

ACADEMY Medeshamstede Academy	SECTION/TEAM: ALL	DATE OF ASSESSMENT 1.3.21
WHO MIGHT BE HARMED? Employees, pupils, parents/guardians, service users, contractors and members of the public. NB for ease of reading pupils and young people are referred to as pupils in this document. Unless specifically stated the controls apply to all pupils attending the academy		HOW MANY ARE AFFECTED? 200 approx. (pupils and staff)

All staff must read this document and complete the MS form to confirm they have read and had an opportunity to ask questions before they return to their normal work.

This risk assessment has been revised to reflect updated guidance from the Department for Education (DfE) published on 2 July 2020 **and additional guidance for special schools published Feb 2021**. In particular academies must ensure that at all times they comply with the basic requirements of the guidance (in italics) to:

- 1) *minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptom, or who have someone in their household who does, do not attend school*
 - 2) *clean hands thoroughly more often than usual*
 - 3) *ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach*
 - 4) *introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach*
 - 5) *minimise contact between individuals and maintain social distancing wherever possible*
 - 6) *where necessary, wear appropriate personal protective equipment (PPE)*
- Numbers 1 to 4 must be in place in all schools, all the time.*
Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.
Number 6 applies in specific circumstances.

Response to any infection:

- 7) *engage with the NHS Test and Trace process*
 - 8) *manage confirmed cases of coronavirus (COVID-19) amongst the school community*
 - 9) *contain any outbreak by following local health protection team advice*
- Numbers 7 to 9 must be followed in every case where they are relevant.*

In addition and in respect of all Health & Safety Risk Assessments Principals are responsible on behalf of the Trust for ensuring at all times that they have ‘active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice’

Once completed this RA and any other relevant RAs must be posted on the Academy’s website. Parents and carers can access more Government information [here](#)

Principals must advise the Trust immediately if they are concerned that controls are not operating as designed

This document should be read in conjunction with the Trust document ‘COVID-19 Revised Operating Procedures’

HAZARDS (including inadequate or lack of arrangements)	EXISTING CONTROL MEASURES	✓ if in place ✗ if not	WHERE: ✗ State action to be taken with timescales ✗ Any additional control measures ✓ Site specific details	RESIDUAL RISK RATING High, Medium, Low
Fail to follow Government guidance	<ul style="list-style-type: none"> The Trust will provide a summary of any changes to guidance, paying particular attention to guidance on education settings e.g. social distancing, maximum numbers allowed in any one place, cleaning etc. <p>Guidance for March 8th reopening</p> <ul style="list-style-type: none"> Unless social distancing can be maintained in classrooms then secondary pupils and staff must wear facemasks in classrooms Primary staff must wear facemasks in communal areas Visors are not now considered as an effective face covering and masks should be worn as above (visors may <u>also</u> be worn if preferred) The process for putting on, removing and storing face masks must be communicated to staff and instruction given to pupils The hand washing or hand sanitising regime must now include <ul style="list-style-type: none"> On arrival After breaks On room changes After eating The requirement ‘<i>Must do everything to minimise contacts and mixing</i>’ still stands The requirement for ventilation has been clarified and this is compatible with the Trust’s previous advice - this is now a requirement Principal or Senior Leader to ensure 	✓	<p>Contact Trust Emergency Planning Team for advice if unsure</p> <p>13.07.20 Principal shared, discussed and completed Risk Assessment (RA) and Revised Operational Procedures (OP) with Senior Leadership Team (SLT), H&S Contact, H&S Rep and Site Manager</p> <p>13.07.20 RA and OP uploaded to Smartlog and emailed to Trust Operations Director</p> <p>W/c 13/7/20 a copy of this RA sent to all staff to read.</p> <p>15.07.20 Meeting to take place between H&S Contact, SENCO and Principal to share and discuss individual RA for specific SEND pupils.</p> <p>W/c 01/9/20 staff receive a hard copy of this RA. The Principal will then deliver a question and answer session for all staff.</p> <p>W/c 22/02/21 staff received reminders of the contents of this RA</p> <p>W/c 01/03/21 staff receive a hard copy of this updated RA. The Principal will then deliver a question and answer session for all staff.</p> <p>Following this staff will be required to complete the MS form to confirm that they have:</p> <ul style="list-style-type: none"> received a hard copy of the RA read and understand the RA undertaken any relevant training; and 	Low

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	guidance here is complied with and make any changes to site arrangements as required (amending this RA if necessary)		<ul style="list-style-type: none"> • acknowledge their responsibility to adhere to the RA <p>All staff will be reminded by reception staff on arrival each morning that the RA is still in operation. This RA will be reviewed and updated as necessary by the Principal, H&S Team and/or Trust SLT. It is a working document.</p>	
Health and Wellbeing				
Mental health and wellbeing of staff adversely impacted	<ul style="list-style-type: none"> • Trust Board to ensure that staff wellbeing and a good work-life balance is maintained for all staff (including Senior Leadership Teams). See DfE guidance on reducing school workloads here and remote working here and here • Trust Board to issue guidelines for Principals to enable them to put in place site specific arrangements. Guidelines include parameters for time on site, working at home etc. • Health and Safety Committee to be consulted prior to guidelines being issued • Except in an emergency no business emails, texts or phone calls to be sent/made outside of normal working hours (an emergency is something which will have an immediate impact on health and safety or will otherwise prevent the academy from opening) 	✓	<p>Academies to have all staff meetings to discuss measures they are proposing putting in place to ensure they are suitable and sufficient</p> <p>No staff should regularly exceed their contracted hours</p> <p>Managers should monitor the mental health and wellbeing of staff, where necessary completing team stress risk assessments and/or individual stress risk assessments.</p> <p>Principal will add a note to emails that staff are not expected to reply out of hours unless in the case of an emergency.</p> <p>All teaching staff meetings will be conducted within normal working hours and planned meeting themes issues to staff.</p> <p>Staff well-being will be a regular item through staff briefings and phase leader meetings.</p> <p>Academy educational psychologist to deliver refresher resilience and mindfulness training to staff after school to enhance and support mental health and wellbeing.</p> <p>Ongoing support to staff .</p>	Low

