

# Covid-19 March 8<sup>th</sup> 2021 Full Academy Reopening 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: COVID-19 March 8<sup>th</sup> 2021 Full Academy Reopening Risk Assessment</b>		<b>Ref:</b>
<b>Academy Name:</b> Robsack Wood Primary Academy	<b>Academy Assessment by:</b> Caroline Thayre	<b>Date:</b> 02/03/2021
<b>Review Date:</b> July 2021	<b>Approved by:</b> Executive Team	<b>Date:</b>

Hazard/ Risk	Who is at Risk?	Impact	Likelihood	Risk Score	Normal Control Measures <i>(Brief description and/or reference to source of information)</i>	Are Control Measur es		Additional Control Measures <i>(To take account of local/individual circumstances)</i>	Impact	Likelihood	Risk Score
						In Pla ce	Ad eq uat e				
National guidelines are updated daily and academy lapses in following advice	Staff, Pupils, Parents	4	3	12	The academy has the most recent information from the government, and this is distributed throughout the academy. <ul style="list-style-type: none"> <li>Principal to ensure daily checks are made with Government updates</li> <li>Any changes in information to be shared with academies.</li> <li>Website information automatically updated</li> <li>Pupils updated via Class Teachers as necessary</li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>Trust to send out 8<sup>th</sup> March key documentation to Principals, daily notification from LA and DfE:</li> <li>Key messages from Trust SMT meetings cascaded out to wider team via SLT channel on Teams.</li> <li>Any changes in information to be shared with all staff on Teams and passed on to parents by Parent Pay.</li> <li>Website updated by admin team, directed by SLT.</li> <li>Where advice is not easily implemented, Principal to hold urgent SLT meeting, liaise with the Trust regarding options.</li> <li>The DfE latest documents and guidance is regularly updated</li> </ul>	2	1	2
Precautionary measures are not being followed in academy	Staff, Pupils, Parents	4	3	12	All staff working with pupils are adhering to current advice. <ul style="list-style-type: none"> <li>Posters around academy including Reception, hall and in corridors</li> <li><b>Teachers</b> to reiterate messages: <ul style="list-style-type: none"> <li>Covering your cough or sneeze with a tissue</li> <li>Then throwing the tissue in a bin</li> <li>Avoid touching your eyes, nose, mouth with unwashed hands</li> </ul> </li> <li>Coronavirus information is on the academy website <ul style="list-style-type: none"> <li>Website documents in place and updated accordingly</li> </ul> </li> <li><b>Estates Team</b> to follow advice from NHS/Trust on the cleaning products we should be using in academy to ensure that these meet necessary standards <i>Follow additional Trust guidance document- Guidance on general cleaning of premises to minimize the spread of covid-19 (corona virus)</i></li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>All staff have been using these guidelines successfully since September 2020; staff will be used to model best practice to new staff joining the academy.</li> <li>Risk assessment shared with all staff – staff have been consulted on the risk assessments and therefore, have an element of ownership over them.</li> <li>All staff have completed an individual Covid-19 risk assessment and additional mitigations implemented, as identified.</li> <li>Signage placed around external areas of the academy to remind parents/carers/staff/pupils/contactors and visitors of social distancing measures.</li> <li>Hand sanitizer and soap to be provided in all classrooms, as well as cleaning kits. Facilities to restock daily.</li> <li>Cleaning check lists in situ in classrooms, checked daily by facilities team.</li> <li>Hand washing to be timetabled throughout the day.</li> <li>All staff to be provided with Trust cleaning guidance to support cleaning across the course of the day – this to be timetabled in throughout the day, 2 hourly hygiene checks and cleaning by all support staff of key contact points in own areas.</li> </ul>	2	1	2

					<ul style="list-style-type: none"> <li>• <b>Cleaning Staff:</b> Follow additional Trust guidance document- Guidance on general cleaning of premises to minimize the spread of Covid-19 (corona virus) <ul style="list-style-type: none"> <li>o Ensure that all toilet/bathroom facilities are well stocked</li> <li>o Ensure that cleaners' resources are adequate and are effective against Coronavirus. Door handles, doors and toilets are cleaned during the day and paper hand towels are regularly re-filled.</li> <li>o To provide hand sanitizer stations for reception area.</li> </ul> </li> </ul>			<ul style="list-style-type: none"> <li>• Additional cleaning throughout the day timetables for playtime and lunchtime – staff provided with training and equipment to do so – each class to have a checklist to be completed from the Facilities Manager – monitored by SLT.</li> <li>• SLT to monitor cleaning to ensure that it is happening.</li> <li>• Rubbish bins to have lids – bags inside to be tied up and changed once a day, checked twice per day. Bin lids to also be disinfected, as well as tap heads throughout the day by Facilities team. Recycling bins do not need lids or bags in them.</li> <li>• Inclusion team to disinfect spaces after working with pupils – in between different groups in green areas.</li> <li>• General equipment to be removed from central stores in the corridor etc. at the start of the day and cleaned thoroughly prior to returning.</li> <li>• iPads / laptops to be wiped after use and at the end of every day by classroom support staff.</li> <li>• Playtime buckets to be allocated to year groups to ensure equipment does not transfer between.</li> <li>• Separate staff rooms to promote social distancing for staff – breaks are staggered and staffrooms and toilet facilities allocated.</li> <li>• Face coverings encouraged to be worn on academy premises and in areas where social distancing is a challenge, i.e. corridors, kitchens.</li> </ul>			
