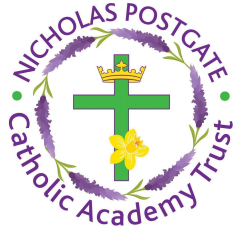


**NICHOLAS POSTGATE CATHOLIC ACADEMY TRUST
GENERIC RISK ASSESSMENT**

22 April 2021



Type of Activity / Process / Operation:

Schools' (COVID 19) Operations

Who is at Risk?

Staff Pupils Visitors Contractors

Others (please specify)

Department / Location:

Assessor's Name:

M Burns/S Garthwaite

Date of Assessment:

19th April 2021

Review Date:

May 2021

The aim of this risk assessment is to ensure sensible and proportionate controls are in place to reduce the risk from all variants of C-19 to the lowest reasonable and practicable level for our pupils and staff, whilst ensuring the delivery of high-quality education through a broad and ambitious curriculum for all of our pupils.

The risk assessment will be reviewed when circumstances significantly change or if public health advice changes and will also be reviewed following an accident, incident or ill-health event in order to verify if the control measures and level of evaluated risk require amendment. This risk assessment is a live document and Head teachers are to ensure that school risk assessments address individual staff members' circumstances, particularly those with protected characteristics.

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 staff – Matthew Laverick

The **8 Prevention** elements of the overall system of controls have been heightened in bold within section 1 as a key overview. They are attached the following priority order:

1) Minimise contact with individuals who are unwell by ensuring that those who are

required to stay at home do not attend school.

- 2) Where recommended, the use of face coverings in schools.
- 3) Ensure everyone is advised to clean their hands thoroughly more often than usual.
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Consider how to minimise contact between individuals and maintain social distancing wherever possible.
- 7) Always keeping occupied spaces well ventilated.

In specific circumstances:

- 8) Ensure individuals wear the appropriate personal protective equipment (PPE) where necessary.
- 9) Promote and engage in asymptomatic testing, where available

There are also **3 systems of controls in respect of response to infection** which are included in this risk assessment and the separate guidance on staff and pupil testing which are:

- 1) Promote and engage with the NHS Test and Trace process
- 2) Managed confirmed cases of C-19 amongst the school community
- 3) Contain any outbreak by following local PHE protection team advice

