28 January 2021

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| Type of Activity / Process / Operation:   |  | | --- | | **Schools’ (COVID 19) Operations** |   Who is at Risk?    Staff x Visitors x Contractors x Pupils x Site Staff x    Others ☐ (please specify)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Department / Location:  Assessor’s Name:  28 January 2021  Date of Assessment:  2 February 2021  Review Date: |

Risk assessments should be reviewed annually and, in any case, when either the current assessment is no longer valid and/or if at any stage there has been significant changes to the specific activity or task.

They should be reviewed following an accident, incident or ill-health event in order to verify if the control measures and level of evaluated risk where appropriate or require amendment.

Any concerns from staff or pupils in respect of the effective implementation of procedures set out in this risk assessment or respective school operational checklists should be raised in the first instance with their Head Teacher. Where concerns continue at a school level these can be raised with the appropriate Trust lead as follows:

* Secondary teaching staff – Angela White/Rose Hall
* Primary teaching staff – Nicky Jamalizadeh
* Business support staff – Lisa Marron
* Estates and compliance – Matthew Laverick

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| **POTENTIAL HAZARD** | | | **RISK** | | | | | | | | | | | | **CONTROL MEASURES** | |  | | |
| **Identified Hazards** | **Hazard Effect** | | **Probability** | | | **x** | **Severity** | | | **=** | **Risk Rating** | | | | **Actions Taken to Reduce Risk** | | **Residual**  **Risk** | | |
| **L** | **M** | **H** | **L** | **M** | **H** |  | **L** | **M** | **H** | |  | | **L** | **M** | **H** |
| 1. **Virus transmission and infection** | Exposure from children, staff or visitors displaying coronavirus symptoms.  Children, staff or visitors living with a person(s) with coronavirus symptoms.  Evidence of children, staff or visitors having contact with person(s) with coronavirus.  Increasing the national “R” rate number.  Potential health risks to those infected.  Potential pressure on National Health Service (NHS). | | **H** | | | **x** | **M** | | | = | **H** | | | | Ensure systems of control are correctly followed and protective measures that state “must be followed” should be fully implemented within the school setting.  Schools must ensure the control measures are in place to protect children and staff. This will help schools meet their legal duties to protect employees and others from potential harm.  Schools should communicate the measures to all staff they are proposing to put in place and involve them in the process of implementation. Staff welfare and work life balance should also be considered.  Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptomsdo not attend school.  Ensure those who have someone in their household who has coronavirus symptoms does not attend school.  Effectively communicate to children, staff, parents, carers or any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus or have tested positive in at least 10 days.  If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘[stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)’, which sets out that they should self-isolate for at least 10 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19).  For secondary schools an appendix in respect of agreed operating procedures and a separate risk assessment in relation to asymptomatic testing of pupils and staff is available in line with the roll out of regular testing for staff and those pupils who are in school. This should be read in conjunction with this risk assessment.  For primary schools an appendix in respect of a separate risk assessment for Home LFD Testing for Primary & Nursery Staff (COVID 19) is available in line with the roll out of this process. This should be read in conjunction with this risk assessment.  In support of the above guidance please also reference the “NPCAT Test and Trace Escalation Process” for reporting positive cases to your local Public Health team.  If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.  Ensure cleaning of hands for staff and pupils is carried out more often than usual and are washed thoroughly for 20 seconds with running water and soap and dry them thoroughly.  Provide portable sanitiser stations to all main entry and exits of the school building for staff and any visitors.  Ensure posters and signage are displayed around the school promoting good hygiene and social distancing practices.  Ensure good respiratory hygiene is communicated and promoted throughout schools using the ‘catch it, bin it, kill it’ approach.  Ensure bins are regularly emptied.  Remind children to catch coughs and sneezes and bin it.  Where possible ensure all spaces within school are well ventilated. During the winter months schools should consider allowing additional items of suitable indoor clothing where increased ventilation is required, although this should not result in any additional financial pressure on parents.  Ensure frequently touched surfaces are cleaned throughout the school day.  Where staff wish to bring in their own antibacterial wipes into school, this is permitted but no other cleaning products should be utilised outside usual contracting cleaning arrangements.  Ensure drinking fountains are out of use and encourage pupils to bring a drinking bottle which is clearly labelled and returned home each evening.  Minimise contact and the mixing of children, staff and visitors.  