Specific guidelines regarding academy trips aren't followed	Staff, Pupils	2	3	6	<p>National guidelines state that in after school activities – pupils must wash hands and after any travel on public transport - this is adhered to by all staff leading sports events.</p> <ul style="list-style-type: none"> <li>• Usual risk assessments apply</li> <li>• Staff follow updated national guidelines on travelling to busy places</li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>• No school residential, day or any form of trips are to happen until at least after Easter 2021 based on current Government and DfE guidance,</li> <li>• No after school activities running at present outside of extended schools.</li> <li>• Visitors to site to follow specific protocols and be limited to essential visitors.</li> <li>• All site visitors to wear a face covering and read Covid risk assessment and guidelines for visitors.</li> <li>• All visitors to sign in and supply contact information for Test and Trace purposes.</li> </ul>	2	1	2
Staff do not report sickness  Staff are unwell but attend Academy  Staff absence increases	Staff, Pupils, Parents	3	2	6	<p><b>National Guidelines:</b> People who feel unwell should stay at home and should not attend work or any education or childcare setting. <b>Executive Principal</b> will:</p> <ul style="list-style-type: none"> <li>o Communicate to staff the importance of following national guidelines.</li> <li>o Remind staff of the sickness policy during any lockdown period or staff self-isolation</li> </ul> <ul style="list-style-type: none"> <li>• Staff to inform SLT immediately of contact with anyone who has symptoms of virus or self-isolating or positive diagnoses and follow medical advice.</li> </ul> <p>In an event of teaching staff absence:</p> <ul style="list-style-type: none"> <li>• Academy will bring in Supply Teachers to cover absence</li> <li>• If appropriate, classes will be split. This will be reviewed in the event of changing guidelines from DfE.</li> <li>• In the event of significant staff absence, the Executive Principal supported by the Trust will review the viability of the academy remaining open. The Executive Principal will consult with the Trust. If the academy is to be closed then this will be communicated to staff and parents via email, letter and the academy website.</li> <li>• If the Executive Principal is sick, the Vice Principal supported by the Trust will lead the academy</li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>• Full reopening guidance to be updated and re-shared with staff via teams. Parent letters and FAQ to also be shared.</li> <li>• Staff to participate voluntary in the Covid self-testing (Lateral Flow), twice weekly.</li> <li>• Testing to be carried out before school and results advised to NHS, the academy and UOBAT Trust. Staff who receive a positive test are not to attend the academy and follow current mandatory self-isolation rules.</li> <li>• Clear Covid -19 advice developed and shared with staff – including absence information and what to do if you are unwell.</li> <li>• All staff have a personal Covid 19 risk assessments reviewed in light of changes.</li> <li>• Additional support measures are in place for staff who are classed as Extremely Clinically Vulnerable (ECV).</li> <li>• Staff to go home immediately if unwell.</li> <li>• Staff to ensure they access testing if have symptoms – actively encouraged and information provided by Teams.</li> <li>• Thermometer held in isolation station, nursery, and main office etc.</li> <li>• Reiterate expectations regarding sickness absence and Covid -19 symptoms at reintegration meeting, prior to reopening.</li> <li>• Staff wellbeing to be discussed regularly.</li> <li>• SLT to touch-base with staff on a regular basis to ensure wellbeing.</li> <li>• Workload to be minimized where possible to ensure staff are able to prioritize their health and wellbeing.</li> <li>• Key staff to be used to cover absence, as well as supply staff where required.</li> </ul>	2	1	2

