

PHIA RISK ASSESSMENT 2021/22

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| Workplace | Pound Hill Infant Academy | Likelihood (L) | X | Severity (S) |
| Department | | Almost Impossible | 1 | Insignificant (minor injury, no time off) |
| Risk Assessor | Tom Jordan (Principal) | Unlikely | 2 | Minor (injury and up to 7 days off) |
| Room/Area | | Possible | 3 | Moderate (injury causing more than 7 days off) |
| Activity/Task | Full academy opening | Likely | 4 | Major (death or serious injury) |
| Date | 28.02.22 04.09.21, 22.10.21, 04.01.22, 02.02.22 | Almost Certain | 5 | Catastrophic (multiple deaths) |
| Benefit of activity | To review and reduce the risk of infection of covid-19 spreading within the academy. | Low = 1-8 | Medium = 9-14 | High = 15-25 |

This document was updated on **08.01.2021, 22.01.2021, 23.02.21, 04.04.21, 4.06.2021, 19.07.21, 04.09.21, 22.10.21, 04.01.22, 02.02.22, 28.02.22**

It is being kept under review as updated guidance is published by the Government and reviews of the impact of COVID-19 by Public Health England.

Schools should share the results of their risk assessment with their workforce (including local union representatives). If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).

The [DfE latest documents and guidance webpage](#) is being updated regularly

| What are the significant, foreseeable, hazards? (the dangers that can cause harm) | Who is at Risk? | Current control measures (What is already in place/done) | Risk Rating | What additional control measures can be put in place to reduce the risk further? | Revised Risk Rating |
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| 1. | <p>Potential transmission of Covid-19 to clinically vulnerable and or staff and pupils</p> <p>Guidance is available Schools COVID-19 operational guidance - GOV.UK (www.gov.uk)</p> | <p>All members of school community</p> | <p>1a. Pupils:</p> <p>It should remain a priority for primary educational providers and local authorities to support all children to attend full-time on-site provision (where it is appropriate to do so).</p> <p>If pupils do not attend school, the school is required to work with the LA and wider professionals to explore the reason for absence with the parent/carer</p> <p>1b. Staff:</p> <ul style="list-style-type: none"> The school will continue to assess the health and safety risks to staff and meet their equality duties as per their local procedures. Governors and leaders should pay regard to the work-life balance and wellbeing of all staff including the headteacher. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process | 4 | 5 | 20 | <p>1a. Pupils:</p> <p>Academy to send out parent information informing parents of legal duty for school attendance.</p> <p>The academy is to ring parent/carers of children identified as non-attendance or persistent absence to establish their child's/family's needs at this present time. (Teacher/Admin)</p> <p>4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19</p> <p>When an individual develops COVID-19 symptoms or has a positive test</p> <p>The legal requirement to self-isolate has been lifted meaning self-isolation is advisory for those who have symptoms/and/or tested positive following (LFT.)</p> <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used</p> | 3 | 3 | 9 | |

