

Risk Assessment – Covid-19 (Autumn Term Reopening)		First draft 3rd September 2020	Hill View School
Responsible Person	Claire Ferens		
Other Persons Involved	SLT (SR, BR, DG) and Chair of Governors - RB		
Guidance Material Considered	<ul style="list-style-type: none"> • DfE – Guidance for Full Opening – Schools (01/10/20) • DfE - Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak (22/09/20) • DfE - Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak (28/09/20) • DfE - Coronavirus (COVID-19): guidance on isolation for residential educational settings (20/07/20) • BEIS - Working safely during coronavirus (COVID-19) Offices and Contact Centres Note: this guidance covers office safety such as that carried out by support staff which is not explicitly covered in the education-focused DfE guidance. (06/10/20) • NHS - Test and Trace – How it works (23/09/20) 		

Details	
<p>Covering staff and pupil H&S and completion of key compliance tasks during the Covid-19 pandemic, for the reopening of schools in Autumn 2020 and for those staff who will continue to work from home.</p> <p>To minimise the risk of infection to all persons, the following system of controls has been applied by the school</p> <ol style="list-style-type: none"> 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school 2) Clean hands thoroughly more often than usual 3) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach 4) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach 5) Minimise contact between individuals and maintain social distancing wherever possible 6) Where necessary, wear appropriate personal protective equipment (PPE) 7) Engage with the NHS Test and Trace process 8) Manage confirmed cases of coronavirus (COVID-19) amongst the school community 9) Contain any outbreak by following local health protection team advice <ul style="list-style-type: none"> • Numbers 1 to 4 are in place in all the time. • Number 5 is carefully considered with suitable management strategies deployed that account for the specific operating characteristics of the school. Details of which are included in this risk assessment. • Number 6 applies only in specific circumstances. 	<p>Are Control Measures Yes</p>

- Numbers 7 to 9 are followed in every case where they are relevant.

Hazard	Who is at Risk	How Can the Hazards Cause Harm	Control Measures Currently in Place	In Place?	Residual Risk Acceptable?
Infection Control (people)	Staff, Pupils, Visitors	Staff contracting COVID-19	<ul style="list-style-type: none"> Individual risk assessments will be carried forward if deemed necessary or if any circumstances change. Any staff member with symptoms of COVID-19 is sent home to self-isolate for 10 days and instructed to undertake a COVID-19 test. Their household members are required to self-isolate for 14 days. To support the testing process, the school have been provided with a supply of home testing kits (yet to receive 17.07.2020) If the test is positive: <ul style="list-style-type: none"> The staff member remains off for 10 days from the onset of symptoms and after that they can return if they feel well enough. They can return if a cough or anosmia persist beyond this time. The staff member must engage with the NHS Test and Trace programme. The staff member must notify the school immediately. The school contact their local Health Protection Team for advice on any further action required in school. The school will review the case against the Group guidance on <i>COVID-19 and ARMS</i> to establish if it was likely that the infection was contracted as a result of occupational exposure. If the test is returned negative the staff member can return to school when they feel well enough to do so. Where a staff member indicates an individual in their household is unwell with symptoms compatible with COVID-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an expectation that their symptomatic household member is tested. If this test result is negative the staff member can return to school if they do not have any COVID-19 related symptoms. 	Yes	Yes
		Pupils contracting COVID-19	<ul style="list-style-type: none"> Any pupil with symptoms of Covid-19 should not attend school for 10 days and is expected to undertake a test under the NHS Test and Trace programme. The pupil/parents are instructed to notify the school immediately if a positive result is obtained. To support the testing process, the school have been provided with a supply of home testing kits. Where a positive result is obtained, the school will contact the local Health Protection Team for advice on any further action required. A negative result means the pupil can return to school. Where a pupil indicates an individual in their household is unwell with symptoms compatible with Covid-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an expectation 	Yes	Yes