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	<ul style="list-style-type: none"> Academy based staff managed by the Central Team e.g. IT, Catering, Site (including Trust employed cleaners) will have standard arrangements agreed and produced by the relevant Directors Additional guidance on mental health can be found here and resources here 		<p>Staff are aware that if they need to talk/discuss they can speak to the Principal at any time.</p> <p>GROWTH model of coaching and mentoring to be put in place for leaders over the year.</p> <p>Staff have access to external support from The Trust Wellbeing Service. All staff members have a contact card if needed.</p>	
Mental health and wellbeing of pupils adversely impacted	<ul style="list-style-type: none"> Trust to identify lead staff who will be the main point of contact for advice and guidance within the Central Team Trust to ensure that all academies have trained staff or access to trained people who can provide support to pupils Trust to arrange awareness sessions for staff so that they can recognise signs of pupils being adversely impacted by lockdown, returning to school etc. Additional resources can be found here 	✓	<p>Principals to identify suitable staff to lead on mental health and wellbeing for pupils (senior leaders, OT and Academy educational psychologist).</p> <p>Principals to ensure that all staff are familiar with local arrangements including internal and external support networks.</p> <p>Class teachers will lead on SEMH and wellbeing for their class of 8 pupils using the whole academy approaches of Zones of Regulation and Think Social. In addition advice can be sought from our school educational psychologist, Louisa Tipler. All staff made aware through INSET. Referral to other services for SEMH will be made through SENDCo/DSL as per usual practice.</p> <p>A recovery curriculum will be in operation for all pupils in the autumn term 2020.</p> <p>Skill Builders framework introduced across whole Academy in Feb 2021 with priority given to the theme of 'staying positive'.</p>	Low

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			<p>Staff will attend Trust awareness meetings (when available).</p> <p>External support is available from Education Support Network Service. Details have been circulated to all staff</p>	
Staff who are at increased risk e.g. Shielding, Clinically Vulnerable or Extremely Clinically Vulnerable, Pregnant etc				
Staff who are clinically vulnerable or extremely clinically vulnerable	<ul style="list-style-type: none"> Managers should be flexible in how staff in these groups are deployed. People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. See Government guidance here, here and here Staff in these groups to consult with their medical professional for advice on keeping safe within the work place 	✓	<p>Managers to consider remote working as the first option and put this in place where possible. This is likely to be more suitable for staff who do not deal directly with pupils e.g. those in admin roles</p> <p>If remote working is not possible redeploy into roles in school where it is possible to maintain social distancing</p> <p>If redeployment is not possible ensure social distancing of at least 2m is in place for the member/s of staff and reduce number of interactions with others</p> <p>Principal will meet remotely with these members of staff to discuss Autumn Term 2020/21 returning to work. A copy of the: Individual Specific Coronavirus Assessment COVID-19 (ISCACV19) will be completed by the Principal and the individual member of staff and attached to their Phase 2 RA.</p>	Low
Pregnant staff at increased risk from COVID-19	<ul style="list-style-type: none"> As a general principle, pregnant women are in the 'clinically vulnerable' category and in addition to completing the standard Trust RA for pregnant or new mothers they should follow the relevant Government guidance (see above) The same principles and controls apply 	✓	<p>Ensure that New and Expectant Mothers RA reflects any site specific arrangements for COVID-19</p> <p>New and Expectant Mothers RA will be completed by the Principal and member of staff and attached to ISCACV19</p> <p>Ensure that Pregnant School Girls RA reflects site</p>	Low

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	to pregnant pupils		specific arrangements	
Staff who may otherwise be at increased risk from coronavirus (COVID-19)	<ul style="list-style-type: none"> If people with significant risk factors e.g. underlying health conditions, diabetes, obesity etc. or from some ethnic groups are concerned about returning to the academy, Principals should discuss their concerns and explain the measures the school is putting in place to reduce risks 	✓	Principals should try as far as practically possible to accommodate additional measures where appropriate. Measures may include: <ul style="list-style-type: none"> Working remotely Working in a role where it is easier to maintain social distancing Staff are aware that if they fall into this category they should discuss their individual circumstances with the Principal	Low
Reducing the Risk of Infection				
Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> Unless advised by a healthcare professional pupils and staff should remove PPE on entering the site PPE must be removed safely. Principals should arrange for copies of the Safe System of Work (SSW11.2) to be displayed in classrooms, staffrooms etc. There may be some instances where, for the purposes of COVID-19 control, PPE is required to be worn inside the school buildings. In these cases the Government guidance here should be followed 	✓	Principals may wish to have a small supply of face masks available if pupils or staff damage their mask. PPE is available in each Bubble to be used as and when needed. Donning and doffing of PPE posters are displayed in each Bubble. All staff have watched a training video on effective donning and doffing of PPE.	Low
Staff and/or pupils fail to comply with	<ul style="list-style-type: none"> Staff reiterate hygiene standards throughout day 	✓	Display hand washing and hygiene posters in toilet areas, staffroom and classroom	Low

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hygiene guidance	<ul style="list-style-type: none"> ● Ensure all hand washing facilities have adequate supplies of soap and other disposables e.g. paper towels at all times ● Hand wash with soap and water for 20 seconds ● Use disposable hand towels in preference to dryers if possible ● Hand wash or use of hand sanitiser on entry and exit from building ● Hand wash before eating ● Hand wash after eating ● Hand wash after going to the toilet ● Use disposable tissues or ‘bent elbow’ for coughs and sneezes ● Refrain from touching face ● Adhere to social distancing guidance 		<p>Clean all washroom and other hygiene facilities regularly throughout the day and after every break</p> <p>Provide adequate supplies of sanitiser at strategic points within the building, including exits</p> <p>Ensure other supplies in toilets e.g. toilet rolls are adequate at all times</p> <p>Empty waste bins at regular intervals and follow Government and Trust guidance on disposal</p> <p>Hand wash for preference followed by sanitiser if needed</p> <p>Site staff should wear PPE (minimum of disposable gloves) when carrying out any works which involve touching surfaces in room that have been or will be occupied. To reduce the risk of recontamination, this includes room that have been deep cleaned and put out of bounds</p>	
Academy not arranged to maximise social distancing	<ul style="list-style-type: none"> ● Bubbles should be as small as possible e.g. ideally class i.e. 30 pupils plus staff) and no bigger than a year group ● Primaries should work on class bubbles if possible or if this is not possible group sizes should be no bigger than two classes i.e. maximum of 60 pupils ● Secondaries will work on year group 	✓	<p>Principals to communicate site specific arrangements to all staff, pupils and parents/carers.</p> <p>Notices detailing site specific arrangements to be displayed at suitable points within the school and copies emailed to all staff.</p> <p>For the majority of the day all classes will remain as distinct and separate bubbles (as all classes have individuals that may not be able to maintain social distancing due to their needs). In our context, classes</p>	Low

