertaking the assessment;
- the agreement by a line manager;
- a description of the hazard(s);
- the level of risk;
- who might be harmed and how;
- actions taken to lower risk, by whom and when;
- confirmation that the level of risk has been reduced.

13.2. Non-sensitive completed risk assessments should be uploaded to the relevant folder of the *Central Risk Assessment Repository* held on the TESIS internal shared drive (google at this time). The purpose of the *Central Risk Assessment Repository* is to provide a single place where risk assessments are stored and where members of faculty and staff can access examples of completed risk assessments and guidance documents to assist in their completion.

14. Activities requiring Risk Assessments

There are numerous spaces and activities undertaken by the School, each of which requires its own risk assessment. These include:

- Fire
- Health & Safety
- Student activities
- Work based activities
- Dormitories
- Some classrooms (science labs, art rooms etc)
- Events
- Food preparation and cooking
- Medical
- Playgrounds & breaktimes (Lower/Middle School)

- Recruitment
- Trips and off-site activities
- Security
- Sports
- Staff accommodation (off and on site)
- Risky areas
- Learning outside the classroom (LOtC)

15. Medical and First Aid

The Health Centre has risk assessments for first aid and all other medical related treatments and procedures. The accident forms are maintained in the Health Centre. There are established procedures to be followed in the case of a medical emergency.

16. Student Access to Areas of Risk

Aim: The aim of Student Access to Areas of Risk is to state the School's procedures for managing, controlling or denying unauthorised access by students to potentially dangerous or risky areas of TESIS England buildings and grounds. Rather than having a formal procedure for each and every identified area of risk within the TESIS England site (and student access therefore) for the most part the flow of students around site and off-site is based on common sense and trust. However, it is acknowledged that there are times when a formal proactive or reactive instruction is required in the form of a risk assessment or another relevant instructive tool.

17. Introduction

The Board of Directors, the Head of School, SLT, faculty and staff of TESIS England are fully committed to ensuring the health, safety, welfare and wellbeing of all students at the School. On a large and complex site such as this there will inevitably be areas within the buildings or grounds that are considered to present risks to the safety of students who may accidentally or deliberately stray into them.

18. Procedures:

The School makes every effort to ensure that all potentially dangerous areas are, wherever possible, made secure by fencing, locking, access control, signage or otherwise physically preventing access to them. Areas temporarily out of bounds are, where possible, fenced or cordoned off and appropriate warning notices are placed to describe the danger. Areas of the School grounds away from the main buildings are illuminated where there is likely to be foot traffic, from dusk to dawn and efforts are made to recognise whether lighting levels elsewhere around the School grounds is suitable. Any damage to out-buildings and garages that would allow easy access must be reported and repaired as soon as possible.

18.1. It is imperative that no tools, sharps, equipment or machinery are left unsupervised or in an inappropriate area on the site that students can access. Where anything is found to be a danger, it must be reported immediately to the Estates Manager or the Head of Maintenance and action taken to remove the risk, secure it, or declare the area out of bounds.

18.2. It is the responsibility of the member of staff in charge of any activity to explain to students what guidance/rules they must follow to ensure both their safety and the safety of others. Once the activity is finished it is the responsibility of that member of staff to account for the whereabouts for all the students involved and to secure the area, if appropriate. Students are advised by boarding staff and advisors of the dangers of entering risky areas of the School. They are made aware that to enter such an area deliberately is regarded as a very serious disciplinary offence that will be dealt with in an appropriate manner.

18.3. TESIS England is protected by CCTV. Security officers tour the School site throughout the day and in the evening to make sure it is secure. All main school buildings and boarding houses have access controlled doors that can be accessed by staff and students throughout the School day. Dormitories are timed to exclude students during the School day except at lunch times.

18.4. Students only have access to buildings that they need to access to undertake their daily business. The School ensures that students do not have unsupervised access to potentially dangerous areas, such as the science laboratories and the Design Technology rooms, Gym, Sports Hall etc. Doors to these areas are kept locked at all times when not in use. All flammables and laboratory chemicals are kept securely locked in appropriate storage facilities. Students are not allowed to use gymnastic, athletic or climbing equipment without supervision.