			that their symptomatic household member is tested. If this test result is negative the pupil can return to school if they do not have any COVID-19 related symptoms.		
		Visitors contracting COVID-19	<ul style="list-style-type: none"> • All visitors to site carefully managed and identification details recorded and held for 21 days to support the Test and Trace process if called upon. • All visitors to the school will be asked to scan the NHS Track and Trace App when signing in. Posters are on display in our entrance lobby (25.09.2020). • Details of local procedures communicated to all visitors before they come to site. • Parents advised to drop children off alone, i.e. not to come with partners or family • Contractors attending while school is operational to be notified that the school is operational and their access requirements reviewed on a case by case basis. <ul style="list-style-type: none"> ○ Green Scythe ○ Turn it on ○ Caterlink ○ PHS ○ Grundon (external access via carpark) ○ Barker & Evans ○ Darke & Taylor 	Yes	Yes
Suspected / confirmed case in school	Staff/ pupils	Potential contamination of surfaces and for person to person spread	<ul style="list-style-type: none"> • Pupil/staff member sent home and instructed to order a test under the NHS Test and Trace programme. Individual provided with a test by the school if supplies allow and where the school believe providing a testing kit may increase the likelihood of a test being completed. • Pupil isolated in secure area (using one of the Welfare offices) if awaiting collection in line with government guidelines. Where this room is needed for isolation, Welfare staff with re-locate to the meeting table in SLT office. • Staff and pupils who were with the affected party should wash their hands thoroughly but do not need to go home unless symptomatic. • A small quantity of PPE, i.e. disposable face masks, gloves, and apron and suitable waste streams will be required for handling suspected cases where 2m separation cannot be maintained. • Cleaning and disinfection carried out by cleaning staff in accordance with DfE guidance COVID-19: cleaning of non-healthcare settings • School Guidance has been sent home to parents (09.09.2020) to clarify any action they must take in different potential COVID related scenarios. 	Yes	Yes

Infection Control (practices)	Staff, Pupils, Visitors	Operational practices in place to minimise the risk of the spread of infection	<p><u>Good Hand and Respiratory Hygiene (key principles to be applied)</u></p> <ul style="list-style-type: none"> • Soap and running water or alcohol based hand sanitiser to be readily available • Hands cleaned by all pupils, staff members and visitors, using soap or sanitiser on arrival, after break, when changing rooms, and before eating (at a minimum) • Skin friendly cleansing wipes used for those who need assistance in cleaning hands • Practices built into school behaviour culture. • Catch-it, bin-it, kill-it, promoted throughout school. Do we need posters? • School provides tissues and sufficient bins to support disposal of waste. • School considers support for those who may have difficulty or those who spit or use saliva as a sensory stimulant. Individual risk assessments in place for higher needs pupils <p>Details of local arrangements:</p> <ul style="list-style-type: none"> • Additional hand washing stations on the playground to support the washing of hands when coming in from break. • Children instructed to wash/antibac hands: <ul style="list-style-type: none"> ○ Upon arrival at school ○ After any breaks ○ Having used the toilet ○ Before and after eating food ○ Before going home ○ If they have coughed into their hands 	Yes	Yes
			<p><u>Grouping (key principles to be applied)</u></p> <ul style="list-style-type: none"> • Schools to do all they can to minimise contacts and mixing while still delivering the curriculum. • Aim to reduce contact between staff and pupils • Two sides to this, distancing, and bubbles/groups. • Focus likely to be on groups for younger children, and distancing for older children. • Early years settings no longer have limits on group size (from 20 July). • Keep groups apart as much as possible. • In shared environments/equipment increase cleaning frequencies. • Mixing in wider groups for specialist subjects, wraparound care, or on transport is permitted. • The larger the group, the more robust the other controls need to be. • No expectation that young children distance within their groups. • Partial fulfilment of these aims acknowledged as being of benefit. • Siblings can be in different groups. 	Yes	Yes