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Staff do not report travel plans to/ from a category 2 area or	Staff, Pupils, Parents	3	3	9	<p><b>National Guidelines:</b> Staff should not be travelling outside of their area during this third national lockdown which is due to end of March 29<sup>th</sup> 2021. Any staff member who has entered the UK from another country must follow the current national rules and guidance on self-isolation, available at: <a href="https://www.gov.uk/uk-border-control">https://www.gov.uk/uk-border-control</a></p> <p><b>Executive Principal</b> will:</p> <ul style="list-style-type: none"> <li>communicate to staff the importance of following national guidelines in briefings</li> <li>remind staff to follow the sickness policy during lock down period/staff self-isolation</li> </ul> <p><b>Estates Team</b> to remind contractors to follow guidelines in accordance with National Guidelines</p>	Y	Y	<ul style="list-style-type: none"> <li>This guidance to be reiterated in Covid -19 Staff Code of Conduct – concerns regarding travel to be discussed with staff at reintegration meeting.</li> <li>Staff attendance to be monitored.</li> <li>Executive Principal and SLT to encourage open conversation with staff to discuss plans for the holidays etc. Where concerns arise, code of conduct to be referred to, in conjunction with HR.</li> <li>Guidance provided to visitors to state that they should disclose any travel in the last 14 days prior to coming on site. 14 -day quarantine to be adhered to if staff visit abroad to areas that require quarantine.</li> <li>All contractors and site visitors to complete declaration regarding travel and contact with Covid and provide full contact tracing information before being allowed to access the site</li> </ul>	2	1	2
Siblings at another school report unwell and family confused as to app action	Parents, Pupils, Staff	3	2	6	<p>The Academy has the most recent information from the government, and this is distributed throughout the academy community</p> <ul style="list-style-type: none"> <li><b>Executive Principal</b> will: <ul style="list-style-type: none"> <li>obtain updated advice from Public Health England and Coronavirus hotline – to inform family immediately</li> <li>communicate with families and reiterate the message of gaining advice from NHS 111</li> </ul> </li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>Regular communications to parents, weekly newsletters to remind parents what to do in the event of illness in the household.</li> <li>SLT to be out on duty every day to allow parents to share concerns or discuss worries.</li> <li>Promote testing with parents and remind them that all pupils can be tested. If a pupil tests positive, everyone in that household should self -isolate. NHS test and trace will notify the academy so that they can ensure self -isolation for that pupil</li> <li>In the event of a confirmed case of Covid -19 in school, Executive Principal to contact the Trust who will contact PHE etc. Parents to be informed in a transparent manner and advised what to do accordingly.</li> <li>Conversations with parents to continue to be logged on CPOMS and monitored – action to be taken if concerns arise.</li> <li>Remind parents that they will be supported to ensure their child attends and does not have poor attendance at this time and encourage them to have a ‘safety first’ attitude. Have a firm approach with parents to ensure they know that attendance is statutory. Safeguarding Officer and Executive Principal, who have good relationships with vulnerable families to visit homes and discuss with parents if required.</li> </ul>	2	1	2
Vulnerable pupils and adults in the academy are exposed to illness	Staff, Pupils, Parents	4	3	12	<p>Academy communicate appropriately with their most vulnerable students; Health care plans are updated and instruction from GPs followed.</p> <ul style="list-style-type: none"> <li><b>Inclusion Team</b> identify the most vulnerable students and staff from current medical information.</li> <li>If vulnerable pupils do not attend school, work with the LA and the social worker (where applicable) to explore the reason for absence with the parent/carer</li> <li>The academy to continue to assess the health and safety risks to staff and meet their equality duties as per their local procedures.</li> <li>SLT will pay regard to the work-life balance and wellbeing of all staff including SLT.</li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>All pupils with EHCP or medical needs to be contacted to review risk assessments for return – this has been completed and all health care plans have been reviewed. If required for key pupils, RA to be reviewed with parent over the phone and ensure up -to - date and relevant information in SIMs.</li> <li>PPE offered to staff if they are dealing with a child who is a spitter/ biter. Risk assessment reviewed and potentially alternative curriculum put in place if required.</li> <li>Enhanced cleaning of areas these pupils are in if required.</li> <li>Pupils to be encouraged to have increased hand washing and hygiene procedures.</li> <li>Support and instructions to be sought from school nursing team / GP if required.</li> <li>PEEPs to be reviewed for key pupils if required.</li> <li>Ensure next of kin and medical records for staff up -to -date. Risk assess with clinically vulnerable staff, prior to returning.</li> </ul>	3	1	3