18.5. Younger children at TASIS England are strictly supervised and are not allowed unsupervised access to the site

19. Specific Areas of Risk

	Site	Risk assessment	Date	Review date	RA held?
a	The Lake, Thorpe Place	Yes	October 2018	October 2020	Risk Repository
b	Lower School playground	Yes	February 2018	February 2020	Risk Repository
c	Crossing point	Yes	October 2018	October 2020	Risk Repository
d	Maintenance dept.	Yes	November 2018	November 2020	Risk Repository
e	Workshops and storage buildings	Yes	November 2018	November 2020	Risk Repository
f	General - Trees	Yes	November 2018	November 2020	Risk Repository
g	General - Walkways	Yes	November 2018	November 2020	Risk Repository
h	General – Perimeter wall condition	Yes	November 2018	November 2020	Risk Repository
i	Tractor and school vehicles	Yes	November 2018	November 2020	Risk Repository
j	South car park	Yes	November 2018	November 2020	Risk Repository
k	Plant Rooms	Yes	November 2018	November 2020	Risk Repository
l	Outside events (BBQ's)	Yes	November 2018	November 2020	Risk Repository

The above areas have a specific Risk assessment completed on file which we review yearly, they are also subject to a weekly visual inspection by the grounds, maintenance and security teams.

20. Student Specific Welfare

Responsibilities: The Head of School, Estates Management Director of Boarding, the Designated Safeguarding lead and School Heads oversee student welfare and well-being issues, who at an operational level will:

- ensure that student's health, safety and well-being is adequately protected;
- ensure that all staff are aware of, and adhere to, the School's policies and procedures on student health, safety and welfare;
- ensure that key staff have clearly established roles and responsibilities;
- ensure that staff are appropriately trained to deal with student welfare issues;
- ensure that where concerns about a student's welfare are identified, the risks are appropriately managed;
- consult with staff, students, parents and others, where appropriate, to find practical solutions to welfare issues;
- ensure that standards of student welfare at the School are regularly monitored both at an individual level and across the whole School community to identify trends and issues of concern and to improve systems to manage these.

21. Student Welfare:

The Proprietor recognises their responsibility to safeguard and promote the welfare of students in its care. This responsibility encompasses the following principles:

- to support students' physical and mental health and emotional well-being (as well as their social and economic well-being);
- to protect students from the risk of harm and/or neglect;
- to recognise that corporal punishment can never be justified;
- to provide students with appropriate education, training, recreation and development activities both indoors and out;
- to encourage students to contribute to society;

TASIS England is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

- to protect students from the risk of radicalisation, extremism and being drawn into terrorism;
- to build students' resilience to radicalisation by actively promoting fundamental British values, enabling students to challenge extremist views;
- to assess the risk of children being drawn into terrorism and to provide appropriate support for those identified as being at risk;
- to ensure that students are provided with a safe and healthy environment so far as reasonably practicable; and
- to manage welfare concerns effectively.

21.1. The School recognises that individual students may have needs which arise from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision additional to or different from that generally required by young people of the same age in mainstream schools. The School is committed to promoting and safeguarding the welfare of all of its students having regard to the special requirements of individual students but, where appropriate or necessary, balancing the special requirements of individual students against the School's responsibilities to promote and safeguard the welfare of all its students. The school addresses its commitment to these principles through:

22. Prevention - ensuring that all reasonable measures are taken to minimise the risk of harm to students and their welfare by:

- ensuring through training that all staff are aware of and committed to this policy and the values set out;
- establishing a positive, supportive and secure environment in which students can learn and develop;
- including in the curriculum, activities and opportunities for PSHEE which equip students with skills to enable them to protect their own welfare and that of others; and
- providing medical and pastoral support that is accessible and available to all students.
- **Protection** - ensuring all appropriate actions are taken to address concerns about the welfare of a student, whether of a safeguarding nature or otherwise. This includes:
 - sharing information about concerns with agencies who need to know and involving students and their parents appropriately; and
 - monitoring students known or thought to be at risk of harm and formulating and / or contributing to support packages for those students.

22.1. The School recognises that student welfare and well-being can be adversely affected by many matters whether in or away from School, including abuse, bullying, radicalisation, behavioural and health issues. The School has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote student health, safety and welfare in accordance with its duties under Part 3 of the ISSRs and the and details of those with overall responsibility for risk assessment.