			<ul style="list-style-type: none"> • All staff can operate across multiple classes and year groups but should practise distancing, and 2m where possible. • To enable the tracing process to be work effectively, schools will need to keep a comprehensive record of group/bubble composition and records of any close contact that takes place between children and staff in different groups. Close contact is defined as, <ul style="list-style-type: none"> ○ direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) ○ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual ○ travelling in a small vehicle, like a car, with an infected person • There will need to a reliable way of identifying which group an individual is part of so that breaches of these groups can be identified. <p>Details of local arrangements:</p> <ul style="list-style-type: none"> • Children have been divided into bubbles: <ul style="list-style-type: none"> ○ Nursery and Foundation Stage are one bubble due to the free flow nature of the setting ○ The two Year 1 classes and two Year 2 classes operate as year group bubbles to enable the effective teaching of phonics. Phonics is the only lesson whereby they share a year group space. During the phonics lessons: <ul style="list-style-type: none"> ▪ Classrooms are large enough to ensure that the class bubbles do not mix. Within the phonics lesson the class bubbles will be kept over 2m away from each other. ▪ Classrooms will be well ventilated. ▪ Pupils use their own equipment and do not share. ▪ If tables are used, they are wiped before and after each session. ▪ Pupils wash hands/sanitise before and after the session. ○ Children in Year 3, 4, 5 and 6 operate in class bubbles. • Break times and lunchtimes have been organised to ensure that the groups stay separate (children will eat in classrooms and the outside area has been zoned – groups will rotate around zones weekly to give variety). • Every class has been allocated a regular TA to enable facilitation of breaks, classroom support etc. • Where specialist teachers or HLTAs are used to provide PPA cover, they will teach from a socially distanced square at the front of the classroom and the bubbles regular TA will work alongside them to provide in class support for children. • Music teaching will take place in the lower hall to enable a greater distance between the teacher and children. 		
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			<ul style="list-style-type: none"> • Tea Club and Breakfast club will follow this model. In Breakfast Club family group bubbles will be used to reduce the risk of spread across the school and limit number effected by a possible case of COVID. • One member of staff will be providing PPA cover in EYFS. He will not be able to socially distance. However, he is the only member of staff permitted to do this. 		
			<p><u>Measures within Classrooms – (key principles applied)</u></p> <ul style="list-style-type: none"> • Primaries and EYFS/Nursery– <ul style="list-style-type: none"> ○ Distancing remains unlikely to be possible. Focus remains on small group size and separation of groups as control mechanism. • Demarcated socially distanced area in each classroom in order to accommodate specialist teaching or HLTA cover. • Classes to have limited furniture and remain clutter free. • Tables to be organised so that children are not facing each other but are sat side-by-side. This excludes EYFS and KS1 as they will use carpet areas and grouped tables. • Children to be provided with individual stationary packs that are not shared between pupils. • Controlled process around out-of-classroom activities e.g. changing books to ensure that children remain distanced from other bubbles. • Children to access classrooms from outside doors where possible. 	Yes	Yes

		<p><u>Measures Elsewhere (key principles applied)</u></p> <ul style="list-style-type: none"> • Groups to be kept apart where possible. • Assemblies use of virtual assemblies and SWAY. • Timetable to keep groups apart and minimise movement around the site as much as possible. • Passing the odd person remains low risk, but consider pinch-points – one-way system likely to be needed. • Consider impact on fire evacuation (though in a real fire the risk from fire takes precedence). • Consider staff spaces. Staff room use may be impractical. Refer to BEIS guidance on <u>Office and Contact Centres</u> for guidance on staff only areas • Regular and thorough handwashing or use of alcohol based sanitiser to be carried out by all pupils and staff members including: <ul style="list-style-type: none"> ○ On arrival and before departure ○ Before break ○ When groups change areas ○ After using the bathroom <p>Details of local arrangements:</p> <ul style="list-style-type: none"> • Lunch times and break times will be staggered and zoned to avoid the mixing of bubbles. Timetables are shared with staff via TEAMS. • Empty areas within school repurposed to provide multiple staff room locations to reduce footfall in main staffroom. • Break out rooms and free spaces repurposed to provide locations for PPA working. • Fire evacuation plan in place. Classes to evacuate through their outside doors. If real fire, classes stairs in the New Build will have to break protective factor of bubble to evacuate in a timely manner. • Where multiple people ordinarily work in one office space, we have either created a new screened office in the main hall or screen the room in half if big enough to do so (in this instance staff also work facing away from each other). 	Yes	Yes
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Measures for Arrival and Departure (key principles applied)

- Stagger start and finish times to prevent groups mixing where possible, but without reducing the amount of teaching time.
- Communicate arrangements to parents and agree a process for drop off and collection to prevent gathering at the school gates.
- The details of drop off and collection have been shared with parents in general newsletter and a personalised SWAY for each class.
- Staff also have received details and explanation via staff TEAMS meeting. This was revisited for clarity as part of the September INSET days.

