

# Covid-19 Operational 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 Operational Risk Assessment</b>		<b>Ref: RA0084a DSE05/20</b>
<b>Academy Name: Lindfield Primary Academy</b>	<b>Academy Assessment by: Marcus Still</b>	<b>Date: 6<sup>th</sup> January 2022</b>
<b>Review Date:</b>	<b>Approved by:</b>	<b>Date:</b>

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				
1.The Academy is not ready to welcome all 660 children.	Staff Children Parents	4	4	16	<ul style="list-style-type: none"> <li>- All classroom furniture set up and ready</li> <li>- Clear checks on building cleanliness inside and out</li> <li>- Provision of bins, toilet products and cleaning products across the academy</li> <li>- Adequate staffing allocated</li> </ul>	Y	Y	<b>Classroom Preparation/ Team Prep</b> -Staff meeting time dedicated to explaining the updated procedures and protocols around covid -Hand sanitizer and cleaning products provided for every class	2	2	4

					- Parents aware of start times and dates			-Signage amended around the academy for parent/visitor clarity (e.g. wearing of masks) -Continuation of one-way flow systems explained in certain communal areas. -New assembly, break and lunch procedures shared with staff -Car Park is closed to all apart from specific medical cases and blue badge holders.			
2.Precautionary measures are not being followed in the academy.	Staff, Pupils, Parents	4	4	16	-Posters around academy including Reception, dining hall and in corridors reminding about hygiene - <b>Teachers</b> to reiterate message in class time: -Covering your cough or sneeze with a tissue -Throwing the tissue in a bin -Avoid touching your eyes, nose, mouth with unwashed hands -Coronavirus information is on the academy website: -Website documents in place and updated accordingly - <b>Cleaning Staff:</b> -Cleaning of premises daily to prevent spread of infections and disease -Ensure that all toilet/bathroom facilities are well stocked -Ensure that cleaners' resources are adequate and are effective -Paper hand towels are regularly re-filled. -Hand sanitizer stations positioned for reception area.	Y	Y	-Regular opportunities in the timetable for revisiting behavior expectations and hand washing/hygiene expectations eg catch it, kill it bin it, all tissues placed in the flip lid bin. -Staff encouraged to continue with LF testing at home, twice weekly. -Positive cases reported to the Trust and daily forms on attendance completed -Face masks allowed on an optional basis. -Regular handwashing encouraged and planned into the day. -Individual risk assessments updated to take account of national guidance. -Specific closed-lid bins purchased to help stop spread of infections -Communicate and promote wellbeing support available to all staff through regular communications	2	2	4

					-Tissue boxes available in every room.			-PPE readily available (inc face masks and shields) for use if required.			
3.Children are absent from school with a positive covid diagnosis but not sick, therefore are missing education	Pupils	3	3	9	-In general, if chn are absent from the academy due to sickness, no additional schoolwork is set. However, every year group does have a website page outlining useful websites and other home tasks that can support learning. Seesaw has now been introduced to assist in this matter.	Y	Y	-Positives from the previous Remote Learning Contingency Plan kept as good practice, e.g. sharing of flipcharts and PowerPoints home so children access same learning as at the academy wherever possible. -Proactively sought additional DfE laptops to support low-income and PP families should their child be absent but able to learn. -Communication via Seesaw between teacher and family to share resources, feedback to work and check progress where appropriate during absence period.	1	2	2
4.Large numbers of pupils, staff and others merge and congregate in communal areas and on academy site.	Staff/pupils/visitors	4	4	16	-Children free-flow into classrooms in morning drop-off slots -Teaching staff monitor cloakrooms areas when transitions take place. -One to the toilet at a time system across the academy. -Fire exits clearly marked and accessible at all times -Parents encouraged to speak to teachers via outside doors. -Parents encouraged to park elsewhere and walk to the academy.	Y	Y	-One-way system kept partially in place -Clear entrances and exits for different classes to avoid large congregation of pupils in corridors -Staff may choose to wear a face covering if they wish. -One child to the toilet at one time. Go to the toilet when hand washing times – supervised wherever possible. -When moving class around the school – one adult at front and one adult at back -Communal spaces set up to allow for group work and	3	2	6