Redesign the work space and classrooms as much as possible. Desks and workstations should be set up in rows where possible to do so.  Minimise time spent within 1 metre of anyone within the classroom.  Particularly in secondary schools, avoid face to face time within the classroom  Where recommended or mandated, ensure face coverings are used.  In certain circumstances, depending on measures agreed with the respective Head teacher individual staff risk assessments, then it may be appropriate for pupils to wear face coverings in some lessons.  When an area moves to the local restriction tier 2, 3 or 4 in education settings where year 7 and above are educated then face coverings must be worn by adults (staff and visitors) and pupils when moving around indoors, such as in corridors and communal areas where social distancing is difficult to maintain.  In primary schools and education settings teaching year 6 and below it is not mandatory for staff and visitors to wear face coverings. In situations where social distancing between adults in such settings is not possible (for example when moving around in corridors and communal areas), settings have the discretion to recommend the use of face coverings for adults on site, for both staff and visitors.  When an area moves to the local restriction tier 2, 3 or 4 in education settings where year 7 and above are educated, schools will need to communicate quickly and clearly to staff, parents and pupils that the new arrangements require the use of face coverings in certain circumstances.  Where current restrictions do not require face coverings and there is a request for a face covering to be worn by a pupil or member of staff this will be permitted in communal areas.  No one should be excluded from education on the grounds that they are not wearing a face covering and schools should maintain a small contingency supply to deal with situations where a pupil does not have access to one.  Where there is a request from staff to wear a protective visor, this will be permitted by the Trust.  For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared  Stagger break times and timetables wherever possible to do so.  Reduce the volumes of student and staff movement at the beginning and the end of each day.  Where Personal Protective Equipment (PPE) is used, ensure staff are trained on how to use it safely and dispose of waste correctly.  Ensure the following information is effectively communicated within school:   * Hand wash facility locations. * PPE location. * Responsible persons to be clearly identified to monitor the handwashing and toilet areas to limit the amount of pupils in at one time. * Responsible person to distribute PPE. * A copy of this Risk Assessment and associated operational detail.   Ensure there is sufficient numbers of hand sanitizer facilities within school and ensure they are located as a minimum in the following areas:   * Toilets and welfare facilities. * Kitchen, canteens and staff rooms. * Entrance and Exits to school. * Communal areas such as dining hall spaces. * Adjacent to any high touch fixtures, fittings or equipment such as signing in pads or presentation touch screens.   Visitors should only enter the premises where it is absolutely necessary to do so. Where visitors need to use a waiting area this will be located in a designated safe place on the school premises.  Ensure effective communication is in place with contractors and suppliers that will need time to prepare to support school with these important control measures.  Ensure contractors and visitors adhere to the systems of control and protective measures implemented within school.  Ensure each room can be cleaned daily  and contains sufficient access to soap and tissues.  When using staff toilets only one person will enter and use the toilet area at any one time.  Pupil toilet areas must be monitored by staff to ensure social distancing is being practiced.  When staff or pupils take holidays outside of term time there may be a requirement for people returning from some countries to quarantine for 10 days on their return. | | **L** | | |
| 1. **Children or staff with symptoms** | Exposure from children, staff or visitors displaying coronavirus symptoms.  Children, staff or visitors living with a person(s) with coronavirus symptoms.  Evidence of children, staff or visitors encountering contact with person(s) with coronavirus. | | **M** | | | **x** | **M** | | | = | **M** | | | | Ensure that staff members and parents/carers understand that they will need to be ready and willing to:  Book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit  Provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace  Self-Isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)  If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘[stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)’, which sets out that they should self-isolate for at least 10 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19).  For secondary schools an appendix in respect of agreed operating procedures and a separate risk assessment in relation to asymptomatic testing of pupils and staff is available in line with the roll out of regular testing for staff and those pupils who are in school. This should be read in conjunction with this risk assessment.  For primary schools an appendix in respect of a separate risk assessment for Home LFD Testing for Primary & Nursery Staff (COVID 19) is available in line with the roll out of this process. This should be read in conjunction with this risk assessment.  