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Child or adult shows symptoms whilst at academy	Staff, Pupils	4	3	12	<p>All staff understand the symptoms of COVID-19 and follow academy agreed process.</p> <ul style="list-style-type: none"> <li>Staff report to the <b>Executive Principal</b></li> <li>Staff to get advice from NHS 111 immediately and PHE team. Advice on cleaning spaces will be given by PHE – await advice.</li> <li><b>Estates Team:</b> Advice on waste which may have been contaminated: all waste that has been in contact with the individual – including tissues should be put in a plastic bag.</li> <li>Staff to self-isolate – journey home by car</li> <li>Child reported to the Executive Principal and taken to designated area (any available room where a child can be isolated until further notice)</li> <li>Parents informed immediately and asked to collect immediately and contact NHS on 111</li> <li>A designated Isolation room used until parent collects – advice is for child to be supervised by a non-vulnerable adult – to sit 2 meters away. Room to be isolated. Avoid touching people, surfaces or objects and advised to cover their mouth and nose with a disposable tissue.</li> </ul> <p>Executive Principal to get advice from NHS 111 and Inform the Trust</p>	Y	Y	<ul style="list-style-type: none"> <li>Sensory room 'isolation station'. Staff member to go home straight away, in own transport. No contact with other staff. If using shared transport or public transport, staff to find an alternative way of travelling.</li> <li>Pupil to be immediately isolated from group to isolation station. One adult only to be with them in PPE.</li> <li>Thermometer to be used to check temperature – reported to parents</li> <li>Parents contacted for immediate collection</li> <li>One adult to manage pupil – adult to dress in PPE</li> <li>Window to be opened. No other adults or pupils to enter. 2m distance to be in place if possible</li> <li>Adults should not touch their face.</li> <li>In event that parent or any contacts on list cannot be contacted – DSL to complete home visit to gain parents' attention.</li> <li>If child needs toilet – to use disabled visitor toilet – to be cleaned thoroughly immediately after use.</li> <li>Adult to dispose of PPE in a black sack – tied and placed in external rubbish bins – hands washed thoroughly.</li> <li>Testing to be encouraged and results provided to academy. Positive results will be reported by Track and Trace to the academy. If positive, report to Trust who will report to PHE etc. and seek advice.</li> </ul>	2	2	4

Catering staff absent – lunch no longer available	Staff, Pupils	2	2	4	<p>Catering team to share their risk assessment with academy.</p> <p><b>Catering Manager</b> to work with the academy to ensure precautions are in place for all staff on site</p> <ul style="list-style-type: none"> <li>○ Washing hands and use of sanitizer</li> <li>○ Wearing gloves and hair nets and uniform</li> <li>○ Thorough cleaning of kitchen at the end of every service</li> </ul> <ul style="list-style-type: none"> <li>● Ensure the kitchen space are being cleaned as appropriate.</li> <li>● Inform Executive Principal of any staff off sick with associated symptoms.</li> <li>● If no kitchen staff available contact the Estates Director in the first instance.</li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>● Lunches only to transfer from hall to classroom by catering staff, left at the door.</li> <li>● Pupils to have no contact with catering staff.</li> <li>● In the event of significant absence pupils to bring own lunches into school.</li> <li>● Lunches to be provided to FSM pupils who are self-isolating at home.</li> <li>● Catering staff to wear face coverings on site and when in busy areas, i.e. corridors and when delivering meals to classrooms.</li> <li>● Catering staff to participate in Covid home testing program twice weekly and to not attend work if receive a positive or void test until confirmation otherwise.</li> <li>● Catering staff from other academies to assist, issues escalated to Chartwells Management team.</li> </ul>	1	1	1
Cleaning staff absent – cleaning no longer available	Staff, Pupils	3	4	12	<p><b>Cleaning Team</b> to ensure precautions are in place for all staff</p> <ul style="list-style-type: none"> <li>○ Washing hands, Use of sanitizer</li> <li>○ Wearing gloves, hair nets and uniform</li> </ul> <ul style="list-style-type: none"> <li>● Ensure that cleaning staff contact the absence line by 9am on their day of work</li> <li>● If no cleaning staff are available – the Executive Principal, consider academy closure.</li> <li>● Make contact with local employment agencies to ascertain availability of agency staff to provide cover and likely lead in time for cover to be available.</li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>● Cleaners to maintain social distancing at all times from each other, PPE to be worn as required.</li> <li>● Cleaners resources to be individually allocated to prevent cross - contamination.</li> <li>● Cleaning schedule in place in every room, with tick list, covering the following as additional cleans by FM team.</li> <li>● Cleaning kits in classrooms, provided by FM team.</li> <li>● If a child sneezes, surface to be wiped – adults to be vigilant to this.</li> <li>● SLT to clean classrooms if required.</li> <li>● SLT to monitor cleaning checklists to ensure that regular cleaning is in place.</li> </ul>	4	1	4