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	bubbles		are made up of pupils spanning across year groups and based on 'stage not age'. Therefore the rationale of joining 3 classes to create lunchtime, transport and/or playtime wider group bubbles, is because class size is small (no more than 8 pupils). This would be a group of 24 pupils – less than a mainstream class size of 30.	
Social distancing	<ul style="list-style-type: none"> • Wherever possible pupils and staff should socially distance. Revised DfE guidelines are 1m for pupils and 2m for staff. NB the guidance recognises that for younger pupils it can be very difficult to maintain social distancing. Nonetheless staff should try to ensure pupils are socially distancing as much as possible. • Pupils and staff should remain in their bubbles at all times including breaks, lunch, PE, etc. The only exceptions are some staff who work across year groups e.g. SENCOs, teachers in Secondaries • Visitors to school to be kept to absolute minimum and only allowed on site with the approval of a senior leader • Where necessary mark social distancing guides at collection and pick up points to help parents identify correct spacing • Remove all seating in reception areas 	✓	<p><u>Unless specifically approved by the Principal no parents are to be allowed within the buildings.</u> (see sections on pupils with disabilities for exceptions)</p> <p>Place sign at site entrance/s reminding visitors of social distancing requirements and (with the exception of staff and parents dropping off or collecting pupils) not to enter the school site without approval. Provide contact number for queries.</p> <p>All classes will operate the visually structured autism strategy of TEACCH which supports social distancing, individual work tray systems and workstations in the classroom.</p> <p>For pupils arriving and departing using LA transport service taxis primary and secondary times are staggered (as much as variables such as traffic allow for). There is a one way system for taxis and the driver will stop at the identified point for children to exit their taxi. Drivers and escorts will remain inside the taxi. The class teacher/TA will be radioed to collect pupils from the taxi and take them to their classes designated outdoor zone/classroom. All staff will ensure they carry visual cues to support children's understanding.</p> <p>Each class will have their own entry/exit points to</p>	Low

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	<ul style="list-style-type: none"> ● Stagger start and finish times to reduce number of parents and pupils at entrance at any one time ● Circulation around site to be reduced to the minimum. Pupils and teaching staff to remain in allocated classroom/areas wherever possible ● Zone year groups and/or classes within specific dedicated areas in the academy ● In Secondaries to reduce the movement of pupils around the buildings staff should move to classrooms wherever possible. Where lessons take place in specialist rooms e.g. labs, workshops the curriculum should be arranged so that only one year group bubble is moving at any one time ● Pupils should be seated side by side and facing forwards, rather than face to face or side on ● Access and egress from classrooms should be through the classroom's external exit (where fitted) ● Activities should take place outdoors as much as possible ● Visits to toilets by pupils should be 		<p>classrooms via outside doors to/or closest to their classroom.</p> <p>Pupils will not enter the building via reception (unless a special arrangement is put in place by the Principal in the case of wheelchair users, children in buggies or children who need highly personalised arrangements in line with their EHCP and specific sensory needs.</p> <p>For parents who bring their child to school they will take them to their designated primary and secondary gate entrance where the pupil's staff team member/staff on duty will direct them to their class zone, identified through signage and visuals.</p> <p>Minimising the volume of people at the Academy entrance points, reception entrance and primary gate at any one time must be adhered to. Parents and teachers must not hold discussion at the gate or outside reception area.</p> <p>Pupils must wait inside the taxis until a staff member arrives to escort them into the building by their entrance point. In this way staff will ensure distance between bubbles is adhered to at all times during arrival and dismissal transition times. All pupils must be escorted during transitions.</p> <p>Barriers are in place at the school entrance to support a one way system.</p> <p>The member of staff on transport duty and site manager will be on the gate at both morning and home time to support the process of drop off and collection.</p>	

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	<p>controlled within bubbles to maintain social distancing</p> <ul style="list-style-type: none"> ● Move unnecessary furniture out of classrooms e.g. soft furnishings, clutter and any surplus tables, chairs etc. and place in storage. In early years soft toys, mats etc., are permissible provided they are cleaned before use, are not shared between bubbles and are on a programme of regular cleaning ● Remove wall or ceiling hangings and displays on floors and limit other displays to notice boards to enable effective and thorough cleaning ● Principals should put in place walk on the left in single file arrangements, if people (staff or pupils) have to move between rooms/around the site. ● Schools with circulatory system e.g. buildings arranged around a central courtyard should put in place a one way system (NB the one way system does not apply in an emergency evacuation) ● Adhere to Government guidelines here 		<p>On entry, children will line up in their class outdoor zone prior to entering the classroom. Each class outdoor zone has an identified physical boundary. Signs will clarify and label the class zones further.</p> <p>Markers on the playground support social distancing when lining up.</p> <p>School staff member for each class will supervise the children and ensure they carry visuals to support pupil's understanding.</p> <p>Keep all gates locked during school hours</p> <p>Keep all entrance doors secured but ensure they can be opened in an emergency i.e. by automatic release, push pad/bar or thumb turn. Under no circumstances should doors be locked with a key, digital lock etc. whilst the school is occupied</p> <p>Approved visitors to remain outside or in reception area if weather is inclement. Ensure social distancing at all times.</p> <p>Deliveries – ensure social distancing guidance is adhered to. For example delivery personnel buzz intercom, leave package in the designated box in the entrance pod and step back. There should be no expectation for the need to sign paperwork. No large or bulk deliveries must go through the reception area (eg: weekly Fare Share delivery). The side entrance must be used.</p> <p>Minimum of 2m in all directions between pupils where</p>	