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| | | | <ul style="list-style-type: none"> ● Review systems to support the well-being of staff who may be anxious. Information about the extra mental health support for pupils and teachers is available. The government launched the Wellbeing for Education Return programme. ● Supply teachers and other temporary or peripatetic teachers are able to attend the academy adhering to the academy risk assessments and safeguarding procedures. ● Schools are being strongly encouraged by the DfE to continue to host ITT trainees. | | <p>if close contact is necessary. Further information on this can be found in the use of PPE in education, childcare and children’s social care settings guidance. Any rooms they use should be cleaned after they have left. The household (including any siblings) should follow the PHE stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection.</p> <p>Communicate with parents of clinically vulnerable pupils to inform them:</p> <p>Pupils who are under the care of a specialist health professional:</p> <ul style="list-style-type: none"> ● Request parents discuss their child’s care needs with their health professional to ensure appropriate risk controls. Further advice is available from the Royal College of Pediatrics and Child Health. ● Ensure these pupils have the support they need to ensure they are able to access remote learning | | |
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| | | | | | | | <p>(Inclusion/ DSL/Safeguarding team)</p> <p>1b. Staff:</p> <p>Conduct individual staff risk assessments for COVID-19 in line with the latest guidance. Principal/ABM</p> <p><i>Guidance on completing an individual risk assessment and templates are available on the web shop.</i></p> <ul style="list-style-type: none"> ● Consider staff who may otherwise be at increased risk from COVID-19. ● Following expert clinical advice and the successful rollout of the COVID-19 vaccine programme, people previously considered to be particularly vulnerable, clinically extremely vulnerable (CEV), and high or higher-risk are not being advised to shield again. Children and young people who were previously identified as being in one of these groups are advised to continue to follow Guidance | | | |
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| | | | | | | | <p>for people previously considered clinically extremely vulnerable from COVID-19. Children and young people over the age of 12 with a weakened immune system should follow Guidance for people whose immune system means they are at higher risk from COVID-19. Children and young people previously considered CEV should attend school and should follow the same COVID-19 guidance as the rest of the population.</p> <ul style="list-style-type: none"> • People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace <p>Setting precautions:</p> <ul style="list-style-type: none"> • Ensure good hygiene for everyone. • Maintain appropriate cleaning regimes. • Keep occupied spaces well ventilated. | | |
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| 2. | <p>Risk of ongoing contamination from pupils and staff</p> | <p>All members of the school community</p> | <p>Follow the DfE’s guidance for leaders and staff in schools on use of the NHS COVID-19 app. See the guidance here</p> <p>DFE advises You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements, is included as part of that risk assessment. General guidance about educational visits is available and is supported by specialist advice from the Outdoor Education Advisory Panel (OEAP).</p> <p>Schools continue to open up or hire out their premises for use by external wraparound childcare providers, such as after-school or holiday clubs, that offer provision to children of critical workers and/ or vulnerable children. Lettings should operate within their wider protective measures and should also have regard to any other relevant government guidance.</p> <p>Face Coverings</p> | 4 | 4 | 16 | <ul style="list-style-type: none"> • Lateral flow testing is no longer a suggested requirement. This 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. <p>2a – Pupils</p> <ul style="list-style-type: none"> • Communication re hygiene measures recommended • Toilets will be cleaned regularly and pupils encouraged to clean their hands thoroughly. • Ongoing vigilance, monitoring and support for any emerging pastoral, anxiety and/or mental health issues. Information about the extra mental health support for pupils and teachers is available. Consider additional support for pupils, parents and staff impacted by latest PHE reports on impact upon different groups (Teachers/TA/MDMS) | 2 | 3 | 6 |
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| | | | <p>contingency plans cover this possibility.</p> <ul style="list-style-type: none"> • Schools should have a small contingency supply available • Schools should have a process for managing face coverings in school that is clearly communicated (only in a stepping up). • Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use <p>2a – Pupils</p> <ul style="list-style-type: none"> • There should be no limit to numbers of these pupils who may attend and schools should not limit attendance of these groups. • Review the NHS guidance on hand cleaning Staff MUST ensure that pupils engage in regular handwashing for 20 seconds with soap and water | | | | | |
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| | | | <p>(or use sanitiser) at the following times:</p> <ul style="list-style-type: none"> ● arrival to school ● returning from breaktime ● before & after eating ● Before the end of the academy day. ● Younger children supervised when washing hands and supervision also ensured where necessary when hand sanitiser is being used given risks around ingestion. Skin friendly skin cleaning wipes can be used as an alternative. ● Leaders MUST ensure that school has enough tissues and bins available to support pupils and staff to follow the catch it, kill it bin it approach. Reinforce routines of using a tissue to cough or sneeze and bins for tissue waste. ● Remind children regularly not to touch their face with their hands. When they do so encourage them to wash hands immediately. ● Coordinate pastoral support for pupils (parents/carers and staff) who feel anxious | | | <p>2b – Staff</p> <ul style="list-style-type: none"> ● Use of staff rooms should be well ventilated and efforts should be made to reduce the number of staff in the staffrooms for a sustained period. Although staff must still have a break of a reasonable length during the day ● Staff are to use designated staffrooms. | | |
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| | | | <ul style="list-style-type: none"> • Ensure appropriate support is made available for pupils with SEND by deploying support staff and accommodating visiting specialists • Leaders have already produced individual risk assessments for pupils with EHC plans attending school, these may need amending. • assemblies can resume • The academy no longer need to make alternative arrangements to avoid mixing at lunch. <p>2b – Staff</p> <ul style="list-style-type: none"> • Social distancing measures have now ended in the workplace and it is no longer necessary for the government to instruct people to work from home. • All teachers and other staff can operate across different groups and classes. • Reinforcing learning and practice of good hygiene habits through games, songs and repetition | | <ul style="list-style-type: none"> • Ongoing leadership support for any emerging anxiety and/or wellbeing issues • Review the school’s first aid risk assessment and follow <u>HSE Guidance</u>. <p>2c – Buildings & resources</p> <ul style="list-style-type: none"> • Classrooms and other learning environments organised to support with maximising space. • All classrooms are to be well ventilated • CO2 monitors will be in operation (once received) • Systems in place to reduce congestion in corridors and access via external doors where possible e.g. one-way systems to remain. • Unnecessary furniture moved out of classrooms to make more space • Halls, dining areas and internal and external sports facilities used for lunch and | | |
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| | | | <ul style="list-style-type: none"> ● Offer remote education for pupils unable to attend the academy as a result of covid 19 measures. Teachers to provide appropriate work and support to pupils with the completion: <p>EYFS/Key Stage 1: The academy will provide a minimum of 3 hours a day on average across the cohort.</p> <ul style="list-style-type: none"> ● Review the NHS guidance on hand cleaning – see section for pupils above | | <p>exercise in line with latest guidance</p> <ul style="list-style-type: none"> ● Kitchens comply with the guidance for food businesses on coronavirus (COVID-19). They should be able to provide food to all pupils who want it, including FSM or universal infant free school meals. ● To balance the need for increased ventilation while maintaining a comfortable temperature ● Where mechanical ventilation systems exist they should be maintained in accordance with the manufacturers’ recommendations. This is only applicable to the Meeting Room. ● Continue to avoid build-up of viral load. ● Ensure sufficient and proportionate handwashing supplies and cleaning materials are available. | | |
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| | | | <p>2c – Buildings and resources</p> <ul style="list-style-type: none"> • Ensure all the usual building checks are undertaken to make the school safe. In the event that buildings have been closed or had reduced occupancy; water system stagnation can occur due to lack of use. Follow advice and actions detailed in Legionella risks during the coronavirus outbreak. • Classrooms and other areas deep cleaned. • Engage children in education resources such as e-bug and PHE schools resources • SLT and DSL roles adapted to the ongoing revisions to guidance during partial opening of the school in the summer term • Health and Safety, and safeguarding policies and practices kept up to date in line with current DfE guidance. | | <p>Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments</p> <ul style="list-style-type: none"> • Thorough cleaning of rooms and equipment at the end of each day • Consider rotating shared equipment or regular cleaning of equipment. • Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. • Government recommends sharing risk assessments online through the school's website as good practice. • Keep risk assessments under regular review in line with government | | |
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| | | | | | | <ul style="list-style-type: none"> • Provide regular updates for governors. • Continue routine updates to the school's staffing audit as situations may change. Consider the impact on statutory roles e.g. headteacher, SENCO, DSL, first aiders, paediatric first aider. (Principal, SLT, ABM) • Consider any office roles that could be undertaken from home reducing the number of staff in offices <p>It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this. In such cases, there are two options to consider:</p> <ul style="list-style-type: none"> • a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home • sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video) – PHIA | | |
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| | | | | | | | liaise with DA and PHJ (West Sussex neighbouring school within grounds) | | | |
| | | | | | | | Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site. (Principal/Inclusion and safeguarding team) | | | |
| 3. | Site Safety risks <ul style="list-style-type: none"> ● Fire procedures ● Lockdown ● Movement for lunch / transitions ● Toilets ● Security including risk of theft ● Data breaches | All members of the school community | <ul style="list-style-type: none"> ● SLT lead identified ● Continue taking the attendance register and following up any absences in line with statutory guidance. ● School to follow risk assessments for premises and accessing outside equipment and areas. ● Ensure pupils, parents and staff are aware that DfE guidance states that different groups/bubbles don't need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. | 3 | 3 | 9 | <ul style="list-style-type: none"> ● Any incidences are logged, and the risk assessment is evaluated, and changes made as a result of lessons learned. ● Arrange revised fire evacuation drills / lockdown drills regularly see ● Reconsider e-safety policies and procedures in light of lessons learned during home learning (Principal/Computing lead) | 2 | 3 | 6 |