Precautionary measures to prevent transmission not followed	Staff, Pupils	4	3	12	<p>Everyone is following the handwashing protocol.</p> <ul style="list-style-type: none"> <li>● Parents have been informed that pupils and staff should wash their hands regularly.</li> <li>● Avoid touching eyes, nose and mouth with unwashed hands.</li> </ul> <p>Maintain social distancing measures at every opportunity</p>	Y	Y	<ul style="list-style-type: none"> <li>● Social distancing promoted throughout the academy with plenty of signage</li> <li>● Reduce transfer of non-essential items between homes and school</li> <li>● Y6 mobile phones to be turned off by pupil and placed into a basket in the cupboard for safe keeping until the end of the day – this will reduce transmission between other pupils / staff.</li> <li>● Week one focus on hand washing and transmission of germs</li> <li>● Weekly PSHE and daily reminders referring to posters</li> <li>● Parents reminded to teach good hygiene in newsletters etc.</li> <li>● CHand washing stations in every classroom area</li> <li>● Classrooms arranged to promote social distancing with excess furniture removed. Teachers to socially distance where possible and to be encouraged to maintain distance from pupils as they will cross between pods.</li> <li>● Social distancing promoted at every opportunity with pupils.</li> <li>● Clearly defined play spaces – not mixing groups in these spaces.</li> <li>● Gym and climbing equipment to be used by individual classes only – play spaces allocated and cleaned before and after.</li> <li>● Outdoor spaces used as much as possible.</li> <li>● Groups will only have contact with their own group. Adults will maintain social distancing when moving between classes.</li> <li>● Staggered entry and exit to the academy to promote social distancing. Planned routes for key groups into academy.</li> <li>● Only one parent allowed onto site per child.</li> <li>● One -way footpath system in place using both entrances.</li> <li>● Children actively taught about social distancing and promoted at every opportunity</li> <li>● Staggered break and lunchtimes, using different spaces throughout the academy.</li> <li>● Individual risk assessments in place for staff to ensure social distancing.</li> <li>● Separate staffrooms and toilet arrangements in place</li> </ul>	4	1	4

								<ul style="list-style-type: none"> <li>Pupils who are late being collected will wait with their teacher in one year group – they will not be placed into the office to wait. Office to be radioed to contact parents. Child to stay with teacher.</li> <li>Lateral flow testing is not mandatory for staff and they do not need to provide proof of a negative test result to attend school or college in person, although participation in testing is strongly encouraged.</li> <li>Primary schools participating in the rapid asymptomatic testing programme should follow the Rapid asymptomatic coronavirus (COVID-19) testing for staff in primary schools, school-based nurseries and maintained nursery schools guidance.</li> <li>Follow the DfE’s guidance for leaders and staff in schools on use of the NHS COVID-19 app. See the guidance <a href="#">here</a></li> <li>In primary schools where social distancing is not possible in indoor areas outside of classrooms between members of staff or visitors (for example, in staffrooms).</li> <li>SLT will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances. But children in primary school do not need to wear a face covering.</li> </ul> <p><u>Call Surrey &amp; Sussex Health Protection Team (HPT) on 0344 225 3861 (0844 967 0069 out of hours) if:</u></p> <ul style="list-style-type: none"> <li>10% (or more) of a bubble is affected within 14 days – for example, if there are 3 or more confirmed cases of COVID-19 in a bubble of 30 people</li> <li>10% (or more) of staff are affected within 14 days – for example, if there are 6 or more confirmed cases of COVID-19 in a staff of 60</li> <li>3 (or more) bubbles within your school/setting contain at least one confirmed case</li> </ul>			
Poor Communication	Staff, Pupils	2	3	6	<p>All staff aware of current actions and requirements.</p> <ul style="list-style-type: none"> <li><b>Executive Principal</b> to brief all staff on Risk Assessment.</li> <li>Staff to be consulted and issued with published Risk Assessment.</li> </ul> <p>Pupils briefed by class teachers</p>	Y	Y	<p>Consultation has taken place with staff on risk assessment – views added.</p> <p><input checked="" type="checkbox"/> All policies and resources to be posted on CPOMS so staff can action to say they have read and understood – this can be monitored by the SLT</p> <p><input checked="" type="checkbox"/> Weekly team meetings to discuss concerns / any arising issues / review risk assessment.</p> <p><input checked="" type="checkbox"/> SLT on duty in mornings to promote messages re: social distancing etc. positively.</p> <p>Ensure that contingency plans are in place, being reviewed and updated</p>	2	1	2
Pupils struggle to reintegrate into school routines and adapt to the changes implemented	Pupils, Staff	2	3	6	<ul style="list-style-type: none"> <li>Review of behavior for learning policy to reflect current guidance and restrictions</li> <li>Review of individual behavior plans to reflect current guidance and restrictions</li> <li>Clear sharing of expectations and reasoning – identifying a group ‘charter’ for behavior</li> </ul> <p>Flexible approach to learning, routines and use of outside space in order to encourage pupils to adapt to new structures</p>	Y	Y	<p>INSET focused on emotional wellbeing and recovery curriculum linked to 5 levers.</p> <p><input checked="" type="checkbox"/> Initial focus on building relationships – staff to focus heavily on this, understanding that this underpins the empowerment approach</p> <p><input checked="" type="checkbox"/> Additional nurture training to be provided to staff to enable them to understand the loss associated with lockdown</p> <p><input checked="" type="checkbox"/> Curriculum to be planned in line with guidance from Trust and Barry Carpenter’s research on a recovery curriculum.