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. Non-Adherence to Public Health Advice resulting in virus transmission and infection (Matthew Laverick)	<p>Exposure from children, staff or visitors displaying coronavirus symptoms.</p> <p>Children, staff or visitors living with a person(s) with coronavirus symptoms.</p> <p>Evidence of children, staff or visitors having contact with person(s) with coronavirus.</p> <p>Increasing the national "R" rate number.</p> <p>Potential health risks to those infected.</p>	H			x	M			=	H			<p>Ensure all systems of control are correctly followed and protective measures that state "must be followed" should be fully implemented within the school setting.</p> <p>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.</p> <p>1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus symptoms do not attend school.</p>			L	M	H
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	<p>Potential pressure on National Health Service (NHS).</p>					<p>Pupils, staff and other adults must <u>not</u> come into the school if:</p> <ul style="list-style-type: none"> • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test <p>Schools should effectively communicate to children, staff, parents, carers or any visitors, such as suppliers, not to enter the school if they, or any member of their household, are displaying any symptoms of coronavirus or have tested positive in at least 10 days.</p> <p>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 '<u>stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</u>', which sets out that they should self-isolate for at least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19).</p>	
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						<p>Other household members, including siblings, should self-isolate starting from the day the individual's symptoms started (or if no symptoms the day their LFT or PCR test was taken) and the next full 10 days.</p> <p>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.</p> <p>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"</p> <p>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.</p> <p>Ensure staff are familiarised with the NHS track and trace system and display a flow chart of the process within school.</p> <p>If a person is awaiting collection ensure the following:</p> <ul style="list-style-type: none"> • Isolate in a private designated room. 	
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						<ul style="list-style-type: none"> • 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. <p>2. Where recommended or mandated, ensure face coverings are used.</p> <p>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.</p>	
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						<p>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. Face coverings do not need to be worn by pupils when outdoors on the premises.</p> <p>For secondary schools, it is recommended that face coverings should now be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons.</p> <p>Schools should constantly reinforce the expectation to wear a face mask as set out in this risk assessment, using the principle of protecting others as well as the individual staff member or pupil.</p> <p>In primary schools, it is recommended that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</p>	
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						<p>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.</p> <p>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.</p> <p>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.</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>Where there is a request from staff to wear a protective visor, this will be permitted by the Trust.</p>	
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						<p>Head teachers should be aware of the guidance on those individuals who are exempt from wearing a face covering.</p> <p>Schools should have a process for when face coverings are worn within your school and how they should be removed. You should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.</p> <p>Pupils 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.</p> <p>3. 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.</p> <p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans. Ensure pupils clean their hands when they arrive at school, when they return from breaks, when they change rooms and before and after eating.</p>	
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						<p>Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</p> <p>Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands. Continue to help pupils with complex needs to clean their hands properly.</p> <p>Provide portable sanitiser stations to all main entry and exits of the school building for staff and any visitors.</p> <p>Ensure posters and signage are displayed around the school promoting good hygiene and social distancing practices.</p> <p>4. Ensure good respiratory hygiene is communicated and promoted throughout schools using the 'catch it, bin it, kill it' approach.</p> <p>Make sure enough tissues and bins are available to support pupils and staff to follow this routine.</p> <p>As with hand cleaning, ensure younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates.</p>	
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						<p>Ensure bins are regularly emptied.</p> <p>Remind children to catch coughs and sneezes and bin it.</p> <p>5. Enhanced cleaning - Ensure frequently touched surfaces are cleaned throughout the school day.</p> <p>Ensure an enhanced cleaning schedule is in place by an internal or external provider.</p> <p>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.</p> <p>Ensure drinking fountains are out of use and encourage pupils to bring a drinking bottle which is clearly labelled and returned home each evening.</p> <p>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.</p> <p>Ensure frequent cleaning of rooms and shared areas that are used by different groups</p>	
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						<p>Toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</p> <p>Where possible allocate different groups their own toilet blocks but this is not a requirement if the site does not allow for it.</p> <p>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.</p> <p>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.</p>	
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						<p>If there is a suspected case of C-19 and when it is safe to do so, close the contaminated areas off and seek support from the Trust immediately.</p> <p>Further guidance on cleaning can be found in cleaning of non-health care setting environments.</p> <p>6. Minimise contact between individuals including the mixing of children, staff and visitors and ensure social distancing wherever possible.</p> <p>The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the:</p> <ul style="list-style-type: none"> • pupil's ability to distance • layout of the building • feasibility of keeping distinct groups separate while offering a broad curriculum <p>Schools should redesign the work space and classrooms as much as possible. Desks and workstations should be set up in rows where</p>	
