



Risk Category		Risk Level	
Slight harm	= 1	Unlikely	= 1
Moderate harm	= 2	Likely	= 2
Extreme harm	= 3	Highly Likely	= 3

Covid-19 is a new illness that can affect your lungs and airways. It is caused by a virus called Coronavirus. Symptoms can be mild, moderate, severe or fatal.

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Updated:	August 2020	Based on latest guidance from: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks				
What are the hazards?	Who might be harmed	LEA/National Reference Guidance	Controls Required	Additional Controls	Risk category	Risk level
Clinical risk to Individuals from Covid-19	<p>Staff and Students</p> <p>Visitors</p> <p>Cleaners</p> <p>Contractors</p> <p>Governors</p> <p>Vulnerable groups – Elderly, Pregnant workers, those with existing underlying health conditions</p> <p>Anyone else who physically comes in contact with you in relation to your business</p>	<p>National Framework requirement:</p> <p><i>Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.</i></p> <p><i>Schools have remained open to some pupils since 23 March, welcoming more pupils back from 1 June. Schools should therefore have already assessed the risks and implemented proportionate control measures to limit the transmission of coronavirus (COVID-19) for a limited number of pupils.</i></p> <p><i>As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.</i></p> <p><i>School employers should have active arrangements in place to monitor that the controls are:</i></p> <p><i>effective</i></p> <p><i>working as planned</i></p> <p><i>updated appropriately considering any issues identified and changes in public health advice</i></p>	<p>All staff and students previously identified as clinically vulnerable and extremely vulnerable can now return to the academy as it is as "Covid secure" as possible. See DfE Guidance on reopening. The Academy has a record of all staff and students who are either clinically vulnerable, clinically extremely vulnerable/shielded or have household members who are shielded. This will be used to inform discussions, conduct individual risk assessments and come to agreements with staff & students should they remain at risk.</p> <p>System of controls</p> <p>This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.</p> <p>Prevention:</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) <p>Numbers 1 to 4 must be in place in all schools, all the time.</p> <p>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 6 applies in specific circumstances.</p> <p>Response to any infection:</p> <ol style="list-style-type: none"> 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 <p>Numbers 7 to 9 must be followed in every case where they are relevant.</p>	<p>Principal has written to all parents to reassure them of the measures taken at the Academy for a full return. Government campaign and resources to support parents & children to return to school. Careful planned & staggered return to ensure all students understand the new structure and routines from Sept. Explore barriers to attendance with parents/ carers where there are concerns. Support of Pastoral Team. (Fines for attendance can be issued as a last resort). Daily tracking of students quarantining or self isolating. Students can opt to wear face masks in lessons. Staff may wear clear visors in line with DfE Guidance.</p> <p>Identify those staff or students who are, or who live with someone who is, symptomatic or a confirmed case of COVID-19. They cannot return to school until self-isolation is over, or a negative test is received. Updated self isolation guidance shared with parents and staff. Regular reminders of procedures, including any updates.</p> <p>Social distancing of ideally 2m to remain in place wherever possible between staff. Minimise staff gatherings wherever possible. Staff may wear face coverings in and around the building but these should be removed for teaching. Staff advised that clear visors may be worn for teaching. Clinically vulnerable staff and staff working in close proximity with SEND students may wish to keep face coverings on due to the increased risk</p> <p>Ensure up to date risk assessments for children on EHC plans, carried out with educational providers and parents/carers, to ensure child is at no greater risk in the school setting than at home. Reference the toolkit from SEND</p> <p>Set up clear, repeated messaging to parents/carers that students must not attend if they, or a member of their household, has COVID-like symptoms or a positive test. Flow chart shared with all staff for what to do</p>	1	2



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Staff Levels Required		<p>National Framework requirement:</p> <p><i>Consider options if necessary staffing levels can't be maintained (including school leaders and key staff like designated safeguarding leads and first aid providers).</i></p> <p><i>Agree any flexible working arrangements needed to support changes to your usual patterns (for example, staggered start/end times).</i></p> <p><i>Agree staff workload expectations (including for leaders).</i></p>	Resume normal staffing levels from September	Monitor & minimise staff absence due to CPD/ external meetings wherever possible. In the event of significant staff absence consider options such as how supply staff are used, deployment of TAs, splitting and alternating classes. LT cover or partial closure may be required in event of staff shortages. Consider use of rotas for LT and other key staff in the event of part closure or lockdown. LT have agreed to minimise new initiatives and focus on reengaging students with their learning. Gradual start for staff/ students to ensure staff feel confident and anxiety about a full return is reduced. Shared with all staff and CoG. LT will continue to work on a remote learning plan in the event of Tier 2 rota system or partial/ full closure due to staff absence, which also considers staff workload.	2	1
Attending Site/Spread of Covid-19 Coronavirus DIRECT TRANSMISSION OF CORONAVIRUS IN THE SCHOOL ENVIRONMENT THROUGH PERSON-TO-PERSON CONTACT/ COUGHING etc	Staff and Students Visitors Cleaners Contractors Governors Vulnerable groups – Elderly, Pregnant workers, those with existing underlying health conditions Anyone else who physically comes in contact with you in relation to your business	<p>National Framework requirement:</p> <p><i>Decide the organisational structures needed to limit risks and limit movement around the building(s) (for example, staggered starts and break times, lunch queues, use of communal staff areas. Agree how safety measures and messages will be implemented and displayed around school. Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support. Guidance: EYFS should make reasonable endeavours to deliver the learning and development requirements as well as possible in the circumstances. Reference guidance from Iraklis here ? Schools and colleges can make decisions based on local context and staff capacity.</i></p> <p><i>We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing/staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed. The Department for Education will be supporting schools across the summer on how best to communicate with parents and pupils (and staff) on what to expect on their return and the procedures and expectations in relation to the control measures schools have put in place.</i></p>	<p>Organisational Arrangements - Entering the Academy</p> <p>How students will be brought in and out of the Academy</p>	<p>Temporary Visitor policy. Visitor numbers restricted and all requests to go through Principal/VPs. Wherever possible visitors come in at end of the academy day.</p>	2	2
				Physical arrangements for Social Distancing - teaching		