</p> <p><input checked="" type="checkbox"/> Mental Health Lead to be identified and to provide ongoing support for pupils</p> <p><input checked="" type="checkbox"/> Staff to have specific training on emotional wellbeing and mental health</p> <p><input checked="" type="checkbox"/> Clear PSHE sessions with pupils daily to support understanding.</p> <p><input checked="" type="checkbox"/> Staff to articulate with pupils that we know they may have faced challenged during this time but that we will support them and show empathy</p> <p><input checked="" type="checkbox"/> Clear social stories prior to return to support pupils’ understanding</p> <p><input checked="" type="checkbox"/> Teams transition meetings with whole classes and groups of pupils to support them in understanding the format for return</p> <p><input checked="" type="checkbox"/> Safe spaces to be identified for key pupils to allow for ‘flight’ without crossing classes.</p> <p><input checked="" type="checkbox"/> Staggered return to support most vulnerable pupils – risk assessments updated. Exciting and engaging learning opportunities to engage pupils into learning.</p> <p><input checked="" type="checkbox"/> Inclusion team to be used to support key pupils and develop their understanding.</p> <p><input checked="" type="checkbox"/> Senior leaders and key staff to be available to support pupils coming in on the first few mornings with soft landing activities that can be completed outside.</p>	1	1	1

A broad and balanced curriculum cannot be delivered or is not appropriate	Pupils, Staff	1	4	4	<p>Academy staff identify an appropriate curriculum that meets the needs of the pupils in the academy</p> <ul style="list-style-type: none"> <li>Consider which aspects of the current curriculum are appropriate – with a focus on PSHE/ emotional needs</li> <li>Where possible, learning to be delivered in academy site outside areas (implementation or review of other risk assessments to ensure that this can be done safely)</li> <li>Reconsider expectations of staff with regards to marking/feedback (review feedback policy)</li> <li>Consider safe use of resources – including asking pupils to bring their own pencil-cases, etc.</li> </ul> <p>If electronic computers or devices are used by pupils, these need to be part of the academy's thorough cleaning considerations and must not be used by more than one pupil without cleaning</p>	Y	Y	<ul style="list-style-type: none"> <li>Significant focus on PSHE/ emotional needs curriculum and hygiene in initial weeks until children have transitioned into school.</li> <li>Recovery curriculum with focus on re -engaging learners and developing basic skills and building on knowledge. Also use resources from DfE and EEF to guide practice.</li> <li>Fun and exciting learning opportunities to be planned where possible</li> <li>PE to be timetabled outside with clear guidelines for staff and promoting social distanced opportunities for sport.</li> <li>Outdoor learning to be timetabled outside with clear guidelines for staff</li> <li>Marking in line with policy where possible but completed in school where possible to support teacher wellbeing. Verbal feedback where possible to enable social distancing.</li> <li>Stationery packs to be provided to pupils for own use – to remain on their desks and not shared. To be disinfected at the end of every day.</li> <li>iPads and laptops to be allocated to groups – to be wiped down with anti -bac wipes after use</li> </ul>	1	1	1
Pupils who are at home are disadvantaged.	Pupils	1	4	4	<p>Academy makes best endeavors to provide suggested learning activities for year groups that are not on-site (whether due to year groups or parental preference not to return to school).</p> <ul style="list-style-type: none"> <li>Teachers to agree how this can be maintained and is sustainable when considering staff workload</li> <li>Communication regarding home learning with parents to set clear expectations</li> </ul> <p>Scheduled staff/parent communication slots</p>	Y	Y	<ul style="list-style-type: none"> <li>Clear remote learning plan from SLT to manage home learning in the event of individuals self -isolating or whole pod closures.</li> <li>National websites and provision provided to parents e.g. Oak Academy / BBC Bite size etc.</li> <li>These resources will be accessed within classes too to ensure that pupils are familiar with how to access and use.</li> <li>In the event of local lockdown, teachers will use subscription services to support home learning.</li> </ul>	1	1	1