								'overflow' of pupils when appropriate to avoid congestion. -Car Park for staff use only (and blue badge holders). -Large class/year group parent meetings currently being held virtually on MS Teams where appropriate to avoid mass gatherings of adults onsite.			
5.The academy is not kept clean and hygienic.	Staff, Pupils, cleaners	4	4	16	-Usual procedures for general cleaning of premises to minimize the spread of all viruses. <ul style="list-style-type: none"> <li>○ Ensure that all toilet/bathroom facilities are well stocked</li> <li>○ Ensure that cleaners' resources are adequate and are effective. Paper hand towels are regularly re-filled.</li> </ul> -Cleaning contractors onsite every evening to ensure all surfaces, toilets and areas are cleaned thoroughly.	Y	Y	-Staff to check correct hygiene in place for their own rooms. -Disinfectant bottles in every classroom to self-manage. -Any issues regarding cleaning of classroom to be written in book in the reception to be followed up by cleaning company. -Regular discussions and reminders with pupils over good hygiene and respecting their environment.	2	2	4
6.Child or adult shows symptoms of temperature, consistent cough, loss of taste and/or smell whilst at academy	Staff, Pupils	4	4	16	-If a child feels unwell, teaching staff will gage the severity of the problem through questioning. -If a temperature is reported, the child will be sent to the office for a temp check. -Should a child be deemed too unwell to be at school, parents will be called and the child collected.	y	y	-These are symptoms of coronavirus and must be treated differently now. -If anyone in the academy becomes unwell with a new continuous cough, a high temp or has a loss or change in sense of taste or smell they must be sent home and advised to take a lateral flow test and/or book a PCR test. -If a child show symptoms at school they should be isolated in the medical room and parents contacted ASAP.	2	2	4

								<p>Immediate staff will be informed where necessary of potential symptoms and information dealt with sensitively.</p> <ul style="list-style-type: none"> <li>-If a child tests positive out of school hours, parents must inform the academy asap. This can be done through the school office or specific covid-19 email address.</li> <li>-PPE must be worn when caring for a sick child if a 2m distance cannot be maintained.</li> <li>-members of staff and other children who have come into contact with pupils do not need to self-isolate unless they develop symptoms or a positive test result is received</li> </ul> <p><b>Confirmed case-</b> if a positive test is received by someone attending the academy.</p> <ul style="list-style-type: none"> <li>-It is for the adult or the parent of the child who has tested positive to register the result. They will then be asked to self-isolate for 7-10 days and identify close contacts. The academy will not routinely be involved in this process.</li> </ul> <p><b>-Test and Trace</b></p> <ul style="list-style-type: none"> <li>-All staff in the academy must understand the test and trace process. This includes</li> <li>-Not coming to school if have symptoms</li> <li>-Book a test if have symptoms</li> <li>-All children can be tested</li> </ul>			
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								-The academy will have a small number of home testing kits for parents and carers collecting child with symptoms or staff developing symptoms.			
7. Parents do not fully understand the changes to previous covid risk assessment provision	Pupils Staff Parents	4	4	16	-Academy communication to parents through newsletters, parentmails and website	Y	Y	-Regular communications through newsletters to continue. -Additional signage for parent information -Clear information sent home regarding next steps if a positive test is reported.	2	2	4
8. External visitors to the academy may bring in infection	Pupils staff parents	4	4	16	-No normal health checks on visitors the academy.	Y	Y	-Visitors into the academy will be limited. All visitors to have temperature checks on arrival and use the NHS check-in facility. -Visitors sign in using Inventory. -LF testing to be requested pre-visit in some circumstances.	2	2	4
9. National guidelines are updated but academy lapses in following advice	Staff pupils	4	4	16	-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 checks are made with Government updates regularly</li><li>• Any changes in information to be shared with staff and passed on to parents by email</li><li>• Website information is automatically updated</li><li>• Students updated via assembly time as necessary</li></ul>	y	y	-Regular team meetings -Regular discussions with leadership -Trust SMT meetings to share best practice across the MAT. -Regular updates in staff meetings.	2	2	4