Details of local arrangements:

- Comprehensive plan regarding arrival and dismissal of children. Use of one-way system around the school site.

	Morning – drop off	Afternoon - collection	Where?
Little Acorns AM	8:30	11:30	Enter via main gate and straight ahead Exit via main gate
Little Acorns PM	12:30	3:30	Enter via main gate and straight ahead Exit via main gate
Foundation Stage - Reception	8:45 – 8:55	3:00 – 3:10	Enter via main gate and straight ahead Exit Alleyway gate or Portway gate
Year 1	8:55 – 9:05	3:10 – 3:20	Enter via main gate and straight ahead Exit Alleyway gate or Portway gate
Year 2	8:45 – 8:55	3:05 – 3:15	Enter via main gate and left across staff car park Exit Alleyway gate or Portway gate
Year 3	8:55 – 9:05	3:10 – 3:20	Enter via main gate and left across staff car park Exit Alleyway gate or Portway gate
Year 4	8:45 – 8:55	3:05 – 3:15	Enter via main gate and straight ahead. Exit Alleyway gate or Portway gate.
Year 5	8:30 – 8:40	2:55 – 3:05	Enter via main gate. Exit Alleyway gate or Portway gate.
Year 6	8:30 – 8:40	2:55 – 3:05	Enter via main gate. Exit Alleyway gate or Portway gate.
Y5/6 children with permission to walk to and from school alone or being dropped at the gate.	8:30 – 8:40	2:55 – 3:05	Enter and Exit Alleyway gate or Portway gate

- School staff handing over or collecting children from parents will wear PPE (visors/face shields).
- All parents requested to wear face coverings when collecting or dropping off.
- Only one parent to drop children off.
- Parents are not allowed into school buildings (unless in a meeting in the Bungalow which is one family at a time).
- Transition for FSR plan made to support new arrivals and children who find it hard to separate from parents.

Yes

Yes

			<ul style="list-style-type: none"> Year 5 and 6 encouraged to walk to school (with signed permission) where possible. 		
			<p><u>Other Considerations (key principles applied)</u></p> <ul style="list-style-type: none"> Specific assessment for those with SEND needs to help with adjustments. Supply/peripatetic teachers can move between schools but minimise contact and distance as much as possible. Specialist staff e.g. therapists work as normal. Consider contractors and other visitors to site so that they can distance as much as possible. Explain local processes to them before arrival. Keep a record of all visitors (sign-in books fine so long as entries as legible as schools may be required to trace persons if required to by PHE). Dual registered children can attend, but the two settings should liaise to agree controls. Equipment – <ul style="list-style-type: none"> Personal items, e.g. pens and pencils recommended to remain individual Classroom resources – can be used freely within the bubble/group, but subject to regular cleaning Resources shared between groups will require frequent meticulous cleaning, i.e. always before being used by another group, or quarantined for 48 hours between use (72 hours for plastic items). Outdoor play equipment cleaned more regularly (refer to the previous point) Pupils should limit the amount of equipment they bring to school Resources can be taken home where it contributes to education and development and subject to the same rules re cleaning and rotation as above. <p>Details of local arrangements:</p> <ul style="list-style-type: none"> All children on SEND or behaviour plan to have risk assessment completed for them. Reasonable adjustments will be made to accommodate their needs. Work to prepare and ease transition back into school with new requirements has begun in the summer term. These will be reviewed half termly or based on individual need if applicable. 	Yes	Yes

