

Covid-19 Risk Assessment March 2021

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

Name of Risk Assessment: Covid-19 Operational Risk Assessment		Ref: RA0084a DSE05/20
Academy Name: BLACKTHORNS	Academy Assessment by: Sarah Neller	Date: January 2021
Review Date:	Approved by:	Date:

OPERATIONAL											
Hazard/Risk	Who is at Risk?	Impact	Likelihood score	Risk Score = Impact x Likelihood	Normal Control Measures (Brief description and/or reference to source of information)	Are Control Measures Y/N/NA		Additional Control Measures (To take account of local/individual circumstances)	Impact	Likelihood score	Risk Score = Impact x Likelihood
						In Place	Adequate				
National guidelines are updated daily and academy lapses in following advice	Staff, Pupils	2	2	4	<p>The academy has the most recent information from the government, and this is distributed throughout the academy.</p> <ul style="list-style-type: none"> Principal to ensure daily checks are made with Government updates Any changes in information to be shared with staff and passed on to parents by email Website information is automatically updated 	Y	Y	UoBAT SMT meetings and other communications keep Principal up-to-date with guidelines, in order for these to be shared as relevant.	2	1	2

					<ul style="list-style-type: none"> Students updated via class teachers as necessary 						
Precautionary measures are not being followed in academy	Staff, Pupils	2	3	6	<p>All students and all staff working with students are adhering to current advice.</p> <ul style="list-style-type: none"> Posters around academy including Reception, dining hall and in corridors Teachers to reiterate message in form time: <ul style="list-style-type: none"> Covering your cough or sneeze with a tissue Then throwing the tissue in a bin Avoid touching your eyes, nose, mouth with unwashed hands Coronavirus information is on the academy website <ul style="list-style-type: none"> Website documents in place and updated accordingly Estates Team to follow advice from NHS/Trust on the cleaning products we should be using in academy to ensure that these meet necessary standards <i>Follow additional Trust guidance document- Guidance on general cleaning of premises to minimize the spread of covid-19 (corona virus)</i> Cleaning Staff: 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"> Ensure that all toilet/bathroom facilities are well stocked Ensure that cleaners' resources are adequate and are effective against Coronavirus. Door handles, doors and toilets are cleaned during the day and paper hand towels are regularly re-filled. To provide hand sanitizer stations for reception area. 	Y	Y	<ul style="list-style-type: none"> Posters in each class group area and in toilet areas Class teachers to begin by explaining precautionary measures and their importance on the first morning of the children's return to school Additional cleaning hours in place each day. Increased hand sanitizer located around the academy site. Increased hand washing facilities – key stage areas. 	2	1	2

Specific guidelines regarding academy trips aren't followed	Staff, Pupils	2	3	6	<p>National guidelines state that in after school activities – students must wash hands and after any travel on public transport - this is adhered to by all staff leading sports events.</p> <ul style="list-style-type: none"> • Usual risk assessments apply • Staff follow updated national guidelines on travelling to busy places • Academy can provide hand sanitizer for students and adults to use after travelling on public transport 			<ul style="list-style-type: none"> • All trips are cancelled • All activities involving the children leaving the academy site are cancelled (e.g. swimming lessons) • No after school clubs • Careful disposal of face coverings following use of public transport 	2	1	2
<p>Staff do not report sickness</p> <p>Staff are unwell but attend Academy</p> <p>Staff absence increases</p>	Staff	3	3	9	<p>National Guidelines: People who feel unwell should stay at home and should not attend work or any education or childcare setting. Follow- https://www.gov.uk/coronavirus?gclid=EAlalQo_bChMI6KLqzoWx6QIVQuDtCh0bpg-JEAAYASAAEqLjCvD_BwE</p> <ul style="list-style-type: none"> • Principal will: <ul style="list-style-type: none"> ○ Communicate to staff the importance of following national guidelines in Staff Briefings and hand out copies of risk assessments to staff ○ Remind staff of the sickness policy during any lockdown period or staff self-isolation • Staff to inform Principal immediately of contact with anyone who has symptoms of virus or self-isolating or positive diagnoses and follow medical advice. • In an event of teaching staff absence: <ul style="list-style-type: none"> ○ Academy will bring in Supply Teachers to cover absence ○ If appropriate, classes will be split. This will be reviewed in the event of changing guidelines from DfE. ○ In the event of significant staff absence, the Principal supported by the Trust will review the 	Y	Y	<ul style="list-style-type: none"> • Staff to be sent home immediately if they are showing an symptoms • All academy staff can be tested and will be encouraged to do so ASAP. • Any member of staff testing positive to remain in self-isolation for a minimum of 10 days, in line with guidance. • Infra-red thermometer held in academy office to identify high temperatures of staff if needed. • Supply teachers on Blackthorns team who we know are not working elsewhere will be used (e.g. JM/ER/CH) before any contact is made with agencies. • Part-time staff to be offered additional hours if required and they are willing in order to cover sickness. 	2	2	4