In support of the above guidance please reference the “NPCAT Test and Trace Escalation Process” for reporting positive cases to your local Public Health team.  If someone has tested positive whilst not experiencing symptoms but develops symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.  If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus then they can stop self-isolating.  If they have symptoms of another virus, such as a cold or flu – in which case it is still best to ensure they maintain social distancing. For secondary staff and pupils, who have given consent, a Lateral Flow Test could be offered as a matter of precaution.  Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace.  If a positive result is confirmed by a PCR test the school must inform Public Health England by following the “NPCAT Test and Trace Escalation Process”  If a positive PCR result is confirmed the school must also inform the Covid Trust Officer (Head of Estates & Facilities) to review if a RIDDOR should be recorded.  Ensure staff are familiarised with the NHS track and trace system and display a flow chart of the process within school.  If a person is awaiting collection ensure the following:   * Isolate in a private designated room. * Where possible ensure the room has an openable window to provide ventilation. * Provide supervision within the room and where possible stay two metres apart. * If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. * If a distance of two metres cannot be maintained then PPE such as mask, gloves and gowns must be worn at all times. * Ensure any PPE used is correctly and safely disposed of and does not contaminate any other area of school. * If the individual needs to go to the toilet whilst waiting to be collected, they should use a separate toilet if possible. The toilet should then be cleaned before being used by anyone else. * Ensure the person supervising is instructed to go for a COVID 19 test and if received positive advice immediately. * In an emergency, call 999 if they are seriously ill or their life could be at risk. | | **L** | | |
| 1. **Staffing to pupil ratios** | Risk of reduction in staffing as a result of the categories defined by DFE or other related illness.  Unexpected arrivals  Extra activities | | **M** | | | **x** | **M** | | | = | **M** | | | | Minimise contact between individuals and maintain social distancing wherever possible.  When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups.  While schools are attended by vulnerable children and the children of critical workers only, where possible schools should keep group sizes small. For children old enough including KS1 and KS2, they should also be supported to maintain distance and not touch staff where possible. Any additional space available should be used wherever possible to maximise the distance between pupils and between staff and other people.  Ensure staffing arrangements are well planned with extra staff members identified to be available in the event of an unplanned absence.  Nursery provision should be opened up on a phased basis, where necessary, to help ensure and monitor adherence to the relevant and applicable key controls within this risk assessment. Nursery children should be kept in as small groups as is possible, subject to the correct staffing ratios and with the mixing of groups minimised wherever practical.  This may involve the flexible use of spaces to accommodate nursery provision in other areas of the school building linked to the number of other pupils on site from KS1 and KS2.  Any activities which take place during school hours are permitted.  Any after school or out of school activities can continue as follows:   * where their primary purpose is to enable parents/carers of vulnerable and critical worker children to work such as after school clubs. * any activities which are focused on education or training including 1 to 1, group tuition, catch up clubs, revision clubs. (For the avoidance of doubt this will include sport, music, drama and other clubs at such point until the DfE definitively states that these are not permissible) * breakfast clubs whose primary purpose is proving food for vulnerable children or childcare for children of critical workers   These settings should continue to undertake risk assessments and implement the system of controls set out in the protective measures for holiday clubs and after-school clubs and other out-of-school clubs for children during the coronavirus (COVID-19) outbreak guidance.  Providers of youth services and activities should also refer to the National Youth Agency’s guidance for managing youth sector spaces and activities during COVID-19, where it is relevant to do so.  All other out of school activities, not being primarily used by parents for these purposes, should close for face-to-face provision for the duration of the national restrictions.  Monitor the numbers of staff trained to deliver first aid (paediatric trained for those within EYFS) and those available to administer medicine to pupils.    Establish clear protocol for staff and parent communications with clear guidance for drop off points.  Establish a clear protocol for access to SENDCo and DSLs.  Follow Trust protocol - link with COVID Trust officer - if staffing and pupil ratios fall to levels where safety cannot be assured. | |  | | |