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| | | | <ul style="list-style-type: none"> • Share updated fire evacuation information with all staff during daily briefing. • Share updated fire evacuation information with children • Share lockdown procedures with all staff • Follow revised lunch and break rotas to ensure safe movement around school • Children to seek permission to use toilets to ensure staff know where children are at all times • High expectations of how children move around school upheld by all members of staff | | | | | | | |
| 4. | Risk of transmission between parents and pupils during school day if there is a rise in covid-19 cases. | All members of the academy community | <ul style="list-style-type: none"> • Ensure parents and carers do not gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). • SLT supervise the drop off and collection of pupils and any issues are addressed. | 3 | 3 | 9 | <ul style="list-style-type: none"> • Review and revise drop off and pick up protocols as necessary to minimise social contact if a rise in cases • Playground cones and barriers are to be used to support this operation if a rise in cases. | 2 | 2 | 4 |
| 5. | Risk that contamination exists within the school environment due to ineffective hygiene measures. | All members of the school community | <ul style="list-style-type: none"> • With some children in school, all frequently touched surfaces, equipment, toilets, door handles, and toilets used | 4 | 4 | 16 | <ul style="list-style-type: none"> • Ensure frequent enhanced cleaning of surfaces that pupils are frequently touching, such as toys, | 2 | 3 | 6 |