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						<p>possible to do so. Ensure the guidance systems of control are correctly followed.</p> <p>Schools should continue to keep pupils within consistent group “bubbles” of an appropriate size based on a range of factors, including age of pupils, ensuring the correct quality and breadth of teaching and making use of all available space to support this.</p> <p>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.</p> <p>When using larger groups, the other prevention 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.</p> <p>Within the classroom in secondary schools there is strong health advice to try and maintain a 2m distance between the teacher and from pupils and any other adults.</p> <p>Actively engage with staff on safety measures, timetable changes and staggered arrival and departure times.</p>	
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						<p>Stagger break times and timetables wherever possible to do so.</p> <p>Reduce the volumes of student and staff movement at the beginning and the end of each day and avoid creating busy corridors, entrances and exits.</p> <p>Plan pupil movement around school. For schools with limited space consider a one-way system to reduce contact.</p> <p>Ensure clarity for pupils and consider signage to clearly outline planned routes.</p> <p>Consider pupils with mobility issues and plan a safe route.</p> <p>Ensure pupils understand the protocol for accessing toilet facilities and washing their hands immediately after.</p> <p>Assess and plan for staff and pupil break times to ensure the correct staffing ratios are maintained.</p> <p>Worship or large gatherings to strictly comply with social distancing and guidance – these should therefore be limited to one group or bubble.</p>	
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						<p>When using staff toilets only one person will enter and use the toilet area at any one time.</p> <p>Pupil toilet areas must be monitored by staff to ensure social distancing is being practiced.</p> <p>Pupils and staff should be encouraged to walk or cycle to school wherever it is safe to do so. Assess and plan parents' drop-off and pick-up protocols that minimise adult to adult contact. Notify parents that if their child needs to be accompanied to school only one parent should attend school at any one time.</p> <p>Ensure there is a designated area for drop off and pick up of children that reduces risk of transmission and infection. Ensure parents are fully aware which entrance and exits to school premises they are to use.</p> <p>Remind parents not to gather at the gates or come onto site without an appointment.</p> <p>Limit the amount of equipment pupils bring into school to essentials, including lunch boxes, cost, books, stationery etc.</p> <p>Visitors should only enter the premises where it is absolutely necessary to do so.</p>	
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						<p>Where visitors need to use a waiting area this will be located in a designated safe place on the school premises.</p> <p>Ensure effective communication is in place with contractors and suppliers that will need time to prepare to support school with these important control measures.</p> <p>Ensure contractors and visitors adhere to the systems of control and protective measures implemented within school. Risk assess whether there is an absolute need for the external visitor to attend school.</p> <p>Assess whether there is a need for a face to face meeting.</p> <p>Ensure there is a safe designated space within school for face to face meetings under a legal framework, for example exclusions, admissions and appeals.</p> <p>Schools should review their First Aid risk assessments in line with updated HSE guidance in respect of additional control measures required during the current situation.</p>	
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						<p>7. Keep all occupied spaces within school well ventilated.</p> <p>During periods of cold weather 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.</p> <p>8. Where necessary wear appropriate Personal Protective Equipment (PPE) - Where PPE is used, ensure staff are trained on how to use it safely and dispose of waste correctly.</p> <p>Ensure the following information is effectively communicated within school:</p> <ul style="list-style-type: none"> • 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 and to monitor levels for re-ordering. • A copy of this Risk Assessment and associated operational detail. <p>Ensure there is sufficient numbers of hand sanitizer facilities within school and ensure they are located as a minimum in the following areas:</p> <ul style="list-style-type: none"> • Toilets and welfare facilities. 	
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						<ul style="list-style-type: none"> ● 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. <p>Ensure that PPE is only used in line with this risk assessment and is correctly worn. Where possible refer to manufacturer's data sheets for further guidance before using.</p> <p>Always check PPE prior to using and ensure that it is clean, free from damage and safe prior to use.</p> <p>Ensure PPE such aprons and gloves are only worn once and are double bagged and disposed of correctly.</p> <p>Where plastic goggles or shields are used, ensure that they are adequately cleaned and sterilised prior to reusing.</p> <p>9. Promote and engage in asymptomatic testing</p> <p>Rapid testing remains a key part of measures to suppress C-19. Please refer to Section 2 below.</p>	
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<p>2. Asymptomatic Testing -Children or staff with symptoms (Matthew Laverick)</p>	<p>Exposure from children, staff or visitors displaying coronavirus symptoms.</p> <p>Children, staff or visitors living with a person(s) with coronavirus symptoms.</p> <p>Evidence of children, staff or visitors encountering contact with person(s) with coronavirus.</p>	M	x	M	=	M	<p>Rapid testing using Lateral Flow Devices (LFD)s will support the return to face-to-face education by helping to identify people who are infectious but do not have any coronavirus (COVID-19) symptoms.</p> <p>For secondary schools an updated appendix in respect of agreed operating procedures and a separate risk assessment in relation to responding to infections and the asymptomatic testing of pupils and staff on site and at home is available. This should be read in conjunction with this risk assessment.</p> <p>For primary schools an appendix in respect of agreed operating procedures and a separate risk assessment for responding to infections and for Home LFD Testing for Primary & Nursery Staff (COVID 19) is available. This should be read in conjunction with this risk assessment.</p>	L