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What are the hazards?	Who might be harmed	LEA/National Reference Guidance	Controls Required	Additional Controls	Risk category	
		<p><i>In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).</i></p>	<p><i>Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</i></p> <p><i>Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</i></p> <p><i>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</i></p>	<p>Building has been split into year group zones / bubbles. Each zone being as self contained as possible with specified access points and minimal student group mixing. 2 metre social distancing to be enforced when year groups will mix. This will mainly be during detentions. In the event of a space being used by a different year group, additional cleaning to take place beforehand. High touch points such as door handles etc cleaned regularly throughout the day at four key times. Please review Academy re-opening plan for additional details</p>		
		<p><i>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</i></p> <p><i>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</i></p> <p><i>Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. 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.</i></p>	<p>Physical arrangements for Social Distancing - Specialist subject areas</p>	<p>Disinfectant alcohol based wipes will be provided in all mixed bubble used classrooms. Staff in those rooms to ensure that surfaces are wiped down by students after every lesson in those spaces. Less frequent assemblies and restricted at all times to one year group. Theatre fogged between year groups at start of term and rolling assembly programme.</p>		
			<p>Physical arrangements for Social Distancing - Detentions</p>			



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		<p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p>		<p>S30 detentions involve potential bubble and zone mixing. Students dismissed as normal and wait in designated area of FT for collection by teacher. ELT support where needed. Students leaving last period to wipe down table/chair surface in designated S30 classroom. Aim for 2 m where possible. Review procedures week of 15.9</p> <p>C60's involve potential bubble mixing. To minimise risk, detentions will be held in Activity Hall with seating and desks facing the same direction and spaced at 2m intervals.</p>		
		<p>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.</p>	Physical arrangements for Social Distancing - elsewhere	No internal large gatherings will be planned that incorporates more than one bubble of students		
		<p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p>	Arranging Rooms & limiting proximity	<p>Social distancing by staff should be maintained as much as possible. To facilitate further working areas when staff workrooms are busy, the LG floor area (where LRC was temporarily located) will be reserved for staff. Fft will also be available as a working area.</p> <p>Regular communication and reminders to students and staff on the importance of social distancing</p>	1	1
				Rooms to be kept as well ventilated as possible. The Academy's air handling system does not recirculate air. It takes outside air, heats or cools it and pipes into spaces. Air is then extracted and leaves the building.	1	2
				Set up desks as far apart as possible. All front facing to comply with Guidance, including in Fft.	1	1
			Mental Health			
		<p>https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/</p> <p>www.hseni.gov.uk/stress</p>	LT and HR will continue to promote mental health & wellbeing awareness to staff and will offer whatever support th	Regular communication of mental health information and open door policy for those who need additional support.	2	1



