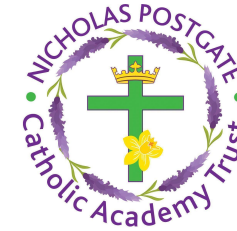


**NICHOLAS POSTGATE CATHOLIC ACADEMY TRUST
GENERIC RISK ASSESSMENT**

01 September 2021



Type of Activity / Process / Operation:

COVID 19 – Post Step 4

Who is at Risk?

Staff x Pupils x Visitors x Contractors x

Others (please specify)

Department / Location:

Assessor's Name:

Date of Assessment:

01 September 2021

Review Date: 01 October 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

POTENTIAL HAZARD		RISK						CONTROL MEASURES			Residual Risk					
Identified Hazards	Hazard Effect	Probability			X	Severity			=	Risk Rating			Actions Taken to Reduce Risk			
		L	M	H		L	M	H		L	M	H				
1. Non-Adherence to DfE and 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>Potential health risks to those infected.</p>	H			x	M			=	H			L	M	H	

						<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> <p>Ensure bins are regularly emptied.</p> <p>2. Maintain appropriate cleaning regimes, using standard products such as detergents</p> <p>You should put in place and maintain an appropriate cleaning schedule. This should include regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.</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>3. Keep occupied spaces well ventilated</p> <p>You should identify any poorly ventilated spaces as part of your risk assessment and take steps to improve fresh air flow in these areas, giving particular consideration when holding events where visitors such as parents are on site, for example school plays.</p> <p>Mechanical ventilation is a system that uses a fan to draw fresh air, or extract air from a</p>	
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						<p>room. These should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated.</p> <p>If possible, systems should be adjusted to full fresh air or, if this is not possible, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply.</p> <p>Where mechanical ventilation systems exist, you should ensure that they are maintained in accordance with the manufacturers' recommendations.</p> <p>Opening external windows can improve natural ventilation, and in addition, opening internal doors can also assist with creating a throughput of air. If necessary, external opening doors may also be used (if they are not fire doors and where safe to do so). You should balance the need for increased ventilation while maintaining a comfortable temperature.</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>Deploy CO₂ monitors once issued by DfE in Autumn term.</p>	
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						<p>4. Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19</p> <p>Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).</p> <p>If anyone in your school develops COVID-19 symptoms, however mild, you should send them home and they should follow public health advice.</p> <p>For everyone with symptoms, they should avoid using public transport and, wherever possible, be collected by a member of their family or household.</p> <p>If a pupil is awaiting collection, they should be left in a room on their own if possible and safe to do so. A window should be opened for fresh air ventilation if possible. Appropriate PPE should also be used if close contact is necessary.</p> <p>Any rooms they use should be cleaned after they have left.</p> <p>The household (including any siblings) should follow the PHE stay at home guidance for</p>	
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						<p>households with possible or confirmed coronavirus (COVID-19) infection.</p> <p><u>Asymptomatic testing</u></p> <p>Settings may commence testing from 3 working days before the start of term and can stagger return of pupils across the first week to manage this.</p> <p>Pupils within secondary schools should then continue to test twice weekly at home until the end of September, when this will be reviewed.</p> <p>Staff should undertake twice weekly home tests whenever they are on site until the end of September, when this will also be reviewed.</p> <p>Secondary schools should also retain a small asymptomatic testing site (ATS) on-site until further notice so they can offer testing to pupils who are unable to test themselves at home.</p> <p><u>Self isolation</u></p> <p>From 16 August, people will not be required to self-isolate if they live in the same household as someone with COVID-19 and any of the following apply:</p> <ul style="list-style-type: none"> • You are fully vaccinated • you are below the age of 18 years and 6 months • you have taken part in or are currently part of an approved COVID-19 vaccine trial 	
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						<ul style="list-style-type: none"> • you are not able to get vaccinated for medical reasons. <p>Individuals will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. All individuals should take a PCR test if advised to do so.</p> <p>However, people should not arrange to have a PCR test if they have previously received a positive PCR test result in the last 90 days, unless you develop any new symptoms of COVID-19, as it is possible for PCR tests to remain positive for some time after COVID-19 infection.</p> <p>Staff who do not need to isolate, and children and young people aged under 18 years; 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal.</p> <p>They do not need to wear a face covering within the school, but it is expected and recommended that these are worn when travelling on public or dedicated transport.</p> <p>18-year-olds will be treated in the same way as children until 6 months after their 18th birthday,</p>	
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							to allow them the opportunity to get fully vaccinated. At this point, they will be subject to the same rules as adults and so if they choose not to get vaccinated, they will need to self-isolate if identified as a close contact.	
2. Attendance (Jill Benson)	Pupils are not attending school regularly to the detriment of their education and welfare	H	x	M	=	H	<p>Where a child is required to self-isolate or quarantine because of COVID-19 in accordance with relevant legislation or guidance published by PHE or the DHSC they should be recorded as code X (not attending in circumstances related to coronavirus).</p> <p>Where they are unable to attend because they have a confirmed case of COVID-19 they should be recorded as code I (illness).</p> <p>For pupils abroad who are unable to return, code X is unlikely to apply. In some specific cases, code Y (unable to attend due to exceptional circumstances) will apply.</p> <p>Schools are required to provide remote education to pupils who are unable to attend 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. A record of this activity needs to be kept but do not need to record it in the attendance register.</p> <p>We should offer pastoral support to pupils who are self-isolating or in quarantine. Those pupils that are defined as vulnerable and are absent</p>	L