<p>3. Attendance (Jill Benson)</p>	<p>Pupils are not attending school regularly causing disruption to the consistency of bubbles.</p> <p>Pupils with health conditions are attending school.</p> <p>Formal attendance meetings with parents.</p> <p>Home visits.</p>	<p>H</p>	<p>x</p>	<p>M</p>	<p>=</p>	<p>H</p>	<p>School attendance is mandatory for all pupils from 8 March 2021.</p> <p>The usual rules on school attendance apply, including:</p> <ul style="list-style-type: none"> • parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) • the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct <p>From the week commencing 8 March, pupils will be offered asymptomatic testing on site in secondary schools. Pupils who consent to testing should return to face-to-face education following their first negative test result. Pupils not undergoing testing should attend school in line with your phased return arrangements. Vulnerable children and children of critical workers in secondary schools should continue to attend school throughout, unless they receive a positive test result. Testing is voluntary, but strongly encouraged.</p> <p>The advice for pupils who have been confirmed as clinically extremely vulnerable (CEV) is to shield and stay at home as much as possible</p>	
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						<p>until further notice. They are advised not to attend school while shielding advice applies nationally.</p> <p>Schools will need to make appropriate arrangements to enable them to continue their education at home – See Remote Education Section.</p> <p>Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education.</p> <p>You will be able to request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.</p> <p>You are required to provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. You should keep a record of this activity but do not need to record it in the attendance register.</p> <p>You should offer pastoral support to pupils who are:</p>	
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						<ul style="list-style-type: none"> • self-isolating • shielding • vulnerable <p>Individual risk assessments should be updated for pupils that are susceptible with health needs and are continuing to attend school.</p> <p>Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.</p> <p>School to ensure that pupil attendance/absence is recorded on the school's MIS with the appropriate attendance/absence code.</p> <p>During the week commencing 8 March secondary school pupils will be offered asymptomatic testing on site. Schools should use code Y for secondary pupils not expected to be attending school for lessons during this week due to the asymptomatic testing programme.</p> <p>You should use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC.</p>	
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						<p>Schools are 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.</p> <p>All home visits undertaken by school staff must be assessed for risk.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
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<p>4. School Workforce (Karen Clarke, Angela White & Nicky Jamalizadeh)</p>	<p>Risk of reduction in staffing as a result of the categories defined by DFE or other related illness.</p> <p>Staff not being supported effectively</p> <p>Increased staff workload and impact on well-being</p>	<p>M</p>	<p>x</p>	<p>M</p>	<p>=</p>	<p>M</p>	<p>All shielding should cease from 31st March. CEV staff should return to work with an individual risk assessment and all precautions must take place. If staff are still concerned after individual risk assessments advice should be sought from HR.</p> <p>Additional staff have recently been added to this group and will receive a letter. This shielding is currently continuing until 31st March even if they have had vaccinations. The sight of this letter is required by schools.</p> <p>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.</p> <p>Schools should still consider a flexible approach to recruitment interviews, with alternative options to face to face interviews offered where possible. Where face to face meetings are necessary, schools should make clear to candidates that they must adhere to the system of controls that schools have in place.</p> <p>Headteachers will continue to ensure a one to one risk assessment is in place for those members of staff who are CEV/CV. Clinically</p>	<p>L</p>
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						<p>Vulnerable (CV) staff, and staff who live with those who are CV, can continue to attend work.</p> <p>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. This support should be reinforced by school leaders as part of the full re-opening process.</p> <p>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.</p> <p>Staff 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.</p> <p>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</p>	
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						<p>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.</p> <p>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.</p> <p>School's operational checklists should consider any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. If you are notified that an employee is pregnant, breastfeeding, or has given birth within the last 6 months, you should check to see if any new risks have arisen. An</p>	
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						<p>assessment may help identify any additional action that needs to be taken to mitigate risks.</p> <p>School leaders should continue to monitor the overall workload levels of all staff and ensure that reasonable breaks are taken and that teacher's PPA time is protected within any changes made to the school day, in support of implementing the overall system of controls.</p> <p>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.</p> <p>These support options should be reiterated to all staff on a regular basis.</p> <p>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.</p> <p>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.</p>	
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							<p>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.</p> <p>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.</p>	
5. Transport (Lisa Marron)	High risk of transmission and infection of coronavirus.	L	x	M	=	M	<p>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.</p> <p>Children must not use school transport if they or a member of their household has symptoms of coronavirus (COVID-19).</p> <p>Minimise the use of public transport especially during peak times.</p>	L