Parents do not adhere to requests regarding conduct on site and movement around site	Pupils, parents, staff	2	4	8	<p>Clear and transparent communication with parents including:</p> <ul style="list-style-type: none"> <li>Expectations of behavior, including any charters that have been completed with the children</li> <li>Intentions for the curriculum upon return to the academy</li> <li>The elements of the academy day/ routines that will be very different and why they are necessary</li> </ul> <p>The ways in which the children will be grouped and that some will, inevitably, not be taught by their usual class teacher</p>	Y	Y	<ul style="list-style-type: none"> <li>Risk assessment to be publicized for parents in an easily understood format</li> <li>Clear routes in and out of academy for all groups communicated to parents</li> <li>Staggered entry and exit times to encourage social distancing</li> <li>Signage throughout academy to encourage social distancing</li> <li>SLT positioned in hi-vis throughout access routes to remind parents of appropriate routes and social distancing</li> <li>Executive Principal to seek support from the Trust in the event that parents refuse to adhere to these measures of social distancing on site. Code of conduct letter, leading to potential ban to be used.</li> <li>Lost property to be isolated for 72 hours prior to being added to the lost property cupboard. These items should be placed outside at the end of each week for parents to collect if possible.</li> </ul>	2	2	4
Pupils with Education, Health and Care Plans' needs are not met effectively	Pupils, staff	1	4	4	<ul style="list-style-type: none"> <li>Risk Assessments are already in place for these children and should be adapted should the children return to the academy</li> <li>Holistic approach to the provision for these children, considering the appropriateness of 1:1 support, as well as supporting their emotional needs</li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>Inclusion team provision mapped out for all pupils with EHCPs – this ensures we are meeting statutory provision</li> <li>Inclusion team to clean after each intervention</li> <li>Key member of staff responsible for providing online learning for these pupils if not in school – determined by Inclusion Lead</li> <li>Review individual risk assessments</li> <li>LA to be consulted and support gained from wider organizations if concerns arise.</li> </ul>	1	1	1
Younger pupils and pupils with additional needs do not understand the	Pupils, staff	3	4	12	<p>Academy staff to make expectations very clear to all pupils:</p> <ul style="list-style-type: none"> <li>Communication to parents prior to re-opening and frequently when re-opened</li> <li>Reminders given each day to all pupils regarding expectations</li> <li>Signage around the academy</li> <li>Individual behavior plans/ provision maps to be updated</li> </ul> <p>Compilation of social stories to support some pupils</p>	Y	Y	<ul style="list-style-type: none"> <li>All access to classrooms from outside, where possible – clear routes into the academy</li> <li>CIP to be used for all signage and social stories, as well as Makaton. Adults to wear visual prompts to remind children of social distancing.</li> <li>2m gaps marked in all outdoor spaces.</li> <li>Fire evacuations spaces marked at 1m intervals for lining up after evacuation. Gap of 2m for teacher – these are marked on playgrounds.</li> </ul>	2	2	4

concept of social distancing and, therefore, put others at risk								<ul style="list-style-type: none"> <li>Furniture to be positioned to reinforce concept – use tape on floor to support SEN pupils as a visual cue</li> <li>Staff to avoid close contact where possible and to wash their hands regularly.</li> <li>PSHE to develop understanding – pupils and parents to be reassured that if they need urgent help e.g. first aid – it will be provided</li> <li>Staggered break times and lunchtimes</li> <li>Children reminded not to touch each other and not to touch their mouth or face</li> <li>EYFS provision – visual cues to promote expectations and reinforced with Makaton. Carpet spots to be used to support children with social distancing.</li> </ul>			
Delivery of first aid / medicine administration does not allow social distancing	Pupils, staff	4	4	16		Y	Y	<ul style="list-style-type: none"> <li>Revised medicine and first aid guidance</li> <li>Use visual cues to support the child to be independent and help themselves.</li> <li>If a child is symptomatic of Covid-19, PPE should be worn and 2m distance adhered to where possible. Guidance above should be followed.</li> <li>During normal first aid, if there is a need to touch the child, gloves should be worn and hands washed thoroughly after dealing with the event</li> <li>In the event that a child is upset and cuddles an adult, adults should ensure that they console the child verbally and remind the child of social distancing. If there is a need to hold the child's hand, adults should ensure that they do not touch their mouth or face and wash their hands thoroughly after contact.</li> </ul>	2	1	3
Pupils with individual behavior plans require positive handling to keep others safe	Pupils, staff	3	4	12	<p>Positive Handling should only ever be used as a last resort in order to keep pupils and staff safe. This is more important than ever, as social distancing should be in place for all pupils.</p> <ul style="list-style-type: none"> <li>Review of Behavior Policy taking account of significant needs</li> <li>Review risk assessments and individual behavior plans</li> <li>Ensure that staff maximize use of de-escalation strategies</li> <li>Consider location of children in the academy building in order to provide a safe space where possible</li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>Staff who are positive handling trained (MAPA) to be displayed around the academy and detailed on CPOMS</li> <li>Clear messages to staff regarding positive handling as a last resort – only positive handling trained staff should be handling pupils</li> <li>Recovery curriculum to have a focus on relationships and mental health and wellbeing to best support pupils</li> <li>Individual risk assessments in place for pupils</li> <li>Key pupils who may find this challenging to be placed with known adults</li> <li>Safe space to be allocated to allow a 'flight' reaction without cross-contaminating pods. This will reduce likelihood for positive handling.</li> <li>INSET days used to support staff in the empowerment approach</li> </ul>	3	1	3