							<p>from school must continue to be contacted by the school on a daily basis and the social worker or other relevant professional is to be informed of the pupil's absence.</p> <p>Schools must ensure that pupil attendance/absence is recorded on the school's MIS with the appropriate attendance/absence code.</p>	
<p>3. School Workforce (Karen Clarke, Angela White & Nicky Jamalizadeh)</p>	<p>Staff not being supported effectively</p> <p>Increased staff workload and impact on well-being</p>	M	x	M	=	M	<p>The government announced on the 26 th August that Children and young people will no longer be classed as clinically extremely vulnerable. An update from the Department for Education confirmed that Clinical studies have shown that children and young people, including those originally considered to be clinically extremely vulnerable (CEV), are at very low risk of serious illness if they catch the virus.</p> <p>(The UK Clinical Review Panel has recommended that all children and young people under the age of 18 should no longer be considered CEV and should be removed from the Shielded Patient List, the national database of people considered clinically extremely vulnerable).</p> <p>Clinically extremely vulnerable (CEV) people may wish to take extra precautions to protect themselves, and to follow the practical steps set out in the CEV guidance to minimise their risk of exposure to the virus.</p> <p>School leaders should continue to monitor the impact of C-19 on overall workload and</p>	L

							<p>well-being of all staff and provide support and guidance where appropriate accordingly.</p> <p>Pregnant women</p> <p>28 weeks pregnancy and beyond:</p> <p>In addition to the standard Expectant Mothers Risk Assessment, a COVID-19 Individual Risk Assessment should be carried out.</p> <p>Some pregnant workers may be at greater risk of severe illness from COVID-19 and this should be taken into account in the Individual Risk Assessment with the identification of control measures specifically to protect against COVID-19 infection.</p> <p>Further advice on specific cases and additional measures can be sought from HR.</p>	
4. Transport (Lisa Marron)	Risk of transmission and infection.	L	x	M	=	M	<p>Face coverings are no longer recommended to be worn on dedicated transport to school or college (however see specific circumstances in Section 1 where this is applicable) and are no longer legally required on public transport, however school leaders should engage with transport providers on any locally agreed measures as appropriate.</p>	L

<p>5. School Meals (Jim Farquhar)</p>	<p>Welfare of FSM pupils A lack of hygiene at meal times</p>	<p>M</p>	<p>x</p>	<p>M</p>	<p>=</p>	<p>M</p>	<p>You should engage with catering providers to continue to provide free school meal support to any pupils who are eligible for benefits-related free school meals and who are learning at home during term time.</p> <p>Ensure hand wash facilities are available for children to wash their hands before and after eating. Staff must be instructed not to leave food or utensils lying around in staff rooms.</p>	<p>L</p>
<p>6. Remote Education (Angela White & Nicky Jamalizadeh)</p>	<p>Pupils unable to attend school. Children or staff with Covid 19 symptoms. Future localised area lockdowns preventing attendance.</p>	<p>M</p>	<p>x</p>	<p>M</p>	<p>=</p>	<p>M</p>	<p>Provide remote learning via the use of google platforms.</p> <p>Not all people with COVID-19 have symptoms. Where appropriate, you should support those who need to self-isolate because they have tested positive to learn from home if they are well enough to do so.</p> <p>Schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19.</p> <p>You should maintain your capacity to deliver high quality remote education for next academic year, including for pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad.</p>	<p>L</p>

							<p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school.</p> <p>You should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education.</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>	
7. Educational Visits (Jill Benson)	<p>Potential transmission and infection.</p> <p>Financial loss.</p>	M	x	H	=	H	<p>When booking a new visit, whether domestic or international, you are advised to ensure that any new bookings have adequate financial protection in place through comprehensive insurance cover.</p> <p>No international visits before the start of the autumn term should be considered.</p> <p>You should be aware that the travel list (and broader international travel policy) is subject to change and green list countries may be moved into amber or red. The travel lists may change during a visit and you must comply with international travel legislation and should have contingency plans in place to account for these changes.</p>	L

							<p>You should speak to either your visit provider, commercial insurance company, or the Risk Protection Arrangement (RPA) to assess the protection available. Independent advice on insurance cover and options can be sought from the British Insurance Brokers' Association (BIBA) or Association of British Insurers (ABI). Any school holding ATOL or ABTA refund credit notes may use these credit notes to rebook educational or international visits.</p> <p>You should undertake full and thorough risk assessments in relation to all educational visits and ensure that any public health advice, such as hygiene and ventilation requirements are included as part of that risk assessment.</p>	
8. Wraparound Provision and Extra Curricular Activity (Angela White & Nicky Jamalizadeh)	Potential transmission and infection.	M	x	M	=	M	<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 based on the 4 control areas. 	L
9. Contingency Planning (Angela White, Nicky Jamalizadeh &	Failure to plan effectively and respond quickly to changing circumstances	M	x	H	=	H	<p>Each school must have an outbreak management (contingency) plan outlining how you would operate if there were an outbreak in your school or local area.</p>	L

<p>Matthew Laverick)</p>	<p>New variants of the virus or local outbreaks resulting in additional national or local restrictions</p>					<p>Primary and Secondary Pro-formas have been made available to all schools.</p> <p>Given the detrimental impact that restrictions on education can have on children and young people, any measures in schools should only ever be considered as a last resort, kept to the minimum number of schools or groups possible, and for the shortest amount of time possible.</p> <p>For most education and childcare settings, whichever of these thresholds is reached first:</p> <p>5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or</p> <p>10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period.</p> <p>You should call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required, such as implementing elements of your outbreak management plan. This should be done in consultation with your Trust Senior Standards Officer.</p>	
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Is the risk adequately controlled with existing control measures?
 Is such risk level deemed to be as low as reasonably practicable?
 Have you identified further control measures needed to control the risk?

Yes No
 Yes No
 Yes No

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