						<p>Ensure that school transport providers cater for any necessary changes to school start and finish times where possible. It is important that schools keep their transport providers updated on such changes via the nominated TBM/School lead.</p> <p>Ask local providers to consider where possible substituting smaller vehicles for larger ones. This will only be possible if early discussions take place. Early discussions may also allow for changes to routes to be facilitated if required.</p> <p>Ensure parents and their children are aware of recommendations on transport to and from school.</p> <p>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, <u>wherever it is possible</u>, that:</p> <ul style="list-style-type: none"> - 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 	
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						<ul style="list-style-type: none"> - 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 <p>From the autumn term, local authorities have not been 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.</p> <p>If a pupil, or adult, who uses transport tests positive, the assessment on “close contact” can now take account factors such as:</p>	
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							<ul style="list-style-type: none"> • vehicle size • degree of face-to-face contact • length of time in close proximity • whether a Perspex screen is in place <p>Trust lead to contact transport providers to inform them that twice-weekly testing is now available to adults working in the wider school community, including drivers and passenger assistants on school transport.</p> <p>Further guidance can be found in the transport to schools and other places of education 2020.</p>	
6. School Meals (Jim Farquhar)	<p>Transmission and infection of coronavirus from poor hygiene when handling food.</p> <p>Transmission and infection of coronavirus by not</p>	M	x	M	=	M	<p>Engage with respective catering providers or in-house teams to set out key requirements in advance of full re-opening.</p> <p>Ensure hand wash facilities are available for children to wash their hands before and after eating.</p>	L