					<p>viability of the academy remaining open. The Principal will consult with the Trust. If the academy is to be closed then this will be communicated to staff and parents via email, letter and the school website.</p> <ul style="list-style-type: none"> • Only essential tasks will be carried out during a staff shortage period (Attendance, First aid, Salaries/Payroll, etc.) • If the Principal is sick, the Vice Principal supported by the Trust will lead the academy • In the event of an academy closure with staff and students at home who are not ill and still able to access education, work will be set electronically. Students will be expected to complete tasks at home. • Staff wellbeing to be supported by KIT calls, and one to ones. Line Managers to diarise regular and appropriate contact. • Line Managers to offer a message of general support and discussion opportunities to allay concerns and maintain moral. 			<ul style="list-style-type: none"> • Line Managers to ensure that systems are in place to check in with staff. Any concerns shared with senior team and support put in place where needed. • Classroom Assistant cover ask those not on site currently (SG) 			
Siblings at another school report unwell and family confused as to appropriate action	Parents, Pupils	2	2	4	<p>The Academy has the most recent information from the government, and this is distributed throughout the school community</p> <ul style="list-style-type: none"> • Principal will: <ul style="list-style-type: none"> ○ obtain updated advice from Public Health England and Coronavirus hotline – to inform family immediately ○ communicate with families and reiterate the message of gaining advice from NHS 111 	Y	Y	<ul style="list-style-type: none"> • All children can seek a test immediately. • Guidelines currently state that households should isolate for 10 days when one member is symptomatic and then subsequently confirmed to have the virus and, therefore, the child will be sent home immediately, with strict adherence to social distancing. 	2	1	2
Vulnerable students & adults in the academy are exposed to illness	Staff, Pupils	4	3	12	<p>Academy communicate appropriately with their most vulnerable students; Health care plans are updated and instruction from GPs followed.</p>	Y	Y	<ul style="list-style-type: none"> • UoBAT and government guidelines to be adhered to. 	3	1	3

					<ul style="list-style-type: none"> • Pastoral Team identify the most vulnerable students and staff from current medical information 			<ul style="list-style-type: none"> • Contact the families of individual children identified as vulnerable to discuss safety concerns and ensure that parents/carers make an informed decision about their return to the academy and the associated risks. • Ensure that medical records for staff are up-to-date and members of staff within different groups are identified. 			
Child or adult shows symptoms whilst at academy	Staff, Pupils	4	2	8	<p>All staff understand the symptoms of COVID-19 and follow academy agreed process.</p> <ul style="list-style-type: none"> • Staff report to the Principal • Staff to get advice from NHS 111 immediately and PHE team. Advice on cleaning spaces will be given by PHE – await advice. PHE contact information - https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19 • Estates Team: Advice on rubbish which may have been contaminated: all waste that has been in contact with the individual – including tissues should be put in a plastic bag and tied, then placed in another plastic bag and tied. The bag should be marked and stored in a safe place until results are available. If the test results are negative – to be put with normal waste. If positive, to follow the advice of PHE. See further Trust guidance document - <i>Guidance on general cleaning of premises to minimize the spread of covid-19 (corona virus)</i> • Staff to self- isolate – journey home by car 	Y	Y	<ul style="list-style-type: none"> • Any child displaying symptoms to be taken immediately to the library until they can be collected. • Infra-red thermometer to be used and temperature reported to parents and in medical treatment records. • Staff to maintain 2m social distancing from child. If this cannot be maintained then PPE should be sought. • Encourage family to seek a test immediately – provide the family with the leaflet created by the trust. • Deep clean of isolation area once the child has left, including ventilation of the area. 	4	1	4