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			<p>possible</p> <p>Adults should maintain 2 metre distance from each other, and from pupils at all times.</p> <p>All children, including youngest pupils will have social stories, visual and physical reminders in the way the environment is organised to distance in line with TEACCH approach for pupils with autism. Teaching all children to socially distance will also enable them to access the community safely with their parents/carers.</p> <p>Primary staff must wear facemasks in communal areas.</p> <p>Visors are not now considered as an effective face covering and masks should be worn as above (visors may <u>also</u> be worn if preferred)</p> <p>The process for putting on, removing and storing face masks must be communicated to staff and instruction given to pupils</p> <p>Specific RA in place to support pupils and staff members where pupil has identified SEND needs requiring a staff member to be within the regulated 2m distance.</p> <p>Staff in secondary schools should maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible</p> <p>Maintain distancing when moving through the building</p>	

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			<p>or when outdoors</p> <p>There is a one way/circulatory systems in operation and classes will not transition at the same time.</p> <p>Minimum allowance for staff work stations is 4m²</p> <p>Visual reminder in each class as to the working area of adults to support understanding by pupils and adults.</p> <p>Keep rooms well ventilated and open windows as much as possible</p> <p>To reduce the need to touch them, internal doors, (apart from those giving access to out of bounds areas) should be kept open. Where required fire doors should be held open with an approved device that closes the door automatically on activation of the fire alarm. If in doubt site staff or H&S Contacts can advise on whether a door is a fire door <u>NB it is a criminal offence to wedge open a fire door</u></p> <p>The majority of PE activities will be permissible but there may be additional controls in place to minimise contact etc. The Senior Adviser – Academic Resilience (SA-AR) will provide more advice on suitable sports.</p> <p>PE sessions will be conducted outside as much as possible – weather dependent. Masks will not need to be worn by pupils in PE activities. Primary pupils will have PE in the small hall. Secondary pupils will have PE in COPA hall, ensuring integrity of larger phase bubbles.</p> <p>Where it is not possible to have sessions outside activities will be restricted to those specified in the</p>	

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			<p>relevant RA/s produced by the SA-AR with appropriate social distancing</p> <p>PE RA Exterior Areas, will be updated in respect of COVID-19.</p> <p>PE lessons are provided by the academy’s sports coaches who are members of staff.</p> <p>All IA RAs will be shared and discussed with Tripod Learning Company and therapists attending the site to work with individual children.</p> <p>On PE days, children will come to school in their PE kits to avoid the need for changing in school.</p> <p>Swimming sessions and local visits (eg to Newark Farm) are presently on hold and not taking place.</p>	
<p>Person exhibits signs of having coronavirus (CV19) infection i.e.</p> <ul style="list-style-type: none"> ● new, continuous cough ● high temperature ● loss of taste and/or ● loss of smell 	<p>Follow Government guidance:</p> <ul style="list-style-type: none"> ● If anyone becomes unwell with either a new, continuous cough, high temperature, loss of taste or smell in an education setting they should be sent home and advised to follow Government guidance here ● Maintain social distancing unless the person requires immediate help to prevent injury ● Staff assisting the pupil or member of staff to follow First Aid guidance regarding PPE here 	<p>✓</p>	<p>Management of persons who have symptoms of CV19:</p> <p>If a pupil is awaiting collection, they should be moved, if possible and if appropriate, to the medical room where they can be isolated behind a closed door. The staff member should don PPE and wait outside the room (the pupil can be observed through the glass door). Other members of staff should not intervene. Staff should be mindful of individual pupil’s needs – for example the supervising adult to use now and next visual supports to communicate to the pupil what is happening and for how long. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, ensure that social distancing is maintained see guidance here.</p> <p>The symptomatic pupil should not be transported home</p>	<p>Low</p>

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			<p>in a taxi. The parent must come to collect them.</p> <p>The medical room and classroom should be fogged once the pupil/class has vacated.</p> <p>The medical room will be used as an isolation room for pupils – staff member will remain in attendance until a parent arrives to collect. The staff member will remain outside of the isolation room at a 2m distance so as to maintain reassurance to the pupil whilst waiting. Staff member should don full PPE whilst in attendance and follow doffing guidelines when removing.</p> <p>The accessible toilet will be available for any pupil potentially suffering symptoms of COVID-19</p> <p>Staff who cannot go home immediately e.g. because they are waiting for a lift, should isolate themselves</p> <p>If a potentially infected person needs to go to the toilet while waiting to be collected, they should use a separate toilet.</p> <p>Any areas used by the potentially infected person e.g. toilets, temporary isolation room, should be isolated and secured after use and left for 72 hours before cleaning (following Government and Trust guidance, RAs, SSWs etc.).</p> <p>If the infected person needs clinical advice, they (or their teacher, parent or guardian) should go online to NHS 111 (or call 111 if they don't have internet access). In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p>	

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			<p>If a member of staff has helped someone who is potentially infected, they must wash their hands thoroughly for 20 seconds immediately after any contact with the person or contact with anything the person has touched. They do not need to go home unless they develop symptom themselves</p> <p>It may not be necessary to close educational settings but Principals must contact the Trust Business Continuity Team immediately before making any decision to stay open.</p> <p>If there is an urgent public health action to take, the educational setting will be contacted by the local Public Health England (PHE) Health Protection Team who will undertake a risk assessment and advise on any actions or precautions that should be taken.</p>	
Pupil/adult becomes unwell (not CV19) or injured	<ul style="list-style-type: none"> Administer First Aid observing precautions detailed elsewhere regarding PPE 	✓	<p>If a pupil needs to go home their parent/carer should be contacted. Arrangements should be made to allow them on site to collect their child.</p> <p>If an adult requires assistance to get home e.g. they are not fit to drive, walk etc. they should be asked if there is a family member who can pick them up and then suitable arrangements made.</p> <p>If an adult cannot be collected a colleague may take them home providing they and the unwell/injured adult wear suitable face masks whilst in close proximity.</p>	Low
First Aiders exposed to virus	<ul style="list-style-type: none"> Follow Government guidance here 	✓	<p>Ensure suitable and sufficient PPE is available and that all First Aiders have been trained to use it. PPE should be disposed of appropriately in the lidded bins provided.</p>	Low