	<p>washing hands before eating.</p> <p>Overcrowding of dining facilities during lunch breaks.</p>						<p>Ensure catering providers take the necessary measures to wash hands regularly when handling food.</p> <p>Staff must be instructed not to leave food or utensils lying around in staff rooms.</p> <p>You should also continue to provide free school meal support to pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</p>	
<p>7. Remote Education (Angela White & Nicky Jamalizadeh)</p>	<p>Bubble groups unable to attend school.</p> <p>Children or staff with Covid 19 symptoms.</p> <p>Future localised area lockdowns preventing closing schools.</p>	M	x	M	=	M	<p>Provide remote learning via the use of google platforms.</p> <p>Attendance will be mandatory for all pupils of compulsory school age from 8 March. Schools are still required to provide remote education to pupils where their attendance would be contrary to government guidance or legislation around coronavirus (COVID-19).</p> <p>This includes, for example, where such guidance means that a class, group or small number of pupils need to self-isolate. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.</p> <p>The local authority/PHE may advise a school or number of schools to close temporarily to help control transmission. Schools will need a</p>	L

							<p>contingency plan for this eventuality to ensure continuity of delivery. Ensure all responsible persons within school are familiarised with business continuity and emergency planning procedures.</p> <p>Remote learning must be conducted in accordance with Trust protocols in this area to ensure quality of delivery and that all respective safeguarding protocols are met.</p> <p>From 12 February 2021 a legal requirement for schools to publish details of their remote education provision on their website comes into force. (This duty does not require schools to provide any more information than they were previously expected to under guidance).</p>	
8. Estates (Matthew Laverick)	<p>School not statutory compliant and safe.</p> <p>Statutory compliance visits not completed by contractors.</p> <p>Site staff and caretaking resource safe isolating outside the workplace.</p> <p>Internal site staff statutory compliance tests not completed.</p>	M	x	M	=	M	<p>There is no need for class sizes to be adjusted from the usual size.</p> <p>As a minimum, ensure that all high-risk compliance activities are completed within EVERY. Fire safety management and evacuation plans should be reviewed in line with any operational changes.</p> <ul style="list-style-type: none"> - Fire alarm systems and emergency lighting should be tested in accordance with EVERY frequency requirements. - Termly fire alarm drills should continue to be completed and schools must follow social distancing measures during these drills. 	L

	<p>Hot and Cold water systems pose a legionella risk.</p> <p>Staff training and competencies.</p> <p>School Health and Safety Risk Assessments.</p>					<p>Ensure that critical high-risk works are effectively planned with external contractors so that works are completed prior to the return of children. Authorisation to work paperwork to be completed prior to suppliers or contractors undertaking work.</p> <p>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 to ensure school meets statutory requirements.</p> <p>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.</p> <p>Ensure that staff training is up to date where skills are required to keep children safe within our schools.</p> <p>Ensure that school Risk Assessments have been reviewed if expired or where changes have occurred.</p> <p>Where mechanical ventilation systems exist they should be maintained in accordance with the manufacturer's recommendations. Air Handling systems, Extraction Fans and Air Conditioning systems should all be maintained at intervals as</p>	
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							<p>stated within EVERY. Good ventilation is essential at all times in classrooms and particularly during this period.</p> <p>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.</p>	
9. Educational Visits (Jill Benson)	Potential transmission and infection of the coronavirus.	M	x	H	=	H	<p>The DfE continues to advise against all educational visits at this time.</p> <p>If Step 2 of the roadmap commences on 12 April as planned, schools will be able to resume educational day visits from 12 April, as long as they are conducted in line with relevant Covid guidelines and regulations.</p> <p>Domestic residential visits will not be able to resume until 17 May at the earliest. More guidance on international travel will be provided later.</p>	L
10. School Uniform (Angela White & Nicky Jamalizadeh)	<p>Not reinforcing the school and Trust ethos</p> <p>Not supporting pupils who may be at a disadvantage</p>	L	x	M	=	M	<p>Uniforms do not need to be cleaned:</p> <ul style="list-style-type: none"> • more often than usual • using different methods <p>Schools should consider how to manage pupil non-compliance. Taking a mindful and</p>	L

							<p>considerate approach may help parents who have difficulty obtaining uniform items or are experiencing financial pressures.</p> <p>Increased ventilation may make school buildings cooler than usual over the winter months. Consider allowing pupils to wear additional items of clothing in addition to the school's current uniform. Where this occurs, no extra financial pressure should be placed on parents.</p>	
<p>11. Wraparound Provision and Extra Curricular Activity (Angela White & Nicky Jamalizadeh)</p>	<p>Potential transmission and infection of the coronavirus.</p>	<p>M</p>	<p>x</p>	<p>M</p>	<p>=</p>	<p>M</p>	<p>From 8 March, schools should work to resume all before and after-school educational activities and wraparound childcare for pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training.</p> <p>Schools should advise parents that where they are accessing this provision for their children, that they must only be using this, where:</p> <ul style="list-style-type: none"> • the provision is being offered as part of the school's educational activities (including catch-up provision) • the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution • the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, 	<p>L</p>