					<ul style="list-style-type: none"> • Child reported to the Principal and taken to designated area (any available room where a child/student can be isolated until further notice) • Parents informed immediately and asked to collect immediately and contact NHS on 111 • A designated Isolation room used until parent collects – advice is for child to be supervised by a non-vulnerable adult – to sit 2 metres away. Room to be isolated. Avoid touching people, surfaces or objects and advised to cover their mouth and nose with a disposable tissue. • Principal to get advice from NHS 111 and Inform the Trust 						
Catering staff absent – lunch no longer available	Staff, Pupils	1	2	2	<p>Catering team to share their risk assessment with academy.</p> <ul style="list-style-type: none"> • Catering Manager to work with the academy to ensure precautions are in place for all staff on site <ul style="list-style-type: none"> ○ Washing hand ○ Use of sanitizer ○ Wearing gloves and hair nets and uniform ○ Thorough cleaning of kitchen at the end of every service • Ensure the kitchen space and lavatory for staff are being cleaned as appropriate. • Inform Principal of any staff off sick with associated symptoms. • If no kitchen staff available contact the Estates Director in the first instance. • Meals to be supplied by hub kitchen or to close and parents informed to bring in packed lunch for their students 	Y	Y	<ul style="list-style-type: none"> • Office Manager to contact Chartwells immediately to ensure absences are covered. • If appropriate, academy staff to support the service of meals, but cannot prepare the food without the appropriate training. 	1	1	1
Cleaning staff absent – cleaning no longer available	Staff, Pupils	2	3	6	<ul style="list-style-type: none"> • Cleaning Team to ensure precautions are in place for all staff on site <ul style="list-style-type: none"> ○ Washing hands ○ Use of sanitizer ○ Wearing gloves, hair nets and uniform 	Y	Y	<ul style="list-style-type: none"> • Offer additional hours to other members of staff to support with cleaning if willing. 	2	1	2

					<ul style="list-style-type: none"> • Estates Team to inform Principal of any staff off sick with associated symptoms. • Ensure that cleaning staff contact the absence line by 9am on their day of work • If no cleaning staff are available – the Principal, consider academy closure. • Make contact with local employment agencies to ascertain availability of agency staff to provide cover and likely lead in time for cover to be available. • Outsourced cleaning company to be contacted to explore cover options and provide Covid-19 cleaning plan RA and control measures 			<ul style="list-style-type: none"> • Senior staff to support with cleaning if required. 			
Precautionary measures to prevent transmission	Staff, Pupils	3	2	6	<p>Everyone is following the handwashing protocol.</p> <ul style="list-style-type: none"> • Parents have been informed that students and staff should wash their hands. • Avoid touching eyes, nose and mouth with unwashed hands. • Maintain social distancing measures at every opportunity. 	Y	Y	<ul style="list-style-type: none"> • Hand-washing to be undertaken at set points in the day: when they arrive, before and after break time and lunch time, and before they go home, plus other times. • Signage regarding hand-washing in learning spaces and the academy toilets. • Staff wearing face masks in shared areas at all times • LFD testing x2 week by staff [See Primary Schools test risk assessment] 	3	1	3
Poor Communication	Staff, Pupils	2	3	6	<p>All staff/students aware of current actions and requirements.</p> <ul style="list-style-type: none"> • Principal to brief all staff on Risk Assessment. • Staff to be consulted and issued with published Risk Assessment. • Students briefed in registration sessions and by the use of posters, signage etc. 	Y	Y	<ul style="list-style-type: none"> • Regular and frequent communication with parents (ParentMail) and staff (email/Teams). 	2	2	4

