

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

9 January 2022



Type of Activity / Process / Operation:

COVID 19

Who is at Risk?

Staff Pupils Visitors Contractors

Others (please specify)

Department / Location:

Assessor's Name:

Date of Assessment:

09 January 2022

Review Date: 25 January 2022



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 | |
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| Identified Hazards | Hazard Effect | Probability | | | X | Severity | | | = | Risk Rating | | | Actions Taken to Reduce Risk | Residual Risk | | |
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| | | L | M | H | | 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 | | | <p>Ensure all systems of control below 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. Ensure good hygiene for everyone</p> <p>You should continue to ensure that pupils and staff clean their hands regularly. This should be for 20 seconds with soap and water or hand sanitiser.</p> <p>For respiratory hygiene the 'catch it, bin it, kill it' approach continues to be very important. 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</p> | L | | |

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| | | | | | | <p>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 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</p> | |
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| | | | | | | <p>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> <p>For teaching spaces where high readings of CO₂ have been recorded for over a week and where other ventilation methods are not possible then some schools may be eligible for free air cleaning units. Further details, including the</p> | |
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| | | | | | | <p>eligibility criteria, can be found in the guidance on applying for an air cleaning unit</p> <p>4. Follow public health advice on face coverings, testing, self-isolation and managing confirmed cases of COVID-19</p> <p>Face coverings should be worn in communal areas in all settings by staff, visitors and pupils or students in year 7 and above, unless they are exempt.</p> <p>From 4 January 2022 it is now also recommended that schools where pupils in year 7 and above are educated, face coverings should be worn in classrooms. 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>There is no expectation for teachers to wear a face covering in the classroom if they are at the front of the class, to support education delivery, although settings should be sensitive to the needs of individual teachers.</p> <p>Face coverings do not need to be worn when outdoors.</p> <p>All settings should maintain a small contingency of face coverings to help support these measures.</p> | |
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| | | | | | | <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 households with possible or confirmed coronavirus (COVID-19) infection.</p> <p>From 14 December 2021, adults who are fully vaccinated and all children and young people aged between 5 to 18 years and 6 months</p> | |
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| | | | | | | <p>identified as a close contact of someone with COVID-19, are strongly advised to take a lateral flow device (LFD) test every day for 7 days and continue to attend their setting as normal, unless they have a positive test result.</p> <p>Daily testing of close contacts applies to all contacts who are:</p> <ul style="list-style-type: none"> • fully vaccinated adults – people who have had 2 doses of an approved vaccine • all children and young people aged 5 to 18 years and 6 months, regardless of their vaccination status • people who are not able to get vaccinated for medical reasons • people taking part, or have taken part, in an approved clinical trial for a COVID-19 vaccine <p>Children under 5 years are exempt from self-isolation and do not need to take part in daily testing of close contacts.</p> <p>Individuals will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case.</p> <p>18-year-olds will be treated in the same way as children until 6 months after their 18th birthday, 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.</p> | |
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| | | | | | | <p>You should follow the latest government guidance on confirmatory PCR tests in Stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk) following a positive LFD test. The key points are:</p> <ul style="list-style-type: none"> - Confirmatory PCR tests have been temporarily suspended for positive lateral flow device (LFD) test results - It is now possible to end self-isolation after 7 days, following 2 negative LFD tests taken 24 hours apart. The first LFD test should not be taken before the sixth day. - If you have COVID-19 symptoms you should stay at home and self-isolate immediately. You should arrange to have a PCR test as soon as possible. If this PCR test result is positive, you must continue to self-isolate. <p>If you do not have COVID-19 symptoms, but you have a positive PCR test result, you must stay at home and self-isolate.</p> <p><u>Asymptomatic testing</u></p> <p>Secondary settings should test all pupils once on site on the return from Christmas leave.</p> | |
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| | | | | | | | <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>All secondary staff and students should be encouraged to continue to test at home twice weekly using LFDs.</p> <p>Schools are strongly encouraged to ask parents and other visitors to take a lateral flow device (LFD) test before entering the school. Schools should ensure that key contractors are aware of the school's control measures and ways of working before entering the premises.</p> | |
| 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</p> | L |