						<p>attend a medical appointment or address a medical need or attend a support group</p> <p>From 29 March, all parents will also be able to access provision for one of these additional purposes:</p> <ul style="list-style-type: none"> • where the provision is taking place outdoors - all children may access outdoor provision regardless of circumstances • their children are eligible for free school meals and are attending provision as part of the holiday activities and food programme <p>From 29 March, when all outdoor sports and supervised activities for children will be able to open without restrictions on attendance, activities taking place outdoors can happen in groups of any number. This is because the transmission risk is lower outside.</p> <p>Schools should also continue to work closely with any external wraparound providers which your pupils may use to try to keep children in the same bubble they are in during the school day, as far as possible.</p> <p>The guidance for providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for</p>	
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							<p>children may help schools to plan extra-curricular provision.</p> <p>Where parents are using external childcare providers or out of school extra-curricular activities for their children, schools should also:</p> <ul style="list-style-type: none"> • advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. • encourage them to check providers have put in place their own protective measures • send them the link to the guidance for parents and carers <p>If you hire out your premises for use by external wraparound childcare providers, such as after-school or holiday clubs, make sure these organisations have:</p> <ul style="list-style-type: none"> • considered the relevant government guidance for their sector • put in place protective measures 	
<p>12. Curriculum (Angela White & Nicky Jamalizadeh)</p>	<p>Pupils not making sufficient progress.</p> <p>Not being able to teach a broad and ambitious curriculum</p> <p>Potential transmission and infection of the coronavirus.</p>	M	x	M	=	M	<p>Schools will continue to offer high quality teaching that addresses any gaps in learning.</p> <p><u>Equipment:</u></p> <p>For individual and very frequently used equipment such as pencils and pens, staff and pupils should have their own items.</p>	L

	<p>Unable to provide full Physical Education program</p> <p>High touch and contact activities</p>					<p>When equipment is used, ensure that it is adequately cleaned before and after use.</p> <p>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.</p> <p>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.</p> <p>Handling equipment and musical instruments:</p> <p>Measures to take when handling equipment, including instruments, include the following.</p> <ul style="list-style-type: none"> ● 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 	
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						<p>music stands) and always between users, following government guidance on cleaning and handling equipment available at hygiene: handwashing, sanitation facilities and toilets.</p> <ul style="list-style-type: none"> • 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. <p><u><i>Music, Dance & Drama:</i></u></p> <p>When teaching music lessons or singing 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.</p>	
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						<p>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p> <p>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.</p> <p>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.</p> <p>Schools 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.</p> <p><u>Physical Activity:</u></p>	
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						<p>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. Key principles to consider include:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	
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						<p>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.</p> <p>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.</p> <p>From 29 March, when all outdoor sports and supervised activities for children will be able to open without restrictions on attendance, activities taking place outdoors can happen in groups of any number. This is because the transmission risk is lower outside.</p> <p>Schools should refer to the following guidance:</p> <ul style="list-style-type: none"> • guidance on the phased return of sport and recreation and guidance from Sport England for grassroots 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 	
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							<p>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.</p> <p>Activities such as active miles, making break times and lessons active and encouraging active travel will help to enable pupils to be physically active while encouraging physical distancing.</p> <p>Schools should consider carefully how such arrangements can operate within their wider protective measures.</p>	
<p>13. Pupils with SEND & EHCs (Katie Haycock)</p>	<p>Pupils may require specific care which cannot be delivered.</p>	M	x	M	=	M	<p>Ensure individual risk assessments for those pupils with SEND and ensure discussions take place before the pupils return to school.</p> <p>Risk assessments should be considered for children and young people with education, health and care plans (EHC)</p> <p>Schools should, along with the local authority and health partners (where applicable), work with families to co-produce arrangements for delivering all therapies and support that would normally be in place for children with EHC plans.</p>	L