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			<p>As a minimum disposable gloves and fluid repellent surgical face mask is recommended and, if available, disposable plastic apron and disposable eye protection (such as face visor or goggles) should be worn as well as a mask.</p> <p>Use defibrillator or CPR if dealing with cardiac arrest. Do not use mouth to mouth.</p> <p>Wash hands thoroughly with soap and water before putting on and after taking off PPE, following relevant SSWs (see list at end of this RA and H&S SharePoint site)</p>	
Curriculum and Pupils				
Specific curriculum risks e.g. music, drama, PE	<ul style="list-style-type: none"> • Certain activities e.g. music, PE drama present additional risks • Contact sports e.g. rugby, should be avoided • Singing, chanting, playing wind or brass instruments or shouting increases the risk ensure this is minimised by physical distancing, small groups and conducting lessons outside where possible • Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or school assemblies. • Showers should not be used until 	✓	<p>Principals should follow the guidance provided by the Senior Adviser – Academic Resilience with regards to PE</p> <p>Pupils should remain in their bubbles and any equipment thoroughly cleaned between each use by different individual groups</p> <p>Consider arranging the curriculum so that year group bubbles do activities on the same day</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene and opening windows to ventilate the hall.</p> <p>Limit music group sizes to no more than 15, position pupils back-to-back or side-to-side and avoiding sharing of instruments. If inside ensure good ventilation and</p>	Low

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	further guidance is available		choose a large room Drama, dance etc. should take place outside wherever possible maintaining social distancing at all times and avoiding activities where pupils are close i.e. less than 2m and facing each other	
Academy staff bring their own children into school	<ul style="list-style-type: none"> No children of staff allowed on site 	✓	Where there are children of staff are pupils at this academy the Principal will hold individual meetings with each member of staff this applies to find a working solution so as children are only onsite during school hours as they attend the school.	Low
Insufficient staff to pupils ratio	<ul style="list-style-type: none"> Staffing levels should be appropriate for the planned activity and in line with any other risk assessments regarding e.g. additional support for individual pupils Reviewed daily 	✓	At least one teacher for each class group Principal or Senior Leader to review requirements and amend if required.	Low
Inadequate First Aid Provision (staff and/or supplies)	<ul style="list-style-type: none"> One First Aider per 50 people or part thereof i.e. staff/pupils on site. Sufficient stocks of first aid supplies (including back up supplies if required) 	✓	It may be possible to obtain additional supplies from other Trust sites if unable to obtain from usual suppliers. Contact Central Team if unable to make contact with other academies	Low
Insufficient staff for vulnerable pupils	<ul style="list-style-type: none"> Match staffing appropriately 	✓	<p>If a teacher is absent in the short term the support member of staff may lead learning super under the supervision of another teacher or their phase leader.</p> <p>Staff deployment – reasonable endeavours will be made to keep staff with their bubbles. However, in the case of staff absence, staff may be deployed to other classes in order that children’s routines are not disrupted. If the staff to pupil ratio is not deemed safe, a bubble may be sent home and remote learning will</p>	Low

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			<p>take place.</p> <p>Ensure that ratios are increased if a care plan or other document indicates that a pupil needs additional support.</p> <p>Discussion will be held with parents, members of staff and Principal with regard to additional needs support.</p> <p>Needs of each class have been ascertained and recruitment has taken place where needed to ensure sufficient adult support in each class.</p>	
No arrangements in place for pupils with specific medical needs	<ul style="list-style-type: none"> • Data sheet for each pupil with specific needs - sign all medication in and out • Ensure all medication administered is recorded with 2 staff present following standard Trust guidance • First aider is on site 	✓	<p>Ensure data sheets are provided for all pupils</p> <p>Ensure sufficient staff in place to manage administration of medicine</p> <p>Ensure First Aider ratio is compliant (including paediatric First Aiders for under 8s)</p> <p>Pupil specific medical needs Epipens, inhalers etc. in place including emergency item if pupil has forgotten to bring theirs</p> <p>Emergency supplies are held in each classroom in a labelled and locked cupboard for this purpose.</p> <p>Where a pupil needs intimate care e.g. changing, the academy must consult with the specialist health professional (school nurse) dealing with the pupil for advice on PPE before readmitting the pupil to school</p>	Low
No or insufficient emergency	<ul style="list-style-type: none"> • Verify details on pupil's first day back at school (details may have changed over 	✓	<p>Ensure at least three emergency contacts are provided</p> <p>Ensure alternative methods of communication are</p>	Low

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contacts for pupils	the lockdown period) <ul style="list-style-type: none"> Explain to contact that a call from the school may come from a school mobile or landline so that the contact answers call 		available e.g. mobile, landline, email Administrator will contact all parents to collect the information required. The importance of these contacts is included on the Home School Agreement.	
Pupils with Additional Needs				
Pupils with additional needs attending mainstream provision	<ul style="list-style-type: none"> Any pupils with conditions which require their parent to bring them into the classroom should be given an alternative start and collection time to ensure that there is one to one support as they enter the school site Pupils who would require additional support when in school will include pupils with: <ul style="list-style-type: none"> Restricted Mobility – who make use of specialist equipment e.g. wheelchair, frame, rollator etc. Visual Impairment – which may make it difficult for them to adapt quickly to unfamiliar surroundings or procedures e.g. new classroom layout, revised ways of entering or leaving a room, building etc. Special Educational Needs – arrangements should be made on a case by case basis for pupils with 	✓	<p><u>Unless specifically approved by the Principal no parents are to be allowed within buildings until such time as the Trust gives approval.</u> The exceptions are pupils with special physical needs e.g. mobility, visual impairment where they will need one to one support to get to the classroom. In these instances a parent and if necessary siblings will be allowed to take the pupil to a designated point for handover. The parent and sibling must not enter the school buildings unless specifically authorised by the Principal. Social distancing in line with current guidance must be observed at all times</p> <p>Specialist equipment that pupils take home with them each day e.g. wheelchairs must be wiped down with a sanitising wipe or spray (containing at least 60% alcohol by volume) prior to initially entering the building and before leaving the building and handing over to the parent at the end of the school day. If the pupil remains in the chair all day then, to reduce the need for the pupil to transfer, staff should only sanitise those surfaces that can be easily cleaned without them getting out of the chair. If the pupil is still in the chair sanitising sprays must not be used, suitable wipes should be used</p>	Low