			<ul style="list-style-type: none"> All children to be provided with personal equipment packs. Sports equipment – bubbles will have their own set of equipment for playtimes, equipment used in lessons will need to be cleaned between use. Adaptations to games and delivered sports made to reduce the need for vast amounts of equipment where possible. 		
			<p><u>Dedicated school transport (key principles applied)</u></p> <ul style="list-style-type: none"> Is not public transport and so 2m or 1m+ social distancing won't apply in Autumn term. Principles outlined above should be carried over, with emphasis on maintaining groups where possible If maintaining groups is not possible then some form of distancing should be implemented, and perhaps the wearing of face coverings (though younger children may have difficulty with this). DfE to publish further guidance for LA provided transport. 	Yes	Yes
			<p><u>Public Transport (key principles applied)</u></p> <ul style="list-style-type: none"> Take steps to depress demand at peak times (Stagger start/finish times) Promote walking/cycling to school if possible 	Yes	Yes
Infection Control (premises)	Staff, Pupils, Visitors	Changes to or introduction of physical control measure to minimise the risk of the spread of infection	<ul style="list-style-type: none"> Any unnecessary furniture removed to aid distancing between groups One-way system implemented in corridors and on stairwells. Floors are marked out in upper build stair well. Demarcating playground space to help with group management? Demarcating staff rooms or other areas where adult may congregate. Staff to use staff room and Music Room for main staff facilities. These will be timetabled to minimise the number of staff in spaces. Review access to print rooms/photocopiers ideally limiting to one person. Continue practice of one in – one out. Reduce occupancy for lifts (not currently needed). Windows opened where possible, where temperature allows it, and without creating undue risks. Non-fire doors propped open to remove need for hand contact 	Yes	Yes

			<ul style="list-style-type: none"> • Outdoor play equipment thoroughly cleaned between groups • Where multiple staff have to occupy a single office and 2m separation is not possible: <ul style="list-style-type: none"> ○ Work back-to-back or side-to-side • Prohibit shared workstations if robust cleaning cannot be ensured between users • Complete and display the <i>Covid-19 Secure in 2020</i> poster 		
Anxiety, stress and worry	Staff, pupils (parents indirectly)	Those coming back to work or school may be anxious, worried or stressed	<ul style="list-style-type: none"> • Involve the workforce in the development of this risk assessment and control measures (refer to Group Consultation (HS) Policy for guidance). • Communicate this risk assessment and its findings to staff and potentially pupils/parents. • Feed the determined approach into the communication strategy. • Staff have access to Group's occupational health and counselling service • Publish the findings of this risk assessment on the school website. • Weekly TEAM staff meeting to revisit health and safety assurances • Staff welfare calls to staff who continue to work remotely • Children need to feel confident to come into school – where children are reluctant to leave a parent, strategies to encourage and support should be used. If appropriate and necessary supportive touch could be used, however at a last resort (see guidance about this). Staff will use their knowledge of the children to make a decision as to whether undue stress is being caused. If this occurs the child will not be admitted and the family will be supported with resources to help prepare their child. Pre-planned sessions in Bungalow with VR to support transition into the school environment. • SR regularly reviewing Risk Assessment for those who were shielding to ensure reasonable adjustments can be made to their roles and responsibilities. • Welfare team to continue monitoring of children and families who may require additional support. Referrals to MHST to be made to support key children. 	Yes	Yes
Cleaning	Staff, Pupils, Visitors	General hygiene to interrupt transmission from contact surfaces	<ul style="list-style-type: none"> • Frequency to be increased with focus on areas used by multiple groups and hand-contact surfaces in line with normal procedures and cleaning risk assessment. No requirement for additional PPE to be worn. Current cleaning routine to be continued. • Cleaning staff reminded to be mindful to minimise face contact and the need for regular handwashing. • Cleaning following confirmed/suspected case in accordance with DfE guidance COVID-19: cleaning of non-healthcare settings • Phonics teaching (Year 1 and 2) - Tables will be wiped down once the phonics session has finished and children will antibac hands as leaving the room. • Daily cleaning of classrooms: <ul style="list-style-type: none"> ○ Door handles, light switches, all 'touchable' surfaces including chairs, tables, computer keyboards, phones, mice. Floors hoovered and washed. ○ Cloakroom toilet areas, all surfaces cleaned as above. 	Yes	Yes