23. Risk Assessment:

Student safety and welfare at the School is paramount. The School have various systems to ensure that student welfare is safeguarded and promoted including the use of daily meetings where required, boarding team meetings, and student risk assessment sheets. These are regularly reviewed and overseen by the DSL. Where a concern about a student's welfare is identified, the risks to that student's welfare will be assessed, appropriate action will be taken to reduce the risks identified, and this will be recorded and regularly monitored and reviewed. The format of any assessment of risks may vary and may be included as part of the overall response to a welfare issue and/or by using the attached risk assessment form where appropriate. Regardless of the form used, the school's approach to promoting student welfare will be systematic and student focused. The information obtained through this process and the action agreed will be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular student or of students generally.

24. Safeguarding and child protection

With regard to safeguarding risks, and in accordance with current statutory guidance, including *Keeping children safe in education* (September 2018) and *Working together to safeguard children* (2018) and Part 3 of the ISSRs and the NMS, the School has systems in place to identify students who may be in need of extra help, or those who are suffering, or are likely to suffer significant harm, and will take appropriate action to address and mitigate those risks by working in conjunction with social care, the police (including, in relation to those identified as being at risk of radicalisation, the Channel Police Practitioner), health services and other services, where appropriate or necessary. Full details of the School's safeguarding procedures are set out in the Safeguarding and Child Protection Policy. Further guidance on how staff should ensure that their behaviour and actions do not place students or themselves at risk of harm, or of allegations of harm to a student, is also set out in Staff Code of Conduct.

25. Protection from radicalisation and extremism

Details of the School's procedures to prevent students from becoming radicalised and/or being drawn into extremism and/or terrorism in accordance with the guidance in *Prevent Duty Guidance* for England and Wales 2015 (HM Gov) and the *Departmental advice on the Prevent Duty* (DfE) are also contained within the Safeguarding Policy. The School will meet these obligations by assessing the risk of students being drawn into radicalisation and/or extremism and/or terrorism and putting in place control measures to support those at risk. The School is committed to providing a safe space in which students can consider and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The School will ensure that the arrangements for visiting speakers, whether invited by staff, students or parents, are suitably risk assessed before the visit takes place and that clear protocols are in place to ensure that those visiting speakers are suitable and are appropriately supervised when on School premises.

26. Anti-bullying

The School has a written Anti-bullying policy which covers the School's approach to the management of bullying and cyber bullying.

27. Behaviour

The School has a written behaviour policy which sets out how it promotes good behaviour amongst students at the School and the sanctions to be adopted in the event of student misbehaviour. This policy contains further information about the School's performance of its duties under the Equality Act 2010 (and reasonable adjustments made for students with disabilities), support systems for students and liaison between parents and other agencies.

28. Health and safety

In accordance with its obligations under the Health and Safety at Work etc. Act 1974 and with Part 3 of the ISSRs, TASIS as an employer has a duty to ensure the health, safety and welfare of employees and the health and safety of students and others affected by the Schools' operations, so far as is reasonably practicable. The School will meet this requirement by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with its obligations and its health and safety policies and its policy on risk assessment of health and safety issues.

29. Reporting

When assessing risks to student welfare and well-being at the School, all staff should also consider whether the matter should be reported to outside agencies and /or regulatory bodies, including but not restricted to, Children's Services, the Police, (including, in relation to those identified as being at risk of radicalisation, the Channel Police Practitioner), Ofsted, CAMHS etc. Unless provided for otherwise in the School's policies or in statutory guidance, the member of staff concerned should discuss the decision to report to outside agencies and /or regulatory bodies with the Principal and/or the Designated Safeguarding Lead (where appropriate) before making such a report.

29.1. If, at any point, there is a risk of immediate serious harm to a student, a referral should be made to children's social care immediately. Anybody can make a referral. If the student's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. Wherever the School proposes to share information under this policy or related welfare policies, it will have due regard to the principles set out in the DfE advice note, "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (Currently in force).

[Appendix 1: Guidance on Risk Assessment](#)

Guidance on risk assessment: A student welfare risk assessment is a careful examination of what could cause harm to student welfare and to consider appropriate control measures, so that you can weigh up whether the School has taken adequate precautions or should take additional steps to prevent the risk of harm. The purpose of a risk assessment is not to create huge amounts of paperwork, but rather to identify sensible measures to control real risks - those that are most likely to occur and / or will cause the most harm if they do. When thinking about your risk assessment in this context, remember:

- a welfare issue is anything that may harm a student; to include cyber-bullying, abuse and the risk of radicalisation and extremism.
- the risk is the chance that a student could be harmed, together with an indication of how serious the harm could be if it occurs.

Step 1: Identify the issue: First you need to work out how students could be harmed. This will generally be set out in the concern raised about a student's welfare.