| 1. **Behaviour** | Pupils may require specific care which cannot be delivered whilst maintaining social distancing.  Potentially violent pupils, especially those with known spitting or required restraint. | | **M** | | | **x** | **M** | | | = | **M** | | | | Review the school behaviour policy to ensure it covers Covid - 19 related incidents. Ensure any amendments are communicated clearly to all pupils, staff and parents.  Make provision for the school to be able to sanction, up to and including exclusion, pupils who wilfully fail to adhere to arrangements of social distancing putting others at risk.  Ensure protocols are in place for any visitors providing external support to pupils. | | **L** | | |
| 1. **Pupils with SEND** | Pupils may require specific care which cannot be delivered whilst maintaining social distancing. | | **M** | | | **x** | **M** | | | = | **M** | | | | Ensure individual risk assessments for those pupils with SEND and ensure discussions take place before the pupils return to school.  Risk assessments should be considered for children and young people with education, health and care plans (EHC) | | **L** | | |
| 1. **School Transport** | High risk of transmission and infection of coronavirus. | | **L** | | | **x** | **M** | | | = | **M** | | | | Face coverings are required at all times on public and dedicated school transport except for children under the age of 11 or unless an exemption applies and can be evidenced.  Children must not use school transport if they or a member of their household has symptoms of coronavirus (COVID-19).  Minimise the use of public transport especially during peak times.  Ensure that school transport providers cater for any necessary changes to school start and finish times where possible.  Ask local providers to consider where possible substituting smaller vehicles for larger ones.  Ensure parents and their children are aware of recommendations on transport to and from school.  The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for individual schools. It is important, wherever it is possible, that:   * social distancing should be maximised within vehicles * children either sit with their ‘bubble’ on school transport, or with the same constant group of children each day * children should clean their hands before boarding transport and again on disembarking * additional cleaning of vehicles is put in place * organised queuing and boarding is put in place * through ventilation, fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents   From the autumn term, local authorities will not be required to uniformly apply the social  distancing guidelines for public transport, on dedicated school or college transport. However,  distancing should still be put in place within vehicles wherever possible. This will help to  both minimise disease transmission risks and maintain consistent reinforcement of public  health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.  Further guidance can be found in the transport to schools and other places of education 2020. | | **L** | | |
| 1. **Drop off and collection of children** | Exposure from person(s) who have the potential to carry coronavirus. | | **M** | | | **x** | **M** | | | = | **M** | | | | Assess and plan parents’ drop-off and pick-up protocols that minimise adult to adult contact.  Ensure there is a designated area for drop off and pick up of children that reduces risk of transmission and infection.  Schools should have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them.  Pupils must be instructed not to touch the front of their face covering during use or when removing it.  They must wash their hands immediately on arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom  Ensure parents are fully aware which entrance and exits to school premises they are to use.  Notify parents that if their child needs to be accompanied to school only one parent should attend school at any one time.  Ensure parents are notified with an allocated drop off and collection time. This will further minimise adult to adult contact on school premises.  Communicate to parents that they cannot gather at entrance gates or doors, or enter the school building without pre-arranged consent or appointments. | | **L** | | |
| 1. **External Visitors** | Exposure from person(s) who have the potential to carry coronavirus. | | **M** | | | **x** | **M** | | | = | **M** | | | | Risk assess whether there is an absolute need for the external visitor to attend school.  Ensure external visitors adhere to the systems of control  Ensure there is a risk assessment prior to an external supplier or contractor visiting the site.  Authorisation to work paperwork to be completed prior to suppliers or contractors undertaking work.  Assess whether there is a need for a face to face meeting.  Ensure there is a safe designated space within school for face to face meetings under a legal framework, for example exclusions, admissions and appeals.  Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.  As NPCAT operates a single supply chain agreement using the DfE’s CCS agency a copy of this risk assessment will be provided to all supply staff before they enter any Trust premises by our appointed provider. Each school will also then induct any supply or peripatetic staff with their own respective operational checklist requirements.  Supply teachers, peripatetic teachers and/or other temporary staff should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. | | **L** | | |