Vulnerable pupils/safe guarding	Pupils, Parents	3	4	12	<ul style="list-style-type: none"> <li>Updated Safeguarding Policy to be followed – updated to be completed in line with changes to KCSIE – training to be provided to staff on INSET days</li> <li>Revised level 1 training to be completed on 4<sup>th</sup> September with all staff</li> <li>DSL training is up to date</li> <li>Home visits to continue for those pupils who are shielding or not attending</li> <li>Teachers to phone pupils not attending once per fortnight.</li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>Safeguarding spreadsheet to be maintained and continued to be monitored during this time for those pupils who initially do not attend</li> <li>Vulnerable pupils to attend daily – attendance to be monitored by DSL and home visits completed where required. Regular communication with social workers completed to ensure safety of these pupils.</li> <li>Attendance monitored daily to start with to ensure attendance of key pupils. Statutory attendance procedures including first day calling to be reinstated. Principal to monitor attendance.</li> <li>DSL on site at all times. Several staff trained as DSLs.</li> <li>All incidents and concerns logged on CPOMS as usual. All contact with parents logged on CPOMS as well.</li> </ul>	3	1	3
Pupils are at a disadvantage by a lack of parental events	Pupils, Parents	2	4	8	<ul style="list-style-type: none"> <li>Parental events to be cancelled for term 1 and 2 where outdoor spaces cannot be used to promote social distancing</li> <li>Government guidance regarding adults in society to be followed when planning events in school</li> <li>Staggered events to be considered</li> </ul>	Y	Y	<ul style="list-style-type: none"> <li>Parents to be offered phone conversations and email contact where required to ensure good communication with teachers</li> <li>Social media to be used to support celebrating achievements and engaging with home.</li> </ul>	2	2	4
<b>Initial Risk Score</b>		233						<b>Residual Risk Score</b>	55		

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
8-9	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 7 <sup>th</sup> September return to opening
<ul style="list-style-type: none"> <li>Risk can be significantly reduced by putting in control measures. There is a clear plan in place to reduce risk through the use of control measures (see re-opening plan)</li> <li>The risk will increase significantly if parents do not adhere to guidance – this is the biggest concern. To enable us to manage the risk parents add to the situation, we would like to operate both a staggered opening – enabling us to train parents and children in the one-way system and social distancing measures on site. We would also like to operate staggered arrival and dismissal times on site again allowing us to reduce the number of parents on site at any one time and therefore reduce the potential gathering of parents.</li> <li>The risk will increase in the event of absence of key staff e.g. Principal / Safeguarding Officer / Facilities Manager / Cleaners etc. Contingency plans will need to be in place to address these absences. In the event of a longer absence of the Principal, the Trust would need to source an additional leader from across the Trust to support the SLT.</li> <li>The risk is likely to increase if key pupils do not settle on return to school.</li> <li>Attendance is a significant risk for the academy. As persistent absence was already higher than national averages, this is likely to worsen as many parents will not see the value of returning their child to school. This will require careful management from the academy to promote positive messages to parents. It may be that the comms team can support this.</li> <li>The risk will increase if a pupil becomes unwell as parents are highly unlikely to be able to access testing (as no local facility as such). This will need to be carefully managed by the academy, with support from the Trust. Parents may also be uncontactable during the day, meaning that we have to keep the unwell pupil at the academy. In this case, we will home visit to rouse them.</li> </ul>

Training Requirements	Renewal Frequency (Years)	Required For	Additional Notes	Name
Risk assessment and protocols to follow in the event of various circumstances	Before opening	All staff	Guidance documents to be provided to staff to support them and enable them to managing certain situations e.g. first aid.	

## 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:

- 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.
- 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.
- 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.
- 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.
- 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.