Step 2: Decide who might be harmed and how: Identify individual students or groups of students who might be harmed and how they might be harmed by the concern raised.

Step 3: Evaluate the risks and decide on precautions: Decide what to do about the risks: Compare what you currently do with what is required by law, DfE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the student's welfare. Where appropriate take into account any special requirements or protected characteristics.

Step 4: Record your findings and implement them: Make a written record of your significant findings - the concern, the issues, how student(s) might be harmed and what arrangements the School has in place to control those risks. There is no prescribed format for this record, but any record produced should be simple and focused on control measures and the steps the School proposes to take to manage the risk.

Step 5: Review your risk assessment and update, if necessary: Review what you are doing for the students identified and across the School generally and monitor and review the efficacy and /or the outcome of the measures you have put in place on a regular basis.

Appendix 2: Example Risk Assessment for TASIS

Example Risk Assessment for TASIS The American School in England		
Risk Assessment for: Theatre & Gym storage in loft area	Date of Risk Assessment: XX/XX/XXXX Review from: XX/XX/XXXX	Review Date: XX/XX/XXXX
Carried out by: Fire Safety Officer	Approved by: Estates Manager	Date: XX/XX/XXXX

What are the Hazards?	Level of risk			Who might be harmed and how?	Control Measures			
	Low	Med	High		Action to be taken to lower the risk.	Action by whom?	Action by when?	Level of risk reduced to low
Ignition of Gym clothing and storage box's stored next to electrical equipment			X	ALL	Combustible materials to be moved 1m away from electrical equipment and floor marked out to provide clear area around equipment	SK	Completed January XXXX	LOW
Ignition of Theatre materials from florescent lights with no diffusers			X	ALL	Replace existing light fittings with new enclosed lamps	SK	Completed January XXXX	LOW
High fire loading of Gym clothing and poor house keeping			X	ALL	Gym department to improve house keeping and move towards storage of clothing in plastic storage box's	Gym staff	Started December XXXX	LOW
High fire loading of Theatre materials			X	ALL	Theatre staff carried out a removal of old clothing and unwanted props	NH	Carried out XXXXX High volume	MEDIU M

							of clothing remains	
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Storage behind single door and means of escape to Theatre storage side			X	STAFF	Removal of all materials stored behind the door leading to the stair case	SK	Carried out December XXXX	LOW
Harm to students in loft area			X	Students	Students are no longer allowed in the loft storage area	NH	December XXXX	LOW
Rick to PTA entering unfamiliar area with hazards		X		PTA	PTA members were asked not to use this area however this has not ceased	SM to follow up	December XXXX	
Staff reluctant to entre loft storage area		X		STAFF	RGF to meet with Theatre staff to explain the steps taken to reduce the risks in this area	RGF to meet ? 8 th Dec		
Remaining high volume of materials and props in loft area not suitable for this purpose			X	ALL	RGF, CE, SM, NH met XX/XX/XXXX to discuss how to move forward with ideas of removal of more items, on/off site storage	Meeting to continue	November XXXX	

COVID-19 Risk Assessment Criteria

ASSESS

Decide appropriate control measures for managers and employees to implement under a 'Plan', 'Do', 'Review' cycle.

*The preventative measures in this risk assessment are not mandatory but are provided as guidance on reducing the risk of transmission. Each school/setting must consider their own situation and adapt the assessment by editing the measures where appropriate. Remove any measures that are not relevant or will not be applied in your setting and add any additional local measures that you are implementing.

Who may be at risk: Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.

Vulnerable groups – this risk assessment considers vulnerable groups which the NHS lists as 'people at high risk (clinically extremely vulnerable)'; and 'people at moderate risk (clinically vulnerable)'. An individual risk assessment may be appropriate for vulnerable employees plus BAME and those who are very anxious about returning to their workplace.