| 1. **Class sizes** | Overcrowding of classrooms.  Potential transmission and infection of the coronavirus. | | **M** | | | **x** | **M** | | | **=** | **M** | | | | Ensure the guidance systems of control are correctly followed.  Where possible keep classes within year group bubbles and as small as possible, making use of all available space to support this.  There may be some specific and limited circumstances in some schools, who currently have a very small number of critical worker and vulnerable pupils only on site, where it is appropriate to combine year groups, such as reception and Year 1, into a single bubble.  Whatever the size and composition of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.  Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible.  When using larger groups, the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate.  Maximise the use of the site and any associated available space  Avoid contact with anyone with symptoms.  Desks and workstations should be set up in rows where possible to do so.  Ensure frequent hand cleaning processes are in place.  Ensure all high touch and high traffic areas are frequently cleaned throughout the day.  Where possible do not mix classes, year groups or teaching resources.  Utilise other learning environments such as outdoor spaces to maintain social distancing where possible to do.  Do not allow children or staff with symptoms to enter the building.  Actively engage with staff on safety measures, timetable changes and staggered arrival and departure times.  Consider whether staff require further training. | | **L** | | |
| 1. **Pupil/staff workflow** | Overcrowding of playground, corridors or staff rooms. | | **M** | | | **x** | **M** | | | **=** | **M** | | | | Plan drop off and collection points and times to manage the flow of people on site.  Plan pupil movement around school. For schools with limited space consider a one-way system to reduce contact.  Ensure clarity for pupils and consider signage to clearly outline planned routes.  Consider pupils with mobility issues and plan a safe route.  Ensure pupils understand the protocol for accessing toilet facilities and washing their hands immediately after.  Assess and plan for staff and pupil break times to ensure the correct staffing ratios are maintained. | | **L** | | |
| 1. **School meals** | Transmission and infection of coronavirus from poor hygiene when handling food.  Transmission and infection of coronavirus by not washing hands before eating.  Overcrowding of dining facilities during lunch breaks. | | **M** | | | **x** | **M** | | | **=** | **M** | | | | Engage with respective catering providers or in-house teams to set out key requirements in advance.  Ensure phased dining intervals are in place.  Provide a specific place for children to eat their lunch.  Ensure hand wash facilities are available for children to wash their hands before and after eating.  Ensure catering providers take the necessary measures to wash hands regularly when handling food.  Staff must be instructed not to leave food or utensils lying around in staff rooms.  Where collection points are in place for weekly FSM food parcels or vouchers ensure social distancing is maintained at all times, with appropriate PPE worn by staff. | | **L** | | |
| 1. **Equipment** | Transmission and infection of coronavirus from use of shared equipment, soft toys and learning materials.  Performances using musical instruments  Performing arts events. | | **M** | | | **x** | **M** | | | **=** | **M** | | | | When equipment is used, ensure that it is adequately cleaned before and after use.  Only use equipment that is essential and remove items that are non-essential such as soft furnishings and toys that could be difficult to clean.  Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.  Handling equipment and musical instruments:  Measures to take when handling equipment, including instruments, include the following.   * Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. * Avoiding sharing instruments * Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists’ own sticks and mallets. * If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment available at hygiene: handwashing, sanitation facilities and toilets. * Instruments should be cleaned by the pupils playing them, where possible. * Limit handling of music scores, parts and scripts to the individual using them. * Consider limiting the number of suppliers when hiring instruments and equipment. Schools should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if schools take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument. * Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.   When teaching music lessons ensure physical distancing and playing outside wherever possible, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation/use of large spaces if indoors.  Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.  Schools should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.  Additionally, schools should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment.  Schools in local restriction tier 3 and 4: very high alert areas should not host performances with an audience. Where schools are unable to put on live performances to parents, they may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.  Schools in other local restriction tier areas planning an indoor or outdoor performance in front of an audience should follow the latest advice in the DCMS performing arts guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering outdoor events. | | **L** | | |