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| | | | | | | <p>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 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. The DfE has updated their guidance on children of critical workers and vulnerable children who can access school or education settings to include a broader definition of children classified as vulnerable. This list now also includes:</p> <ul style="list-style-type: none">● children known to children's social care services in the past● children whose home circumstances might be particularly challenging because of domestic abuse, parental offending, adult mental health issues, and drug and alcohol addiction <p>When a vulnerable pupil is asked to self-isolate, you should:</p> | |
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| | | | | | | <ul style="list-style-type: none"> • notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head • agree with the social worker the best way to maintain contact and offer support You should have procedures in place to: • check if a vulnerable pupil is able to access remote education support • support them to access it (as far as possible) • regularly check if they are accessing remote education • keep in contact with them to check their wellbeing and refer onto other services if additional support is needed. <p>Schools must ensure that pupil attendance/absence is recorded on the school's MIS with the appropriate attendance/absence code.</p> <p>The educational setting status form will reopen on Tuesday 4 January. Please begin completing the form from the start of your term and provide your data by 2pm each working day.</p> <p>From Tuesday 4 January schools and colleges are requested to provide information on:</p> | |
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| | | | | | | | <ul style="list-style-type: none"> ● the phased return process, for secondary schools with an asymptomatic test site (ATS) ● the number of pupils or students absent due to attendance restrictions put in place to manage an outbreak within the setting or exceptional circumstances related to COVID-19 | |
| 3. School Workforce (Karen Clarke, Angela White & Nicky Jamalizadeh) | Staff not being supported effectively Increased staff workload and impact on well-being | 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</p> | L |

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| | | | | | | <p>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 well-being of all staff and provide support and guidance where appropriate accordingly.</p> <p><u>Pregnant women</u></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>Pupils or students (in year 7 or above) should wear face coverings on public and dedicated school transport, unless they are exempt.</p> | L |

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| <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> |

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| | | | | | | <p>The remote education provided should be equivalent in length to the core teaching pupils would receive in school.</p> <p>Where there is a need for remote education, live streaming is the preferred method for providing this wherever possible.</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> | | |
| <p>7. Educational Visits (Jill Benson)</p> | <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>Schools must consider whether to go ahead with any planned international educational visits at this time, recognising the risk of disruption to education resulting from the potential need to isolate and test on arrival back into the UK. Please consult your senior standards officer prior to making any international bookings for 2022.</p> | L |

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| | | | | | | | <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> <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) | 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 | L |

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| <p>& Nicky Jamalizadeh)</p> | | | | | | <ul style="list-style-type: none"> • put in place protective measures based on the 4 control areas. <p>Schools can continue to hold events where visitors such as parents are on-site. If a play or concert is being held on-site, schools should take steps to improve fresh air flow in the areas where gatherings are taking place.</p> <p>Air flows can be improved by ventilation systems or naturally by opening doors and windows, although schools should obviously make sure they maintain a comfortable temperature and don't compromise fire safety. Parents should be advised to take a LFD before attending any school event and to wear a face covering for the duration of their time in school.</p> <p>Schools are not required to use the NHS COVID Pass, unless they are holding a specific event (such as a reception, concert or party) that meets the attendance thresholds. Where applicable, schools should follow guidance on mandatory certification for events. Under 18s are exempt from showing their COVID Status but should be counted towards attendance thresholds. You should not use the NHS COVID Pass as a condition of entry for education or related activities such as exams, teaching, extra-curricular activities or any other day-to-day activities that are part of education or training.</p> | |
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| | | | | | | | If schools have any concerns regarding the number of cases at their school to contact their Standards Lead to discuss in the first instance. | |
| 9. Contingency Planning (Angela White, Nicky Jamalizadeh & Matthew Laverick) | <p>Failure to plan effectively and respond quickly to changing circumstances</p> <p>New variants of the virus or local outbreaks resulting in additional national or local restrictions</p> | 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> <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> | L |