							<p>There may be times when it becomes more difficult to do so than usual, particularly if children and young people are isolating. Decisions should be considered on a case-by-case basis which takes account of the needs of, and circumstances specific to, the child or young person, avoiding a 'one size fits all' approach.</p> <p>The statutory duties and timescales remain in place for EHC needs assessments and reviews.</p> <p>At all times it is important that these continue to ensure that the child or young person, and their parent and carer, is at the centre of the process and can engage with the process in a meaningful way.</p> <p>It is important that schools co-operate in supporting timely consultations over potential placements for September, and in providing families with advice and information where requested.</p>	
14. Behaviour, Discipline & Wellbeing (John O'Boyle)	Return to school from a lack of routine leading to poor behaviour or disengagement.	M	x	M	=	M	<p>Ensure policies contain clear, reasonable and proportionate expectations of pupil behaviour and consequences for breaking any restrictions on movement within school and new hygiene rules.</p> <p>Consider what sanctions or consequences are appropriate for poor behaviour and whether</p>	L

							<p>additional support should be put in place for these pupils including those who:</p> <ul style="list-style-type: none"> • may struggle to re engage in school • are at risk of being absent or persistently disruptive <p>Some pupils may return to school having suffered from:</p> <ul style="list-style-type: none"> • bereavement • anxiety • in some cases, increased welfare and safeguarding harms <p>Consider any additional support required for these pupils and access to services such as educational psychologists, social workers and counsellors.</p> <p>Seek guidance from the relevant Trust officer where required on exclusions particularly involving LAC or pupils with an EHCP.</p> <p>Consider all pupils' wellbeing and how school pastoral systems and extra-curricular activities can help with any individual issues.</p>	
15. Safeguarding (Jill Benson)	Unauthorised persons collecting pupils from school.	M	x	M	=	M	Schools must continue to have regard to the statutory safeguarding guidance keeping children safe in education.	L

	<p>Safer perimeter.</p> <p>Local safeguarding reporting structures.</p>						<p>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.</p> <p>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 following a period of absence.</p> <p>The DSL has responsibility to ensure that all staff are made aware of local safeguarding reporting structures.</p> <p>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.</p> <p>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.</p>	
<p>16. Contingency Planning (Angela White,</p>	<p>Failure to plan effectively and respond quickly to changing circumstances</p>	<p>M</p>	<p>x</p>	<p>H</p>	<p>=</p>	<p>H</p>	<p>In the event that restrictions in schools are needed to help contain the spread of the virus, you may be asked to revise your delivery models</p>	<p>L</p>

Nicky Jamalizadeh & Matthew Laverick)	New variants of the virus or local outbreaks resulting in additional national or local restrictions					for a short period of time. This should be referred to the Senior Standards Officer as soon as possible for further direction and guidance.	
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Is the risk adequately controlled with existing control measures? Yes No
 Is such risk level deemed to be as low as reasonably practicable? Yes No
 Have you identified further control measures needed to control the risk? Yes No

FURTHER CONTROLS:

Personal 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.

<p><u>Probability Key:</u></p> <p>L = Minimal Chance</p> <p>M = Strong Chance</p> <p>H = Very High Chance</p>	<p><u>Severity Key</u></p> <p>L = Minor incident / No injury / Minor first aid</p> <p>M = First aid treatment, Doctor or Hospital</p> <p>H = Major incident / Injury / Reportable Accident</p>	<p><u>Key:</u></p> <table border="1" data-bbox="1473 1023 1722 1321"> <tr> <td>L</td><td>x</td><td>L</td><td>=</td><td>L</td> </tr> <tr> <td>L</td><td>x</td><td>M</td><td>=</td><td>M</td> </tr> <tr> <td>L</td><td>x</td><td>H</td><td>=</td><td>M</td> </tr> <tr> <td>M</td><td>x</td><td>M</td><td>=</td><td>M</td> </tr> </table>	L	x	L	=	L	L	x	M	=	M	L	x	H	=	M	M	x	M	=	M	<p><u>Risk Rating</u></p> <p>Low = Acceptable</p> <p>Strong and Very High requires additional actions to reduce risk</p>
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