| 1. **Remote Education and Learning** | Year group bubbles unable to attend school.  Children or staff with Covid 19 symptoms.  Localised area lockdown preventing school to open. | | **M** | | | **x** | **M** | | | **=** | **M** | | | | Provide remote learning via the use of google platforms.  Ensure all responsible persons within school are familiarised with business continuity and emergency planning procedures.  The local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will need a contingency plan for this eventuality.  Ensure local covid restriction alert protocols are effectively communicated with staff and responsible persons.  Remote education is only to be offered for pupils who are unable to attend school due to the effects of Covid 19 or as in line with any local or national restrictions.  Remote learning must be conducted in accordance with agreed Trust protocols in this area. For secondary schools this includes a weekly consolidation day to help reinforce key concepts and specific learning needs.  Schools should have published information about their remote education provision on their websites by 25 January 2021. | | **L** | | |
| 1. **Delivery of Sports** | Unable to provide full Physical Education program  High touch and contact activities  Risk of transmission and infection of coronavirus. | | **M** | | | **x** | **L** | | | **=** | **M** | | | | Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. This continues to apply in local restriction tier 4.  Key principles to consider include:   * Ensure pupils are kept in consistent groups * Ensure sports equipment is thoroughly cleaned when used by different groups. * Ensure outdoor sports are prioritised where possible * Use large open spaces where possible to do so.   Schools can hold PE lessons indoors, including those that involve activities related to team sports, for example practising specific techniques, within their own system of controls. For sport provision, outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.  Sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government are permitted.  Schools must only provide team sports listed on the *“return to recreational team sport framework”.* and in line with said guidance from respective governing bodies. Competition between different schools should not take place, in line with the wider restrictions on grassroots sport.  Schools should refer to the following guidance:   * guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport * advice from organisations such as the Association for Physical Education and the Youth Sport Trust * guidance from Swim England on school swimming and water safety lessons available at returning to pools guidance documents * using changing rooms safely   Schools are able to work with external coaches, clubs and organisations for curricular activities where they are satisfied that it is safe to do so.  Schools should consider carefully how such arrangements can operate within their wider protective measures. | | **L** | | |
| 1. **Vulnerable Children and Staff** | Vulnerable persons exposed to the transmission and infection of the coronavirus.  Mental and physical health effects. | | **M** | | | **x** | **M** | | | **=** | **M** | | | | Where a staff member is certified as clinically extremely vulnerable (CEV) they should receive a further letter to confirm they are CEV, related to the new tier system and if advised to remain at home then the school should allow them to do so, on sight of the letter. As previously a copy of the letter should be kept on the personal file.  If their current role cannot be carried out from home then alternative work should be sought that can be carried out at home.  All other staff should continue to attend work, including those living in a household with someone who is clinically extremely vulnerable. However, they should take extra precautions to follow the health and safety rules in relation to COVID-19  Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend education whilst tier 4 restrictions are in place. Schools will need to make appropriate arrangements to enable them to continue their education at home.  Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education.  Google classroom for pupils and telephones, email and google hangouts for staff should be used for clear means of maintaining communication.  Headteachers will ensure a one to one risk assessment is in place for those members of staff who are CEV/CV and who continue to attend work.  Where any staff member or child belongs to any group that is deemed to be at higher risk from Covid 19 i.e. BAME staff, then at any point an individual risk assessment can be requested from the Head teacher or by the individual and additional protective measures will be considered to support any associated findings. Individuals who are not part of a higher risk group but who are anxious about being at a higher risk can also request an individual risk assessment.  Where legitimate concerns still exist following an individual risk assessment then the Head teacher can, in liaison with HR, undertake a further review of these concerns using the “Covid-19 - Request to provide Remote Education from Home” protocol.  Staff and children who are clinically vulnerable or have underlying health conditions but are not clinically extremely vulnerable, may continue to attend school in line with current guidance.  Staff that are Pregnant - Less than 28 weeks:  Any member of staff who is less than 28 weeks pregnant should be treated as you would for those that are in the Clinically Vulnerable category. An individual risk assessment should be carried out to ensure the workplace is safe for them to attend. If the existing workplace is not safe for them to attend then alternative suitable work needs to be provided in an environment that is safe or work from home.  