Delivery of 'higher risk' subjects	Staff, Pupils	Delivery of lessons such as science, D&T, Drama and PE require pupils and staff to work in close proximity thereby increasing the risk of infection Educational visits	<ul style="list-style-type: none"> • Subject leads to review their risk assessments for the planned activities and update accordingly. • Reference to specialist advisory bodies for latest guidance on required controls. (CLEAPSS, AfPE). • Consideration required for availability of support staff e.g. technicians and the capability of practical lessons to be delivered while maintaining social distancing. • Domestic, non-residential educational visits are permitted. Schools to refer to OEAP National Guidance when planning. • Specialist teachers to teach within a designated area within the classroom/MUGA and class TA to support learning and application of new skills. • PE – Curriculum offer re-organised to teach low-risk sports (non-contact) in the autumn term. Equipment limited and either group specific or easily cleanable between group use. • Music – Curriculum adapted to include low-risk activities. Any singing or wind instruments (e.g. recorders) will take place outside. • Educational visits on hold until further review. 	Yes	Yes
Intimate Care/Higher Dependency Pupils	Staff, Pupils	Intimate care brings people within close proximity of each other thereby increasing the risk of infection	<ul style="list-style-type: none"> • Staff providing intimate care to use PPE as they would do normally for providing care in line with children's needs. Early Years staff have specific training for intimate care. Records are kept within Early Years as per usual practice. • No specific PPE required unless the child in question is symptomatic (see <i>Suspected/confirmed case in school</i> section). • All children who have a high level of dependency are risk-assessed to ensure that reasonable adjustments are made to their day to mitigate against risk. 	Yes	Yes
Failure to follow local rules	Staff, Pupil, Visitors	Persons fail to follow local rules due to lack of awareness. Persons violate local rules	<ul style="list-style-type: none"> • All key documents are shared on TEAMS on ALL staff • All key documents and referred to in weekly staff meetings • Middle leaders will ensure their staff teams are aware of H&S needs • Monitoring by SLT of procedures and policies being followed. • Any such example to be reported to SLT. Covid-19 Behaviour policy to be created – children who are deemed at high risk of violation of behaviour expectations will have a risk assessment written. Parents will sign to agree that, should a behaviour incident require intervention or appear to be a precursor to this, that they will be called immediately and asked to take their child home. May require disciplinary/exclusion. 	Yes	Yes
Maintaining a compliant premises	Pupils, Staff	Loss of site staff and access to contractors resulting in PPM and other compliance checks lapsing.	<ul style="list-style-type: none"> • Premises compliance status to be reviewed by Site/Facilities/Estates Manager to be reviewed prior to reopening and briefing provided to the school's Headteacher. • Contractor access to site for PPM/compliance inspections to be continued wherever possible. Legible record of all contractor details to be held for 21 days (to support Test and Trace process if necessary) • School has a number of key holders to stand in should Site Manager become unwell. • Links to staff at cluster UL schools would enable facility compliance to be maintained 	Yes	Yes

<p>The school lapses in following national/group guidelines and advice</p>	<p>Staff, Pupil, Visitors</p>	<p>Lack of awareness leads to potential contamination of the premises or an outbreak spreads rapidly through the school and wider community</p>	<ul style="list-style-type: none"> • Central office to ensure that Coronavirus pages on the Hub are kept updated • Important updates/changes to be included in Jon Cole’s Heads Bulletins. • Headteacher to ensure that all relevant guidance is followed and communicated • Senior Leaders to keep up-to-date with advice issued by, but not limited to, DfE, NHS, Department of Health and Social Care and PHE, and review this risk assessment accordingly • Information on the school website is updated. Parent tab has dedicated menu item for information relevant to parents. • Parents/Pupils updated via classrooms/email/parent text as necessary. • Any change in information to be shared with Chair of Governors and passed on to parents by Parentmail and staff by email 	<p>Yes</p>	<p>Yes</p>
<p>Other Risk Assessments</p>	<p>Staff, Pupils</p>	<p>Other risk assessment that aren’t updated and therefore become invalid</p>	<ul style="list-style-type: none"> • Extra-curricular provision subject to specific risk assessment developed with reference to DfE Guidance on Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak • Fire risk assessment reviewed • Fire safety procedures amended to support COVID-19 arrangements continue usual fire evacuation plan. • Staff training scheduled monitored and any slippage identified • Key premises risk assessments reviewed to ensure they remain valid, e.g. fire risk assessment, manual handling, COSHH if new chemicals are brought in. 	<p>Yes</p>	<p>Yes</p>
<p>Display Screen Equipment (temporary home workers)</p>	<p>Staff</p>	<p>Staff working from home not having access to a workstation fully compliant DSE workstations giving rise to musculoskeletal issues.</p>	<ul style="list-style-type: none"> • Staff allowed to take home peripherals and chairs from office • Guidance on setting up a suitable workstation provided on Hub coronavirus pages • Additional equipment needs to be reviewed on a case-by-case basis • Currently all staff will be returning to school. 	<p>Yes</p>	<p>Yes</p>
<p>First Aid (temporary home workers)</p>	<p>Staff</p>	<p>Staff suffering injury at home</p>	<ul style="list-style-type: none"> • Low-risk, office-style work. No specific controls required. • Any accidents to be logged onto ARMS. 	<p>Yes</p>	<p>Yes</p>
<p>Wellbeing/ Stress (temporary home workers)</p>	<p>Staff</p>	<p>Social isolation leading to issues with wellbeing Unusual working environment arrangements contributing to stress</p>	<ul style="list-style-type: none"> • Guidance on wellbeing provided on Hub coronavirus pages – dedicated wellbeing section • Guidance provided to managers on supporting their teams and reasonable expectations during this period. • Managers to maintain regular contact with their employees, preferably by video link. 	<p>Yes</p>	<p>Yes</p>