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	<p>emotional disabilities. Particular attention should be paid to the impact that any rearranging of furniture, routine etc. may have on the pupil and how this can be addressed e.g. social stories, shorter school day etc.</p>		<p>instead. NB any contaminants e.g. grease, dirt etc. must be removed with detergent and water and dried prior to using a sanitiser</p> <p>NB As pupils with physical or emotional disabilities may require one to one and/or intimate care attention should be paid to reducing contact, ensuring hands are cleaned regularly and avoid touching faces especially mouth, nose or eyes. Wearing of masks by staff is appropriate being conscious of the impact this may have on pupils. The clinical lead for the pupil should be asked for details of any additional PPE requirements as a result of COVID-19; Principals should ensure that individual pupil RAs are amended to reflect any additional requirements and that all staff affected by the revision are made aware</p> <p>Wherever possible pupils who cannot climb stairs unaided should be taught in a ground floor room. If this is not possible a lift must be used. Only one person should be in the lift at any one time.</p>	
Catering				
<p>Provision and consumption of meals by staff and pupils</p>	<ul style="list-style-type: none"> Academies may choose to provide either hot or cold meals. Specific controls are detailed below 	<p>✓</p>	<p>Principals must ensure that they confirm arrangements prior to any changes and only after discussion and confirmation by the Trust Catering Team.</p> <p>School meals are provided each day and delivered to the classroom. They are left in the box provided outside each class and delivery staff should not enter the room. Some children bring packed lunch. All classes will continue to eat lunch in their classroom at least until the Easter holidays. Tables and eating areas</p>	<p>Low</p>

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			<p>must be cleared and cleaned before lunch. Pupils will remain seated at their workstation to eat lunch. Lunch and outdoor play will be staggered in wider class bubbles of less than 30 pupils.</p> <p>EYFS/Y1 class has been assigned an MDSA who will support lunchtimes and needs of pupils including toileting needs.</p> <p>Principals must provide at least five working days' notice if they wish to change arrangements i.e. switch from hot to cold lunches and vice versa</p>	
Cold meals served in classroom	<ul style="list-style-type: none"> The controls below apply to cold meals served in classrooms. Cold meals provided in dining halls as part of an overall food service are covered in the hot meal controls To reduce the risk of larger gatherings and the amount of cleaning required, Principals may opt to continue with a packed lunch option for all pupils, served in the classroom where the pupils are being taught and not in dining halls Cash will not be used on any Academy sites. Additional operational guidance is available. 	✓	<p>Where Principals wish to reduce the number of people moving through the building, cold meals to be brought to the entrance to each classroom on a trolley by a member of catering staff and placed in the box outside the classroom. The teacher or other member of staff supervising the pupils will take the meals into the classroom whilst the pupils are on break.</p> <p>Children will wash their hands and tables will be cleaned before lunch is eaten.</p> <p>All waste e.g. wrappings, containers etc. to be placed in plastic waste sack and the tied sack placed on the table outside the classroom. All waste sacks should be tied securely and will be collected by MDSA for disposal.</p> <p>Principals to ensure cashless payment systems are in place.</p>	Low
Hot and/or cold meals served in	<ul style="list-style-type: none"> Where academies choose to provide a full meal service, this service will be 	✓	<p>After the Spring term 2021, if deemed safe, some bubbles may begin to eat lunch in the hall. Wherever</p>	Low

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dining room	<p>delivered in the academy's usual dining area/s</p> <ul style="list-style-type: none"> The catering team in the academy must be given at least five working days' notice of any changes to arrangements e.g. more pupils taking school meals in the dining area Dining halls should be organised to allow for 1m distancing between pupils wherever possible. 2m distancing should be maintained for adults 		<p>possible bubbles should take meals at separate sittings.</p> <p>Where this is not possible bubbles will enter and leave the dining hall separately. There will be a minimum space of at least 7 spaces in all directions between bubbles</p> <p>Queueing for meals will be socially distanced with at least 2m.</p> <p>These arrangements support social distancing when entering and leaving the hall.</p> <p>Children and adults once in the hall will remain seated.</p>	
Staff eating arrangements	<ul style="list-style-type: none"> Staff should bring their own food. Where facilities exist staff will also be able to order lunch at their academy using cashless systems 	✓	<p>Staff are provided with a school meal twice a week to eat with pupils and support lunch time through social skills, covid safety and independence with eating. Staff eating in the staff room and should remain at a 2m distance.</p> <p>No food other than at snack time or lunch should be given to pupils in the classroom. Teachers should not plan activities involving food preparation at present. Pupils may not prepare any food in the classroom.</p> <p>Food cooked in the specialist cooking room should not be shared in classrooms or taken to the staff room. Pupils should not eat lunch in the food room. The room will be thoroughly cleaned after each group has finished their lesson.</p> <p>All surfaces and desks should be cleaned after lunch.</p>	Low

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			<p>Until summer term 2021 only Y10 and Y11 are currently permitted to have cooking lessons in the food room. No other staff should be in this room unless supporting their class in a lesson.</p> <p>If staff bring their own food and drink with them, there will be no facilities for heating food. Staff must bring and use their own utensils, cups etc. and take them home at the end of each day.</p> <p>Principals may choose to use staffrooms providing DfE social distancing guidelines for adults (2m in all directions) are followed. This may require a rota system where staffrooms are too small to accommodate all staff at one time. Where staff rooms are brought back into use this must be recorded in this section and a notice displayed in the staffroom detailing the revised arrangements</p> <p>Staff will take breaks in the staff room with the colleagues in their wider group bubble. 10 chairs will be arranged at 2 metres apart. If all chairs are occupied staff may not enter.</p> <p>At lunch time a greater number of staff require the use of the staff room. In order to facilitate this, a rota will be in place. Also provide details of any other rooms being used as staff areas. Enter details of rota and room/s below:</p> <p>Soft furnishings have been removed and replaced with hard seating to enable regular cleaning.</p> <p>All staff are aware of the agreed arrangements.</p>	