Staff that are pregnant - 28 weeks and beyond Any member of staff who is 28 weeks pregnant or beyond or if they are pregnant and have an underlying health condition that puts them at a greater risk of severe illness from COVID-19 at any gestation, you should take a more precautionary approach. An individual risk assessment should be carried out. If the staff member can do their job from home then they should do so. E.g. teach remotely (if pupils are in school another member of staff will need to be deployed into the classroom) Where working in school in their current role is not fully covid secure, alternative work should be found where it is safe to be conducted in the workplace or from home. If no alternative work can be found then the employee should be sent home.  The Trust has a dedicated space on the intranet for mental health support signposting, the offer of face to face counselling and chaplains within school premises and central services to offer spiritual and personal guidance.  These support options should be reiterated to all staff on a regular basis.  Line managers will maintain regular contact with their employees throughout any periods of staff working from home by telephone and where necessary use the facility of ‘Hang outs’ so that staff do not feel isolated. | | **L** | | |
| 1. **Attendance** | Pupils are not attending school regularly causing disruption to the consistency of bubbles.  Pupils with health conditions are attending school.  Formal attendance meetings with parents.  Home visits. | | **H** | | | **x** | **M** | | | **=** | **H** | | | | The Trust Attendance Strategy and procedures will be put into abeyance with a collaborative approach between school and the Trust for monitoring pupil absenteeism in accordance with the guidance for the lockdown of schools and the attendance of vulnerable and key worker children.  Individual risk assessments to be updated for pupils that are susceptible with health needs and are continuing to attend school.  School to ensure that pupil attendance/absence is recorded on the school’s MIS with the appropriate attendance/absence code.  School to request from parents the place of destination on any leave of absence in term time requests (form has been updated). If the child is returning from a place where quarantine is required, the school must not allow the child into school until the quarantine period is over.  All home visits undertaken by school staff must be assessed for risk.  School to ensure that any person undertaking a home visit, whether school staff or otherwise, is made aware of any risks that pertain to individual pupils or their family members.  Where possible doorstep conversations must not take place with staff having conversations with parents by remaining in their vehicle and using a mobile phone. Staff must not enter the family home.  Where staff are undertaking doorstep conversations a face covering must be used and hands must be sanitised on return to their vehicle or school premises, whichever is the first.  Where staff have had face-to face contact with a parent at a home visit, this should be included in the CPOMS recording and will assist in contact tracing. | | **L** | | |
| 1. **Safeguarding** | Unauthorised persons collecting pupils from school.  Safer perimeter.  Local safeguarding reporting structures. | | **M** | | | **x** | **M** | | | **=** | **M** | | | | School to confirm with the parent the identity of the person authorised to collect the child from school to ensure precautionary measures are being adhered to.  Ensure there is provision in place for increased disclosures to DSL, including supporting pupils with their wellbeing. This is particularly important on return to school after a holiday or period of self-isolation.  The DSL has responsibility to ensure that all staff are made aware of local safeguarding reporting structures.  DSL posters in school to revert back to normal time and that staff are able to deduce the identity of the DSL and arrangements for reporting concerns.  If internal doors are kept open to reduce transmission of infection this is only done where it is safe to do so and where the pupil cannot egress to the external perimeter of the school or does not allow for the unauthorised access of persons into the school. | | **L** | | |
| 1. **Compliance** | School not statutory compliant and safe.  Statutory compliance visits not completed by contractors.  Site staff and caretaking resource safe isolating outside the workplace.  Internal site staff statutory compliance tests not completed.  Hot and Cold water systems pose a legionella risk.  Staff training and competencies.  School Health and Safety Risk Assessments. | | **M** | | | **x** | **M** | | | **=** | **M** | | | | As a minimum, ensure that all high-risk compliance activities are completed within EVERY prior to the return of children.  Ensure that critical high-risk works are effectively planned with external contractors so that works are completed prior to the return of children.  Ensure there is adequate site staff and caretaking resources within school to ensure that all weekly, monthly, 6 monthly and annual inspections are fully completed.  Ensure that school is statutory compliant and fully safe for children to return.  Check that the school legionella management procedures and records are fully up to date and that monthly visit reports are up to date on EVERY.  Ensure that staff training is up to date where skills are required to keep children safe within our schools.  Ensure that school Risk Assessments have been reviewed if expired or where changes have occurred.  In collaboration with Trade Unions there will be a designated compliance representative within schools to lead on and coordinate H&S compliance issues, activities and inspections. | | **L** | | |