PLAN		DO			REVIEW
Prepare Building	Prepare Employees and Parents and pupils	Control Access	Implementing Social Distancing	Implement Infection Control Measures	Communicate and Review Arrangements
<ul style="list-style-type: none"> Ensure that all health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.). Ventilation and AC systems working optimately; (ventilation system should be kept on continuously, with lower ventilation rates when people are absent). COVID-19 posters/signage displayed. Modify school reception/ early years entrance to maintain social distancing (e.g. provide screens or floor markings). Consider one-way system if possible for 	<ul style="list-style-type: none"> Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken. Vulnerable employees and pupils ('clinically vulnerable' to coronavirus) identified and told not to attend school if shielding. Consider personal risk factors: age, obesity, pregnancy, existing health conditions and ethnicity. Where necessary individual risk assessments for employees and pupils at special risk (take account of medical advice). Review EHCPs where required. 	<ul style="list-style-type: none"> Entry points to school controlled (including deliveries). Building access rules clearly communicated through signage on entrances. Parents' drop-off and pick-up protocols to minimise contact. School start times staggered so class groups arrive at different times. Floor markings outside school to indicate distancing rules (if queuing during peak times). Screens installed to protect employees in reception. Hand sanitiser provided at all entrances. Visitors do not sign in with the same pen or 	<ul style="list-style-type: none"> Safe distancing or 2 metres is a preventative measure that will be adopted so far as is reasonably practicable but it is acknowledged that this is not always possible in schools. However, all the measures in this assessment are aimed at reducing transmission risk. Reduced class sizes. Class groups kept together throughout the day and do not mix with other groups. Groups do not mix to play sports or games together. The number of pupils in shared spaces (e.g. halls, dining areas and internal and external sports facilities) for lunch and exercise is 	<ul style="list-style-type: none"> Sufficient handwashing facilities are available. Where there is no sink, hand sanitiser provided in classrooms. Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning). Hands cleaned on arrival at school, before and after eating, and after sneezing or coughing. Young pupils encouraged to learn and practise good hygiene habits through games, songs and repetition. Staff help is available for pupils who have trouble cleaning their hands independently. Adults and pupils are encouraged not to 	<ul style="list-style-type: none"> Consultation with employees and trades union Safety Reps on risk assessments. Risk assessment published on school intranet and website. Nominated employees tasked to monitoring protection measures. Employees encourage to report any non compliance. The effectiveness of prevention measures will be monitored by school leaders. This risk assessment will be reviewed if the risk level changes and/or in light of updated guidance.