Pupils struggle to reintegrate into school routines and adapt to the changes implemented	Pupils, Staff	2	3	6	<ul style="list-style-type: none"> Review of behaviour policy (annexe) to reflect current guidance and restrictions Review of individual behaviour plans to reflect current guidance and restrictions Clear sharing of expectations and reasoning – identifying a group ‘charter’ for behaviour Flexible approach to learning, routines and use of outside space in order to encourage pupils to adapt to new structures 	Y	Y	<ul style="list-style-type: none"> Open and frequent conversations with parents where children are struggling. Consideration of adaptations to learning for individuals (e.g. learning space, adult support, types of activity) 	2	2	4
A broad and balanced curriculum cannot be delivered or is not appropriate	Pupils, Staff	2	2	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"> Consider which aspects of the current curriculum are appropriate – with a focus on PSHE/ emotional needs Consider curriculum areas that may need to be adapted considerably, such as PE and music. 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) Record what is possible on Target Tracker Reconsider expectations of staff with regards to marking/feedback (review feedback policy) If electronic computers or devices are used by pupils, these need to be part of the academy’s thorough cleaning considerations and must not be used by more than one pupil without cleaning 	Y	Y	<ul style="list-style-type: none"> Focus on verbal feedback within the small groups, rather than written feedback to reduce the need for children and staff to share resources. Reading books to be sent home, but to be quarantined for 72 hours following return. In older year groups, children to bring their own books in that are not shared with other children. Adopt a flexible and responsive approach to learning, with a focus on the needs of the children. Formative assessments to be recorded, where possible, on Target Tracker, but no summative ‘step’ judgement to be made. Computing Suite to be allocated on a daily basis. Only to be used by one class bubble each day and then 	2	1	2

								thoroughly cleaned each evening.			
Pupils with Education, Health and Care Plans' needs are not met effectively	Pupils, staff	2	3	6	<ul style="list-style-type: none"> Risk Assessments are already in place for these children and should be adapted should the children return to school Holistic approach to the provision for these children, considering the appropriateness of 1:1 support, as well as supporting their emotional needs 	Y	Y	<ul style="list-style-type: none"> Transparent and open discussions with parents regarding expectations of social distancing, etc. so that these are shared by parents/carers prior to returning to school Agreement between school and parents regarding key priorities upon return to academy. 	2	2	4
Social distancing between staff and pupils/ year group bubbles cannot be maintained	Pupils, staff	3	3	9	<p>Ensure implementation of all aspects of government guidance regarding hand-washing, hygiene levels, etc.</p> <ul style="list-style-type: none"> Tasks to be set that do not require the children to work closely together. Staff to avoid close contact with one another and the children. 	Y	Y	<ul style="list-style-type: none"> Children to access classrooms via outside doors in KS2, rather than the main KS2 door Clear instructions regarding the use of toilets to be given as soon as the children return to school. Rotas for hand-washing, breaks and lunches to be adhered to strictly to ensure that classes do not come into contact with one another. 	2	2	4
Younger pupils and pupils with additional needs do not understand the concept of social distancing and, therefore, put others at risk	Pupils, staff	3	3	9	<p>Academy staff to make expectations very clear to all pupils:</p> <ul style="list-style-type: none"> Communication to parents prior to re-opening and frequently when re-opened Reminders given each day to all pupils regarding expectations Signage around the academy Individual behaviour plans/ provision maps to be updated 	Y	Y	<ul style="list-style-type: none"> Ensure that less clinically non-vulnerable members of staff work with these children. Incorporate in class 'charters'. Communication with parents where the children struggle with 	2	2	4