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Site: use of rooms, site maintenance, cleaning, visitors etc.				
Out of bounds areas	<p>With the exception of the areas mentioned below there are no specific out of bounds areas with regards to COVID-19 controls. However, to minimise cleaning requirements the following areas should be locked with entry restricted to site staff for maintenance purposes.</p> <ul style="list-style-type: none"> • Unused classrooms i.e. classrooms not being used for teaching or as temporary staffrooms/work areas <p>Unused rooms must be cleaned before being brought back into use</p> <p>The following areas will be out of bounds to all staff until further guidance is provided by the DfE:</p> <ul style="list-style-type: none"> • Swimming pools • PE changing rooms 	✓	<p>Any classroom or other room designated as temporary staff work areas must be reconfigured to DfE guidelines for adult social distancing guidelines i.e. 4m² per person with a minimum of 2m space between work stations in all directions.</p> <p>Restricted areas and other unused rooms must remain locked at all times unless they provide a designated alternative escape route from another room/area</p> <p>It is not envisaged that unused areas will require cleaning until they are brought back into use. Therefore once these areas have been deep cleaned they will be out of bounds to everybody apart from site staff and the Principal (for purposes of inspection). Any items that are needed for teaching or other purposes should be removed from unused rooms before they are locked down</p>	Low
Classroom and staff resources	<ul style="list-style-type: none"> • Resources, which have to be touched e.g. pens, pencils, crayons, computers, keyboards, input devices, screens, toys, etc. should only be shared within the bubble • Wherever possible pupils should bring equipment with them e.g. pens, pencils 	✓	<p>Where it is necessary to share resources between bubbles these must be sanitised before being used by another bubble and/or another member of staff.</p> <p>Each class will have their own set of learning resources and outdoor play resources. Resources may not be shared with other classes and will be cleaned at the end of each day.</p> <p>Resources are not being shared between bubbles.</p>	Low

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			<p>Library books can be selected by class teachers and used within their bubbles, these will then go into quarantine for 72 hours, cleaned and returned to the library.</p> <p>All pupils will have an individual work tray and zip bag in their work area for their necessary equipment e.g. pen, pencils, rubber etc.</p>	
Premises cleaning regime	<ul style="list-style-type: none"> Regular cleaning throughout the day of frequently touched surfaces Thorough daily clean - in line with guidance Disinfect if required Follow Government guidance here 	✓	<p>Adhere to Government guidance and Trust Guidance & Information Sheets, Risk Assessments and Safe System of Work.</p> <p>To remove any virus that may be present the following frequently touched surfaces should be cleaned regularly throughout the day: door handles, handrails, table tops, play equipment and toys, toilets e.g. taps, handles, WC flush and seat (where fitted). A product that complies with EN14476 should be used. If this is not available any product that kills coronavirus can be substituted. Suitable PPE must be worn when using cleaning/sanitising products and the COSHH Risk Assessment for the product must be followed. NB unless a product is a combined cleaner and sanitiser all surfaces must be cleaned (to remove dirt, grease etc.) before sanitising.</p>	Low
Equipment and resources cleaning	<ul style="list-style-type: none"> Ensure equipment that is regularly touched e.g. key boards, mouse or other input device, mobile phones etc. are sanitised on a daily basis 	✓	<p>Items should be cleaned daily and/or before and after being shared with another bubble</p> <p>In Place</p> <p>Use appropriate sanitisers and ensure supplies are</p>	Low

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	<ul style="list-style-type: none"> • Clean and sanitise frequently (at least daily) item e.g. toys, play equipment etc. used by pupils • Touch points on other fittings e.g. handrails, handles, push plates should be cleaned regularly 		<p>available for staff to use In Place</p> <p>School are also in the process of purchasing stand-alone sanitising units to be positioned at entrances to school, classrooms, hall and staff room. This does not replace handwashing simply adds another layer of protection.</p> <p>Unless otherwise specified by the manufacturer the following cleaning regimes should be followed:</p> <p>Hard toys. Hard toys that are difficult to clean e.g. item with intricate parts should be taken out of use. Other hard toys should be cleaned in a dishwasher or by immersing in a solution of sterilising fluid suitable for use with items used by pupils e.g. Milton® then left to air dry. Hard toys with batteries or mechanisms that would be damaged by immersion should be wiped with a sanitising wipe.</p> <p>Younger children may have a particular toy figure used to regulate them. One such toy may be kept at school in their individual resource tray on their workstation for only their use and wiped with a sanitising wipe.</p> <p>Soft toys should be taken out of use. They should then be cleaned in washing machines or as otherwise specified by the manufacturer. The temperature should be set at 60°C. If it is not possible to wash the item at a high temperature e.g. because of manufacturer’s instructions a proprietary additive e.g. Dettol® Laundry Cleanser may be added. Washed items once dry should be bagged up, marked as ‘do not use’ and put in</p>	

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			locked storage In Place	
Pupil registration/ end of day arrangements	<ul style="list-style-type: none"> • Sign in/out procedure in place. Contactless on touch screen systems • Named adults to collection pupil/s outside of building at end of day 	✓	Ensure that all people on site (staff, pupils and visitors) are recorded In Place – an InVentry is recorded manually by admin staff on entry and exit etc. Ensure records are filed and kept securely (may be required by PHE in the event of somebody who entered the school (staff, pupil or visitor) developing CV19 School Admin files records in an identified folder for reference if required.	Low
Fire evacuation and emergency lockdown procedures	<ul style="list-style-type: none"> • Review evacuation plan and update if some parts of the building are out of use • Ensure that at least two routes of escape are available once people have entered a protected escape route e.g. staircase, corridor. If two routes aren't available the Trust H&S Manager <u>must</u> be contacted before the building is occupied • Rehearse fire evacuation / lockdown procedures with staff and pupils • Identify responsible person(s) in case of fire • Consider arrangements for disabled people including cognitive disability in 	✓	Site staff to ensure that all emergency exits in occupied areas are unlocked before staff and pupils enter site In Place Fire safety induction for any new staff on their first day to confirm evacuation arrangements including escape routes (and alternatives), emergency exits, assembly points etc. Drill at the start of each term. Multi storey buildings should consider location of bubbles to ensure wherever possible social distancing during evacuation. Principal to review and if necessary amend Emergency Evacuation Plan (EEP) details if there are any changes to procedures and/or key roles. Key roles are: Assembly Point Control Officer Wardens	Low