| 1. **Cleaning** | Coronavirus living on high touch and contact surfaces.  Infection transferring from surface to surface throughout the school operational day.  Staff potentially exposed to corona virus whilst cleaning down surfaces.  Potential hazardous cleaning products. | | **L** | | | **x** | **M** | | | **=** | **M** | | | | Ensure a thorough clean has been completed by the cleaning services provider with an emphasis on high touch areas and toilet facilities prior to the reopening of the schools in September 2020.  All staff are to wipe down their own personal equipment and localised personal work spaces at regular intervals throughout the working day using anti-bacterial wipes.  Ensure frequent cleaning of rooms and shared areas that are used by different groups  Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.  Where possible allocate different groups their own toilet blocks but this is not a requirement if the site does not allow for it.    Caretakers, Site staff or a designated resource are to complete a midday wipe down of high touch communal areas and walkways throughout school using antibacterial wipes or disinfectant solution. All products selected will be COSHH assessed by the responsible person and risk control measures implemented prior to authorising products to be used.    School cleaning providers are to complete an end of day clean with a high intensity focus on wiping down all high touch surfaces in all areas within school. Cleaning providers will use disinfectant and degreasers on all surfaces as part of their daily routine clean. All staff will be trained or briefed on how to use selected products safely in line with manufacturer’s data sheets and site COSHH assessments. PPE will be provided by the cleaning provider where necessary to do so.  If there is a suspected case of Corona virus and when it is safe to do so, close the contaminated areas off and seek support from the Trust immediately.  Further guidance on cleaning can be found in cleaning of non-health care setting environments. | | **L** | | |
| 1. **Personal Protective Equipment (PPE)** | Insufficient PPE available for schools.  PPE not used safely or correctly.  PPE in poor condition or available to be reused.  Used PPE not disposed of correctly. | | **M** | | | **x** | **M** | | | **=** | **M** | | | | Ensure that PPE is ready and available in school and managed by an appointed person.  Ensure that PPE stock levels are regularly checked and that there are sufficient numbers ready and available. Re-order through the Trust allowing plenty of notice for delivery times.  Ensure that PPE is used only in line with the Trust Covid 19 Risk Assessment.  Ensure that PPE is correctly worn and where possible refer to manufacturer’s data sheets for further guidance before using.  Always check PPE prior to using and ensure that it is clean, free from damage and safe prior to use.  Ensure PPE such aprons and gloves are only worn once and are double bagged and disposed of correctly.  Where plastic goggles or shields are used, ensure that they are adequately cleaned and sterilised prior to reusing.  Further guidance on the use of PPE can be found in the safe working in education, childcare and children's social care settings including the use of Personal Protective Equipment. | | **L** | | |
| 1. **Worship and Gatherings** | Overcrowding of schools.  Potential transmission and infection of the coronavirus. | | **L** | | | **x** | **M** | | | **=** | **M** | | | | Worship or large gatherings to strictly comply with social distancing and guidance.  Where possible keep classes within the year group bubble.  Avoid contact with anyone with symptoms. | | **L** | | |
| 1. **Overseas and Overnight Educational Visits** | Potential transmission and infection of the coronavirus. | | **M** | | | **x** | **H** | | | **=** | **H** | | | | The DfE continues to advise against overseas educational visits. This advice remains under review.  The DfE continues to advise against domestic (UK) overnight educational visits.  (Please note - In February 2021, the DfE will review the possibility of changing the advice for overnight residential education visits to resume from Easter 2021 on the provision the scientific evidence supports any such change). | |  | | |
| Is the risk adequately controlled with existing control measures? Yes x No ☐  Is such risk level deemed to be as low as reasonably practicable? Yes x No ☐  Have you identified further control measures needed to control the risk? Yes x No ☐ **FURTHER CONTROLS:** P**ersonal Protective Equipment (PPE)** is to be used as a **control measure** only as a last resort when it has proven to be impossible or impractical for the potential hazard itself to be removed. | | | | | | | | | | | | | | | | | | | |
| **Probability Key:**  L = Minimal Chance  M = Strong Chance  H = Very High Chance | | **Severity Key**L = Minor incident / No injury / Minor first aid M = First aid treatment, Doctor or Hospital  H = Major incident / Injury / Reportable Accident | | | | | | | | | | | | **Key:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | L | x | L | = | L | | L | x | M | = | M | | L | x | H | = | M | | M | x | M | = | M | | M | x | H | = | H | | H | x | H | = | H | | | **Risk Rating** Low = Acceptable  Strong and Very High requires additional actions to reduce risk | | | |