					<ul style="list-style-type: none"> • Compilation of social stories to support some pupils 			this aspect to gain their support.			
Pupils with individual behaviour plans require positive handling to keep themselves, staff and other pupils safe. Therefore, social distancing advice cannot be followed.	Pupils, staff	3	3	9	<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"> • Review of Behaviour Policy taking account of significant needs • Review risk assessments and individual behaviour plans • Ensure that staff maximise use of de-escalation strategies • Consider location of children in the academy building in order to provide a safe space where possible 	Y	Y	<ul style="list-style-type: none"> • Ensure that non-vulnerable members of staff are allocated to work with children at risk of requiring positive handling. • Ensure that all staff involved in positive handling are trained to do so and training is current. 	3	2	6
Vulnerable children are at risk. Safeguarding procedures are not followed.	Pupils, community	4	3	12	<p>Statutory safeguarding arrangements are followed.</p> <ul style="list-style-type: none"> • A DSL is always on-duty at the academy • All staff are aware of safeguarding requirements and any changes to these due to the revised arrangements in schools are communicated to all • All checks remain in place • See academy Safeguarding and Child Protection policy and Covid-19 annex. 	Y	Y	<ul style="list-style-type: none"> • Four trained DSLs on academy staff • Use of CPOMs system to share information • All DSLs alerted to any safeguarding concerns • Challenge for external agencies – particularly WSCC. • 1:2:1 Risk Assessments for children requiring close contact 	2	2	4
Student or staff member requires first aid treatment/ intimate care, therefore not being able to enforce social distancing	Pupils, staff	3	2	6	<p>Government and UoBAT advice and guidance to be followed at all time.</p> <ul style="list-style-type: none"> • Where possible, children to administer elements of first aid themselves, such as applying ice-packs, etc. • Re-usable resources to be sanitised after each use. • Where possible, children to be encouraged to tend to their own intimate care needs. 	Y	Y	<ul style="list-style-type: none"> • For pupils with intimate care plans, individual conversations to be instigated regarding arrangements for intimate care. If necessary, parents to be requested to come into school if required. • Clinically non-vulnerable staff to treat first aid and intimate care needs. 	3	1	3

					<ul style="list-style-type: none"> PPE used where the guidance states this is required. 						
Initial Risk Score			152			Residual Risk Score			75		

STRATEGIC											
Hazard/Risk	Who is at Risk?	Impact	Likelihood score	Risk Score Impact x Likelihood	Normal Control Measures (Brief description and/or reference to source of information)	Are Control Measures Y/N/NA		Additional Control Measures (To take account of local/individual circumstances)	Impact	Likelihood score	Risk Score Impact x Likelihood
						In Place	Adequate				
Spread of Covid-19 through academy and wider community	Pupils, Pupils from vulnerable groups, staff, staff from vulnerable groups, visitors, wider community	4	3	12	<ul style="list-style-type: none"> Establish a Coronavirus SMT following Critical Incident Plan for a Pandemic Provide staff and pupils with suitable training, instruction, and guidance. Normal system of work in relation to cleaning should be maintained with particular attention to high contact areas toilets, door handles, telephones, grab rails. Observe social distancing requirements of 2 metres wherever possible. Increased ventilation in working areas: doors and windows open, (unless extremely cold) Purchase and maintain stocks of PPE and Chemicals for cleaning. Soap dispenser and hand towels within toilets are fully stocked at the start of each day. Regular checks to be made throughout the day to ensure adequate supply. 	Y	Y	<ul style="list-style-type: none"> Follow latest guidance on protective measures at https://www.gov.uk/coronavirus Parents may wish to send hand sanitisers into the academy with pupils. Communicate to parents the importance of the government advice on catch it, bin it, kill it. All meetings to be held virtually where possible. No events planned for large numbers of external visitors. Any members of staff with underlying health issues or those within vulnerable groups should make their condition known to the Principal. Please consult with PHE for up-to-date information. The individual should seek and act on the advice of their GP/Consultant/Midwife/PHA or current government advice. 	4	1	4