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	<p>event of an evacuation. Use PEEP (Personal Emergency Evacuation Plan) for people who are at their usual site. For all others use the academy GEEP (Generic Emergency Evacuation Plan)</p> <ul style="list-style-type: none"> • Ensure register of all people on site (staff, pupils and visitors) is available at all times to staff in charge of evacuation 		<p>Fire Panel monitoring (including identifying location of fire)</p> <p>In multi storey buildings, if upper storeys are being used, there must be sufficient trained EVAC chair operators at all times when people who might require a chair are on site</p> <p>Ensure any external contractors are informed of emergency evacuation procedures and action to take should the alarm sound</p> <p>Social distancing must be maintained once people are a safe distance from the buildings</p> <p>In Place</p>	
Statutory Compliance checks	<ul style="list-style-type: none"> • Ensure all checks are up to date before building is brought back into use 	✓	Contact Estates Team for advice if any checks are overdue and before opening the academy to staff and pupils	Low
Peripatetic staff e.g. IT team, Education Team, Operations	<ul style="list-style-type: none"> • Wherever possible all visits should be cancelled and carried out using Teams. The only exceptions are where work has to be carried out on equipment e.g. network infrastructure, individual item (PCs, laptops, tablets etc.) or essential health and safety visits • Peripatetic staff must liaise with the academy by email and follow site specific arrangements at all times 	✓	<p>Other peripatetic staff must obtain an email authorisation from their Director before attending any site.</p> <p>See section on cleaning equipment where item e.g. laptops have to be handled</p> <p>Where arrangements are already in place for staff to work across an academy e.g. academies with multiple sites, Principals should consider how these can be reduced for teaching staff or restricted to out of the normal school day for other staff</p> <p>Managers to have arrangements in hand to ensure that all peripatetic staff have seen and understood the site</p>	Low

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			specific COVID arrangements prior to going onto another site	
Supply staff and temporary staff e.g. support staff working on a supply basis, sports coaches, those delivering before and after school activities etc.	<ul style="list-style-type: none"> Academies should try to avoid the use of supply staff but where this is unavoidable, to minimise the numbers of temporary staff entering the school premises, academies should try to arrange longer assignments with supply teachers and agree a minimum number of hours across the academic year 	✓	<p>Managers to ensure that all supply and temporary staff have seen all relevant risk assessments and signed to acknowledge them (either manually or electronically).</p> <p>Supply staff will not be used unless in an emergency and this must be authorised by the principal.</p> <p>Compliance of other agencies and therapists will be monitored by Principal and line managers.</p>	
Contractors on site	<ul style="list-style-type: none"> Briefing and escorting of contractors Contractor DBS in place 	✓	<p>Ensure social distancing followed when meeting contractors and any other interactions e.g. checking work, signing off Permits to Work etc.</p> <p>In Place</p> <p>Wherever possible restrict attendance by contractors to outside of the school day when pupils are not on site</p> <p>In Place</p> <p>In an emergency it may be necessary for a contractor to visit during the school day. Where this is the case ensure social distancing is complied with</p> <p>In Place</p>	Low

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<p>Are there any other foreseeable hazards associated with dealing with COVID-19</p>	<p><u>List any additional control measures:</u></p>			

Reference Documents

COVID-19 Guidance for Schools and Other Educational Settings

<https://www.gov.uk/Government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/Government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak>

COVID-19 Guidance on Extra Mental Health support for pupils and teachers

<https://www.gov.uk/Government/news/extra-mental-health-support-for-pupils-and-teachers>

<https://www.educationsupport.org.uk/>

<https://covid.minded.org.uk/>

COVID -19 Workload Reduction

<https://www.gov.uk/guidance/school-workload-reduction-toolkit>

<https://www.gov.uk/Government/collections/case-studies-remote-education-practice-for-schools-during-coronavirus-covid-19>

COVID-19 Guidance on Social Distancing

<https://www.gov.uk/Government/publications/staying-alert-and-safe-social-distancing#clinically-vulnerable-people>

<https://www.gov.uk/government/publications/safe-working-in-education-pupilcare-and-pupilss-social-care/safe-working-in-education-pupilcare-and-pupilss-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.gov.uk/government/publications/safe-working-in-education-pupilcare-and-pupilss-social-care>

COVID-19 Guidance on Staying at Home


<https://www.gov.uk/Government/publications/covid-19-stay-at-home-guidance>

<https://www.gov.uk/Government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

COVID-19 Guidance for First Responders. NB this guidance gives advice, which is applicable to First Aiders

<https://www.gov.uk/Government/publications/novel-CV19-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov>

- GAT Health and Safety Hub
 - GI 09 Stress – Assessment and Management
 - GI 09 Stress Flow Charts
 - GI 13 Slips and Trips
 - GI 16 New and Expectant Mothers
 - GI 19 COVID-19 – Deep Cleaning
 - GI 19.1 COVID-19 – Site Management Essentials
 - GI 19.2 COVID-19 – Reopening Academies
 - GI 19.3 COVID-19 – Cleaning Toys
 - GI 33 First Aid Provision
 - GI 51 Procedure for dealing with and disposal of Bodily Fluids
 - GI 74 Finger Traps
 - GI 85 Pregnant Academy Girls
 - Risk Assessments
 - RA Individual – Stress Action Plan
 - RA Team – Stress Risk Assessment
 - RA 13.1 Slips, Trips and Falls
 - RA 19.2 At Risk People
 - RA 19.3 Deep Cleaning
 - RA 33.1 First Aid Provision
 - RA Classroom Activities in Primary Schools
 - RA New and Expectant Mothers
 - RA Pregnant School Girls
 - Safe System of Work
 - SSW 51.1 Dealing with Bodily Fluids
 - SSW 11.1 PPE – Using Gloves
 - SSW 11.2 PPE – Using a Face Mask
 - SSW 13.1 – Wet Dry Mopping

Managing Behaviour https://www.gov.uk/Government/publications/behaviour-and-discipline-in-schools Estates guidance https://www.cibse.org/coronavirus-covid-19/emerging-from-lockdown https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings Catering guidance https://www.gov.uk/Government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19		
ASSESSED BY (Print name)	SIGNED	DATE
Laura Ives		1.3.21
LINE MANAGER	SIGNED	REVIEW DATE
Reviewed by	SIGNED	Review date

All staff carrying out any of the tasks covered by this RA to sign to acknowledge receipt of this document.

If staff have any queries regarding this Risk Assessment (RA) and/or any associated documents e.g. Guidance & Information sheets (GIs), Safe System of Work (SSWs) they should raise these with their line manager **prior to undertaking any task covered by this RA**

Name	Date	Signature	Name	Date	Signature

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