Details of any additional control measures for consideration	Target for completion	Date of completion	Completed By
<p>Office allocation for admin and leadership staff. Review of safety measures in place to protect staff. Construction of two new internal office spaces to accommodate DHT and AHT.</p> <p>Admin staff reallocated to an office space each. All Admin and SLT then occupying their own spaces to reduce the chance of transmission.</p>	16.11.2020		C Ferens

Assessment completed by:	Claire Ferens	Date:	16 th July 2020	Date of next review:	30 th November 2020
				Reviewed	09.09.2020
				Reviewed	11.09.2020
				Reviewed	21.09.2020
				Reviewed	23.09.2020
				Reviewed	30.10.2020

Guidance on completing the form

This form may be used to record the risk assessment for any activity. Only complete a risk assessment if you have a good understanding of the activity being assessed and the principles of carrying out a risk assessment.

Risk Assessment Title and Responsible Person

Give the risk assessment a logical and clear title and date. The manager who is responsible for the activity being undertaken should carry out the risk assessment detailing the hazard and controls and any additional action required. Those employees to whom the risk assessment relates should be consulted in its development. It should then be signed and dated and stored securely in department and made available to employees, e.g. through communication on induction and following review.

Details

Provide a brief description of the activities to which the risk assessment relates. The short title detailed above may not make it clear what is in and/or out of scope of the assessment.

What are the hazards and Who is at Risk?

In the Hazards column, list the hazards (something with the potential to cause harm) which could reasonably be expected to result in significant harm.

Identify individuals or groups of people who might be affected by the Hazard. Besides staff and pupils consider visitors, members of the public, volunteers and others who could be affected.

What harm is associated with the hazard?

For each hazard, there may be one or more types of harm that could occur and each is likely to require different control measures to be implemented. It is recommended each is given a separate line on the form.

What control measures are, or will be put, in place?

List what is, or will be put in place to reduce the likelihood of harm or make any harm less serious. These precautions should meet legal standards, represent good practice and reduce risk as far as reasonably practicable. A hierarchy of control such as below may help in determining suitable controls, preference should be given to controls higher up the hierarchy where possible.

- Eliminate or avoid the risk at its source
- Reduce the risk at its source
- Contain the risk
- Remove employees/pupils (as applicable)
- Reduce exposure to the risk
- Utilise personnel protective equipment

Evaluation of Adequacy

The application of and consideration of the adequacy of the controls in place needs to be determined. This is a subjective judgement to be made by the responsible person. Where the response to the question of adequacy is 'no' this indicates an area requiring additional control (see below). An alternative way to think of this question would be 'is the residual risk acceptable'?

Areas of additional control for consideration

Areas for additional control can include items where the judgement in the evaluation of adequacy section was negative. It can also relate to developmental or goal-setting objectives in support of the journey of continuous improvement.

Review Period

United Learning's Risk Management (HS) Policy requires that all risk assessments are reviewed every two years to ensure validity. For activities undergoing regular change, consider a shorter timeframe for review.