				<ul style="list-style-type: none"> • Handwashing techniques taught to all pupils. It may be necessary to supervise some pupils to ensure correct hand washing procedures. • Suitable and sufficient signage on prevention and rules in all internal or external areas, such as classrooms, corridors, toilets, Reception areas, access gates etc. • Inform parents of hygiene expectations and for the need to communicate this message in the home environment. • All children to wash their hands before coming to the academy, before going home, during the academy day and when they get home. • Children to wash hands before and after eating. • Teachers and Teaching/classroom assistants monitor the visible health of pupils, ensure parent emergency contact numbers are kept up to date. • Public Health Advice on Covid-19 handwashing – Catch it, Bin it, Kill it posters around academy buildings. • Pupils with existing medical conditions should already be known to the academy: • Identify vulnerable children e.g. with underlying health conditions that may be affected by the current threat • Discuss with parents the initial steps and agree key actions re. isolation/seclusion. 			<ul style="list-style-type: none"> • Academy site not to be used for lettings or external events currently (with the exception of the wrap-around care provider – risk assessment received). • Follow additional Trust guidance document- <i>Guidance on general cleaning of premises to minimise the spread of covid-19 (corona virus)</i> • Use appropriate PPE- Follow Trust guidance document - <i>COVID-19 Guidance*: Use of Personal Protective Equipment.</i> • Follow Trust PPE Flowchart • Agree any flexible working arrangements needed to support any changes to usual patterns (for example, cleaning during and after normal operational hours. • Create and share a travel plan for movement around the academy. • Review access and egress for emergency evacuation allowing for social distancing measures. • Review associated risk assessments impacted by Covid-19 such as First Aid, and Cleaning 			
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Suspected or confirmed case in staff member or pupil or staff with a family connected to the academy. No symptoms of Covid-19 displayed within the academy or later that day.	Pupils, Pupils from vulnerable groups, Staff, Staff from vulnerable groups, Visitors, Wider Community	3	2	6	<ul style="list-style-type: none"> Whole family to self-isolate for a period of 10 days in line with Government guidance follow link https://www.gov.uk/coronaviruses?gclid=EAlalQobChMh7Xz34Sx6QIVYoBQBh12XQwSEAAAYASAAEgKIRPD_BwE. Normal system of work in relation to cleaning should be maintained with particular attention to high contact areas toilets, door handles, telephones, grab rails. Observe social distancing requirements of 2 metres wherever possible. Next of Kin/Emergency Contact details for all staff 	Y	Y	<ul style="list-style-type: none"> Any suspected cases will be encouraged to have a test and to remain isolated away from school until the result has been received. It is recommended that regular contact is made to the Academy Principal. In the event of a confirmed case, the appropriate bubble will be closed immediately and all members told to self-isolate for 14 days, as recommended in the government guidance. Follow additional Trust guidance document- <i>Guidance on general cleaning of premises to minimise the spread of covid-19 (corona virus)</i> Use appropriate PPE- Follow Trust guidance document - <i>COVID-19 Guidance*: Use of Personal Protective Equipment.</i> Follow Trust PPE Flowchart 	3	1	3
Shortage of Staff, Teacher, Classroom Assistants. Absence of Academy Leadership	Pupils	3	2	6	<ul style="list-style-type: none"> Text/email alert service to parents to notify them of any exceptional closures due to insufficient staff cover. Notify the Trust in the event of an exceptional closures. Acting Assistant Principals to deputise for Principal if absent. 	Y	Y	<ul style="list-style-type: none"> Supply teachers on Blackthorns team who we know are not working elsewhere will be used (e.g. JM/ER/CH) initially, before contact is made with any supply agencies. Part-time staff to be offered additional hours if required and they are willing in order to cover sickness. Classroom Assistant cover ask those not on site currently (SG) 	3	1	3
Staff returning to academy following long term absence	Staff	2	3	6	<ul style="list-style-type: none"> Individual risk assessment 	Y	Y	<ul style="list-style-type: none"> Explore any additional measures, including 	2	1	2

due to COVID-19 (e.g. shielding / household member shielding, clinically vulnerable, BAME, unpaid leave)					<ul style="list-style-type: none"> • Provide induction / training and guidance • Regular KIT meetings / one to ones 			alternative duties and continued home-working			
Short- and longer-term effects on Staff Wellbeing	staff	3	3	9	<ul style="list-style-type: none"> • Put in place measures to check on staff wellbeing (including for leaders) – for both those who will be working on site and those who are working from home • Regular KIT meetings / one to ones • Regular contact with any staff working from home, including via Teams / phone • Access to Trust Welfare support package (e.g. Employee Assistance Programme, Mental Health First Aid Support, Trust comms) 	Y	Y	<ul style="list-style-type: none"> • Line Manager team briefings • Academy led team briefings • Break times / dedicated staff space provides for socialization, subject to social distancing rules • Recognition of staff commitment and flexibility • Provide contact details for Trust HR Wellbeing specialist • Individual risk assessment where issues / concerns are expressed or identified 	2	2	4
Shortage of support service staff such as: Facilities Manager, Supervisor/Cleaning, Admin Staff, First Aiders, Learning Support	Staff, pupils	2	3	6	<ul style="list-style-type: none"> • Teaching Assistants to provide temporary cover for essential Admin roles. • Set up rotas for staff to lessen the impact on individuals. • Liaise with deputy roles and confirm understanding of responsibilities • Identify key post holders such as first aiders or learning support and create a rota system with deputies to maintain minimum staff numbers. 	Y	Y	<ul style="list-style-type: none"> • Encourage parents to only contact the academy in the event of an emergency. • Reassign support staff to core health & safety functions within the academy • Academy leadership to undertake different roles when required 	2	2	4
School meals kitchen total or partial closure affecting school meals provision	Pupils	1	2	2	<ul style="list-style-type: none"> • The ability for school meals to deliver meals from a hub kitchen. • Alter menu in line with supply chain capacity and availability. • Trust to liaise with school meals provider • Adjust meals service to reflect social distancing measures of 	Y	Y	<ul style="list-style-type: none"> • Text/email alert to parents to provide pack lunch. • In the case of pupils in receipt of free school meals, academy to utilise the Government Eden Red system to maintain FSM payments. 	1	1	1