<p>10. Staff do not report sickness with covid symptoms/Staff are unwell with symptoms but attend Academy</p>	<p>Staff pupils</p>	<p>4</p>	<p>4</p>	<p>16</p>	<p>-Clear protocols in place for staff to report sickness and absence.</p>	<p>y</p>	<p>y</p>	<p><b>-Principal will:</b></p> <ul style="list-style-type: none"> <li>○ Communicate to staff the importance of following national guidelines in Staff Briefings and hand out copies of risk assessments to staff</li> <li>○ Remind staff of the sickness policy during staff self-isolation</li> </ul> <p>-Staff to inform line manager immediately of contact with anyone who has symptoms of virus or self-isolating or positive diagnoses and follow medical advice.</p> <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>○ In the event of significant staff absence, the Principal supported by the Trust will review the viability of the academy remaining open. The Principal will consult with the Trust. If the academy is to be closed then this will be communicated to staff and parents via email, letter and the school website.</li> </ul> <p>-Only essential tasks will be carried out during a staff shortage period (Attendance, First aid, Salaries/Payroll, etc.)</p>	<p>2</p>	<p>2</p>	<p>4</p>
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								<p>-If the Principal is sick, the Vice Principal supported by the Trust will lead the academy</p> <p>-In the event of 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 using Seesaw.</p> <p>-Staff wellbeing to be supported by KIT calls, and one to ones. Line Managers to diarize regular and appropriate contact.</p> <p>-Line Managers to offer a message of general support and discussion opportunities to allay concerns and maintain moral.</p>			
11. Staff unable to attend the academy due to quarantine requirements	Staff, pupils	4	4	16	-No usual procedures in place around quarantine.	y	y	<p>-Supply teachers to cover staff absence</p> <p>-Staff informed that holidays abroad that result in quarantine/ self-isolation will see staff unpaid for that period.</p>	3	1	3
12. Children do not attend the academy due to covid-anxiety (of themselves or parents)	Pupils	4	4	16	<p>-Attendance monitored daily</p> <p>-Reasons for absence sought and added to notes on SIMS</p> <p>-Attendance Officer involvement with families of children persistently absent.</p> <p>-Referral to Pupil Entitlement if unauthorised absence cannot be curbed.</p>	y	y	<p>-Reminders to parents that school attendance is mandatory.</p> <p>-Involvement of Inclusion Manager and Attendance Officer in working with families to explain how children will be safe at school.</p>	2	2	4



								-Academy responsibility to record attendance and follow up absence -Academy to issue sanctions including fines if necessary appropriate. -Individual Health Care Plans (IHCPs) offered to parents who feel their child is particularly vulnerable from illness.			
13. Wellbeing - pupils struggle mentally and emotionally to mix in a large school	pupils	4	4	16	-Parent, child and teacher meetings together to address concerns -Involvement of Inclusion Manager where appropriate. -Jigsaw curriculum support in lesson times -Learning Mentor support offered where appropriate.	y	y	-Specific, additional PHSE sessions -Mindfulness sessions -Visual timetables and social stories in place -Regulation Stations -Well-being questionnaire to identify exact area of concern/worry.	2	2	4
14. Wellbeing - staff feel anxious and struggle to attend work due	staff	4	4	16	-Staff well-being policy in place -Support services visually available on staffroom displays -Two mental health first aiders on site. -Well-Being champion in position	y	y	-Risk assessment input and sharing with all staff -Individual staff risk assessments undertaken. -Regular contact with Union Reps -Services communicated and websites shared. -Revisit code of conduct -Regular staff meeting slot -Well-being group has been set up -Workload implications carefully monitored for any new initiative.	2	2	4
15. Staff are unsure if they are non-symptomatic	Staff	4	4	16	-No usual controls involving staff self-administering lateral flow tests.	y	y	-Academy to stock plenty of lateral flow testing kits -Staff taking test kits home -Staff to complete at home and register on line to app and Trust.	2	2	4

								-Staff to inform SLT if positive immediately.			
<b>Initial Risk Score</b>								<b>Residual Risk Score</b>			

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

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

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



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

Training Requirements	Renewal Frequency <i>(Years)</i>	Required For	Additional Notes	Name

<b>Reviews:</b>		
<b>Date of Review:</b>	<b>Reviewed by:</b>	<b>Comments</b>
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## Risk Assessment Procedure

## Introduction

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

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

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

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

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

## How to Assess Health & Safety Risks in your Workplace

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

### *Follow the five steps:*

**Step 1:** Identify the hazards

**Step 2:** Decide who might be harmed and how

**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 a Academy establishment it may be appropriate to delegate the task of risk assessment to particular teachers (i.e. science teachers for science risk assessments) as they will have the necessary insight into the various work activities for which they are responsible.

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

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

## **The Risk Assessment Process**

### ***Step One: Identify the Hazards***

When reviewing an activity, look at the potential hazards.

For example, if painting classrooms, possible hazards include:

- Falls from height
- Slips

- Fumes, solvents
- Lone working
- Over reaching on stepladders

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

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

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

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

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