<p>circulation around the building.</p> <ul style="list-style-type: none"> • Stairways to be up or down only. • Put down floor markings along the middle of two-way corridors/stairs to keep groups apart and 'keep left' signs. • In areas where queues may form, put down floor markings to indicate distancing. • Can separate doors be used for in and out of the building (to avoid crossing paths). • Identify doors that can be propped open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding. • Identify rooms that can be accessed directly from outside (to avoid shared use of corridors). • Organise classrooms for maintaining space between seats and desks. • Arrange sleep rooms to space out the cots and beds. • Inspect classrooms and remove unnecessary items. 	<ul style="list-style-type: none"> • Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school. • Information shared about testing available for those with symptoms. • Remote education is continuing as much as possible to limit numbers attending school. • Assess how many employees are needed in school and identify those that can remain working from home. • Employees shielding at home manage online work, whilst those in school only teach. • Returning to school will be for groups on a priority basis (early years settings - 3 and 4 year olds followed by younger age groups); or (Primary schools - nursery, reception, year 1 and year 6); or (Secondary - years 10 and 12 students). • If shortage of teachers, allocate teaching assistants to lead a group, working under 	<p>touch screen devices in reception.</p> <ul style="list-style-type: none"> • Staff on duty outside school to monitor protection measures. 	<p>limited to specific group(s).</p> <ul style="list-style-type: none"> • Assemblies not held or staggered. • Separate spaces for each group clearly indicated in shared spaces (e.g. barriers or floor markings). • Take out service only during lunch with pupils eating outside (weather permitting). • Limiting the number of pupils who use the toilet facilities at one time. • Groups use the same classroom or area of a setting throughout the day. • Seating plans to ensure pupils sit at the same desk. • Desks should be spaced as far apart as possible. • The same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same. • Members of staff come to the classroom rather than groups of pupils circulate to different parts of the building/site. • Subject teachers in smaller option subjects (e.g. practical subjects) collect small numbers 	<p>touch their mouth, eyes and nose.</p> <ul style="list-style-type: none"> • Be vigilant to babies or pupils putting items in their mouths etc. and make sure these are dealt with immediately. • Adults and pupils encouraged to use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') • Bins for tissues provided and are emptied throughout the day. • Spaces well ventilated using natural ventilation (opening windows) or ventilation units. • Doors propped open, where safe to do so to limit use of door handles. Ensure closed when premises unoccupied. • Sanitising spray and paper towels to be provided in classrooms for use by members of staff. • Thorough cleaning of rooms at the end of the day. • Shared materials and surfaces cleaned and disinfected frequently (e.g. toys, books, desks, 	
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<ul style="list-style-type: none"> Remove soft furnishings, soft toys and toys that are hard to clean. In toilets middle cubicle/ sink/ urinal of 3 to be taken out of use. Put up laminated picture signs in toilets and classrooms in front of sinks showing handwashing. Position clocks with second hand or timers near sinks to teach pupils to wash for 20 seconds. Make arrangements with cleaners for additional cleaning and agree additional hours to allow for this. A COVID-19 message to display on screens when locked. Swimming pools and sports centres remain closed (pending changes in government restrictions). Outdoor tennis courts may open in a way compliant with social distancing restrictions. Specific risk assessment is required to determine preventative measures. 	<p>the direction of a teacher.</p> <ul style="list-style-type: none"> Reviewing timetables to decide which lessons or activities will be delivered on what days. Smaller class groups identified (split in half, with no more than 15 pupils per small group to one teacher and, if needed, a teaching assistant). For early years' settings, the employees to child ratios within Early Years Foundation Stage (EYFS) will determine groups of pupils. Identify and plan lessons that could take place outdoors. Timetable used to reduce movement around the school or building. Planning break times (including lunch), so that all pupils are not moving around the school at the same time. Parents informed of preventative measures being taken (e.g. post risk assessment on school website). Parents informed only one parent to 		<p>coming out of main curriculum on a rota.</p> <ul style="list-style-type: none"> Rooms accessed directly from outside where possible. The occupancy of staff rooms and offices limited. Radios provided and/or encouraging use of phones to communicate between different parts of school. Reducing use of lifts to only those that need to use them. Lifts are single occupation only (if 2 metres not achievable). Members of staff are on duty at breaks to ensure compliance with rules. 	<p>chairs, doors, sinks, toilets, light switches, bannisters, etc.).</p> <ul style="list-style-type: none"> Toys and play equipment appropriately cleaned between groups of pupils using it, and not shared with multiple groups. Equipment used in practical lessons cleaned thoroughly between groups. Outdoor equipment not used; or Outdoor equipment appropriately cleaned between groups of pupils; Multiple groups do not use outdoor equipment simultaneously. Limit shared resources being taken home. Avoid sharing books and other materials. No books or work handed in on paper. Use electronic submission or if paper put in quarantine (e.g. for 3 days). Hand sanitiser provided for the operation of lifts. Procedures should someone become unwell whilst attending school. 	
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	<p>accompany child to school.</p> <ul style="list-style-type: none"> • Parents and pupils encouraged to walk or cycle where possible. • Staggered drop-off and collection times planned and communicated to parents. • Made clear to parents that they cannot gather at entrance gates or doors. • Encourage parents to phone school and make telephone appointments if they wish to discuss their child (to avoid face to face meetings). • Discourage parents and pupils from bringing in toys and other play items from home. • Communications to parents (and young people) includes advice on transport. • Daily briefing to pupils on school rules and measures with reminders before leaving rooms. • Review behaviour policies to consider how pupils not following distancing rules will be managed. • Employees fully briefed about the plans and 			<ul style="list-style-type: none"> • Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces. <p>NOTE: Wearing a face covering or a face mask in schools or other education settings is in accordance with the government and DfE guidance. The majority of employees in education settings will not require PPE beyond what they would normally need for their work (determined by existing risk assessment), even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> • pupils whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way; 	
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	<p>protective measures identified in the risk assessment, with regular (daily) staff briefings.</p> <ul style="list-style-type: none"> • Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal security. • Communication with contractors and suppliers that will need to prepare to support plans for opening (e.g. cleaning, catering, food supplies, hygiene suppliers). • Liaison with transport providers to cater for any changes to start and finish times and confirm protective measures during journeys. • Communication with others (e.g. extended school provision, lettings, regular visitors, etc.) • Limit visitors by exception (e.g. for priority contractors, emergencies etc.). • Keep parent appointments / external meetings on a 'virtual platform.' 			<ul style="list-style-type: none"> • if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. <p>Employees providing first aid to pupils will not be expected to maintain 2m distance. The following measures will be adopted:</p> <ul style="list-style-type: none"> • washing hands or using hand sanitiser, before and after treating injured person; • wear gloves or cover hands when dealing with open wounds; • if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives; • if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest. • dispose of all waste safely. <p>Should employees have close hands-on contact they should monitor themselves for symptoms of possible</p>	
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