					<p>2m. Catering team to share their risk assessment with academy.</p> <ul style="list-style-type: none"> • Catering Manager to work with the academy to ensure precautions are in place for all staff on site <ul style="list-style-type: none"> ○ Washing hand ○ Use of sanitizer ○ Wearing gloves and hair nets and uniform ○ Thorough cleaning of kitchen at the end of every service • Ensure the kitchen space and lavatory for staff are being cleaned as appropriate. • Inform Principal of any staff off sick with associated symptoms. • If no kitchen staff available contact the Estates Director in the first instance. • Meals to be supplied by hub kitchen or to close and parents informed to bring in packed lunch for their students 			<ul style="list-style-type: none"> • Office Manager to contact Chartwells immediately to ensure absences are covered. • If appropriate, academy staff to support the service of meals, but cannot prepare the food without the appropriate training. 			
Contractors or Visitors	Pupils, Staff	3	3	9	<ul style="list-style-type: none"> • All contractors to provide a revised set of Risk Assessments and Method Statements specific to Covid-19 before work commences on site. • Contractors and Visitors to not be allowed access beyond reception areas without suitable handwashing and any relevant PPE. 	Y	Y	<ul style="list-style-type: none"> • Visitors such as therapists and music teachers will be permitted to work on the site, but will be provided with information regarding hygiene and distancing expectations when they arrive. • Parental and grand-parent volunteers will not be permitted to enter the site currently. • Designate a Contractor and Visitor toilet for handwashing • Provide barriers for Reception areas to minimise transmission. • Provide clear advice and rules when access is required 	3	1	3

								that includes a signed declaration of instructions and or a handout to support the message.			
Academy trips	Pupils, Staff	2	3	6	<p>National guidelines state that in after school activities – students must wash hands and after any travel on public transport - this is adhered to by all staff leading sports events.</p> <ul style="list-style-type: none"> • Usual risk assessments apply • Staff follow updated national guidelines on travelling to busy places • Academy can provide hand sanitizer for students and adults to use after travelling on public transport 	Y	Y	<ul style="list-style-type: none"> • All trips are cancelled until further notice • Year 5 and Year 6 residential trips have been rescheduled for Summer 2021. • All activities involving the children leaving the academy site are cancelled (e.g. swimming lessons) 	2	1	2
High use contact point activities	Pupils, Staff	3	3	9	<ul style="list-style-type: none"> • Consider reducing contact situations such as: Assemblies. Sports activities and swimming. • Disinfecting of toys and other play equipment which pupils are in regular contact with. 	Y	Y	<ul style="list-style-type: none"> • All assemblies to be held via Teams or within class bubbles. • No swimming lessons. • Outdoor PE activities will be prioritised where possible, and when indoors extra attention to cleaning the space and equipment will be given. • Remove all soft furnishings and any unnecessary resources. • Resources used by children to be cleaned each day or quarantined. • Every child to be provided with their own pack of stationery. • Use the academy's outside space for learning as much as possible • Increased hand washing for all members of the academy community 	3	1	3
INITIAL RISK SCORE		71						RESIDUAL RISK SCORE	29		