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| | | | <p>during the day will need to be cleaned thoroughly each day.</p> <ul style="list-style-type: none"> All handwashing sinks, soap dispensers, hand gel etc are checked 3 times a day to ensure stock levels are adequate Inspect daily to ensure good/effective hygiene levels | | | | <p>books, desks, chairs, doors, sinks, toilets, light switches, bannisters each day, using standard cleaning products.</p> <ul style="list-style-type: none"> Equipment such as books and games, are regularly cleaned along with all touched surfaces. Ensure resources shared between classes (e.g. sports, art and science equipment) is cleaned frequently. Consider how outdoor play equipment is used ensuring more frequent cleaning, if a rise in infection rates. | | | |
| 6. | Risk of transmission from pupils and staff who have been in contact with the virus and/or are showing signs of having the virus (a new, continuous cough or a high temperature) | All members of the school community | <p>Schools MUST ensure they understand how to contact the local <u>Public Health England health protection team</u>. (see <i>contact details on the first page of this document</i>)</p> <ul style="list-style-type: none"> Leaders to ensure staff and parents understand the advisory guidance should they be showing symptoms of COVID-19 In most cases, parents and carers will agree that a pupil with the key symptoms of COVID-19 should not attend | 4 | 4 | 16 | <ul style="list-style-type: none"> Academy to be prepared to 'step up' protocols and safety measures where appropriate in response to a rise in cases. Arrangements, if required, for deep clean of room(s) and/or other facilities as necessary before they are used again. The updated cleaning of non-healthcare settings guidance describes the cleaning required, the appropriate disposal of | 3 | 3 | 9 |

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| | | | <p>the school, given the potential risk to others. If a parent or carer insists on a pupil attending your school where they have a confirmed or suspected case of COVID-19, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19.</p> | | | | <p>materials, the cleaning of equipment and hard surfaces, and the personal protective equipment (PPE) that should be worn.</p> <p>Revise plans and PPE supplies in the light of experience or any updated guidance.</p> | | | |
| 9. | Contingency planning | All pupils and staff | <ul style="list-style-type: none"> Ensure that contingency plans are in place, being reviewed and updated | 4 | 4 | 16 | <ul style="list-style-type: none"> Leaders and governors should devise contingency plans to cover a potential local outbreak. In such an event the PHE health protection team or local authority may advise for the academy to 'step up' their protection measures. | 2 | 3 | 6 |