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

LIKELIHOOD	IMPACT			
	←			→
Very High (4)	4	8	12	16
High (3)	3	6	9	12
Medium (2)	2	4	6	8
Low (1)	1	2	3	4
	Low (1)	Medium (2)	High (3)	Very High (4)

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

Risk Rating	Action Required
4 - VERY HIGH (VH) Strong likelihood and or fatality / serious injury occurring	The activity must not take place at all. You must identify further controls to reduce the risk rating.
3 - HIGH (H) Possibility and or fatality/serious injury occurring	You must identify further controls to reduce the risk rating. Seek further advice, e.g. Your Line Manager or the Central Estates Team
2 - MEDIUM (M) Possibility and or significant injury or over 3 days absence occurring	If it is not possible to lower risk further, you will need to consider the risk against the benefit. Monitor risk assessments at this rating more regularly and closely.
1 - LOW (L) Possibility and or minor injury only	No further action required.

Academy Principal Evaluation of Residual Risk in relation to a full time full re-opening on

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Training Requirements	Renewal Frequency <i>(Years)</i>	Required For	Additional Notes	Name
Consultation and familiarisation with the risk assessment and the measures in place.	Prior to re-opening	All staff		

Reviews:

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

Risk Assessment Procedure

Introduction

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

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

cupboard drawers are kept closed to ensure people do not trip.

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

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

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

How to Assess Health & Safety Risks in your Workplace

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

Follow the five steps:

Step 1: Identify the hazards

Step 2: Decide who might be harmed and how

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

Step 4: Record findings

Step 5: Review assessment and revise if necessary

Definitions

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

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

Care must be taken when using generic assessments to ensure that they are totally relevant to local conditions. The risk assessment should be

practical and should involve employees. Local knowledge is vital to enable the appropriate control measures/safe working practices to be put in place.

Responsibilities

Principals Responsibilities

The Principal must ensure that:

- Risk assessments are carried out by someone who has undertaken some health and safety training and is aware of the activity being undertaken.
- All control measures identified by the risk assessments are implemented as necessary,
- Employees are consulted and made aware of the health and safety risks from the assessments and their findings and are given access to the assessments, and any preventative and protective measures.
- The assessments are kept up to date and are reviewed in accordance with these guidelines,
- All employees are aware of the local system for reporting hazards,
- There is consultation with trade unions as appropriate.
- They consider employee's capabilities when giving tasks, providing training when employees are recruited, when being exposed to new or increased risks or when activities are repeated periodically.

Employees' Responsibilities

Employees must:

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

Training and Competence to Undertake Risk Assessments

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

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

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

Where specialist skills are required, as in the moving and handling of people, regular courses are also available for key individuals who will be taught the necessary skills. Academies must source their own health and safety training.

The Risk Assessment Process

Step One: Identify the Hazards

When reviewing an activity, look at the potential hazards.

For example, if painting classrooms, possible hazards include:

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

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

Step Two: Decide who might be harmed and how

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

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

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

- D. **Administrative controls.** These are all about identifying and implementing the procedures you need to work safely. For example: reducing the time workers are exposed to hazards (e.g. by job rotation); prohibiting use of mobile phones in hazardous areas; increasing safety signage and performing risk assessments.
- E. **Personal protective clothes and equipment.** Only after all the previous measures have been tried and found ineffective in controlling risks to a reasonably practicable level, must personal protective equipment (PPE) be used. For example, where you cannot eliminate the risk of a fall, use work equipment or other measures to minimise the distance and consequences of a fall (should one occur). If chosen, PPE should be selected and fitted by the person who uses it. Workers must be trained in the function and limitation of each item of PPE.

Steps 3 and 4: *Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done. Record the findings.*

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

Step 5: Review assessment and revise if necessary

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

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

Risk Assessment – As Useful Tool

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

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

practicable.

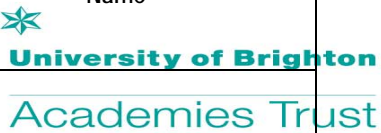
Risk assessments can be used to influence perceptions and so allow an activity to take place that might have been considered unsafe because the risks were not fully understood.

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

↑ L I K E L I H O O D ↓	← IMPACT →				
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Training Requirements	Renewal Frequency (Years)	Required For	Additional Notes	Name
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