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			<p>Identify curriculum priorities for each age group, taking into account:</p> <p>mental health and wellbeing, any need for extra support to learn, where students are with their learning, adjustments to the curriculum, how best to support education of high needs groups. Liaison will be necessary between primary and secondary schools for year 6/7 transition.</p> <p>Arrange timetables to stagger break times, mealtimes, drop-off and pick-up, and any other pinch points when crowds may gather (brief transitory passing of other children in the corridor is low risk).</p> <p>Schedule handwashing times for all pupils and staff to ensure this occurs on arrival, before departure, when coming in from break, before and after eating. Hands should also be washed after going to the toilet.</p> <p>Clearly communicate to parents/ carers the arrangements for before and after school, and request them to maintain social distancing of 2m while in public.</p> <p>Do not hold any event or activity where small groups will be required to mix. Determine whether interventions are essential, and ensure delivery in line with social distancing guidelines.</p> <p>Suspend hiring and lettings.</p> <p>Breakfast and afterschool clubs – risk assessments on delivery required from providers, suspend if controls are not as robust as the school's / social distancing cannot be maintained.</p> <p>Ensure all arrangements are clearly communicated to staff, parents/ carers and pupils.</p>		2	1
			<p>Personal Hygiene</p> <p>Hand Washing / Sanitising</p> <p>Ensure adequate supplies of soap, paper hand towels and hand sanitiser, with stock monitoring and re-ordering procedures set up.</p> <p>Ensure soap and hand towels are regularly topped up at all washing stations.</p> <p>Provide suitable and sufficient rubbish bins for hand towels with regular removal and disposal.</p> <p>Ensure proper handwashing and hand sanitiser technique are prominently displayed at all stations, as directed by NHS guidance.</p> <p>Site staff to regularly clean the hand washing facilities.</p> <p>Alcohol hand sanitiser provided at reception / entrance/exit and should be used by all persons when entering/leaving.</p> <p>Tissues will be provided for classrooms. Staff to replenish as needed.</p> <p>Ensure bins are provided for tissues in every classroom.</p> <p>Ensure catch it, bin it, kill it message is displayed, discussed and understood in each class. Staff / students to use tissues when coughing or sneezing and then place the used tissue in the bin before washing hands.</p>	<p>Staff and students to be reminded on a regular basis to wash their hands for 20 seconds with water and soap and the importance of proper drying with disposable towels/sanitise. Also reminded to catch coughs and sneezes in tissues – Follow Catch it, Bin it, Kill it and to avoid touching face, eyes, nose or mouth with unclean hands. Tissues will be made available throughout the Academy.</p> <p>Gel sanitisers available in every classroom and bt every entry point into the Academy.</p>	3	3
		<p>National framework requirement:</p> <p><i>Decide the approach to enhance hygiene (for example, toilet use, hand washing) and decide on policy related to usually shared items (for example, books, toys, practical equipment).</i></p>	<p>Stringent hand washing /sanitising taking place.</p>	<p>PHE posters, other materials and information on this is on display in the building.</p>		
		<p>https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</p>				



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		https://www.nursingtimes.net/news/research-and-innovation/paper-towels-much-more-effective-at-removing-viruses-than-hand-dryers-17-04-2020/ https://www.nhs.uk/conditions/emollients/ https://www.hse.gov.uk/skin/professional/health-surveillance.htm	Drying of hands with disposable paper towels. Staff encouraged to protect the skin by applying emollient cream regularly	Encourage staff to report any problems and carry out skin checks as part of a skin surveillance programme		
		https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19	To help reduce the spread of coronavirus (COVID-19) reminding everyone of the public health advice - https://www.publichealth.hscni.net/news/covid-19-coronavirus Cleaning			
		National Framework requirement: <i>Decide what an enhanced cleaning schedule looks like and how it will be implemented in your school (for example, how often, when/if an additional clean is necessary) and how you will ensure sufficiency of supplies.</i>	Frequently cleaning and disinfecting objects and surfaces that are touched regularly particularly in areas of high use such as door handles, light switches, reception area using appropriate cleaning products and methods.	Rigorous checks will be carried out to ensure that the necessary procedures are being followed.	3	2



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			<p>A cleaning schedule is implemented throughout the site, ensuring that frequent contact points, e.g. door handles, taps, flush handles, toilet door handles, bannisters, telephones, keyboards etc. are all thoroughly cleaned and disinfected regularly. Thorough cleaning of rooms at the end of the day.</p> <p>Cleaning protocol is as follows: Hard surfaces to be cleaned using standard cleaning products and disposable cloths / paper towels throughout day. For a deep clean / disinfection (e.g. following a suspected case) use a combined detergent disinfectant solution at a dilution of 1000 parts per million (ppm) available chlorine (av.cl.) or a neutral purpose detergent followed by disinfection (1000 ppm av.cl.). See PHE advice the COVID-19: cleaning of non-healthcare settings guidance</p> <p>Manufacturer's instructions for dilution, application, PPE and contact times for all detergents and disinfectants to be followed.</p> <p>When cleaning a contaminated area Cleaning staff to: Wear disposable gloves and apron Wash their hands with soap and water once they remove their gloves and apron Fluid resistant surgical mask if splashing likely Hands should be washed with soap and water for 20 seconds and dried thoroughly, after all PPE has been removed.</p> <p>PPE to be double-bagged, then stored securely for 72 hours then thrown away in the regular rubbish after cleaning is finished. Any cloths and mop heads used must be disposed of as single use items.</p> <p>Hand towels and hand wash are to be checked and replaced as needed by site / cleaning staff.</p> <p>Enhance the cleaning regimes for toilet facilities, particularly door handles, locks and the toilet flush, etc.</p> <p>Only cleaning products supplied by the school / contract cleaners are to be used.</p> <p>School to obtain the risk assessment from contract cleaning staff for assurance on social distancing and their methods for cleaning the school site each day in particular to the cleaning required for door handles and taps etc</p>	<p>Parents to ensure children have their own water bottles in school to reduce contact with water fountains</p> <p>Regularly clean and disinfect common contact surfaces in reception, office, access control etc. (screens, telephone handsets, desks).</p> <p>Activities and resources Re-plan lessons / activities to avoid shared resources. Limit practical work in DT, science.</p> <p>Further consideration to be given to the teaching of curriculum in practical subjects and how this can be amended to ensure minimum contact with equipment.</p> <p>Equipment to be properly cleaned after use. For secondary science and DT also consider CLEAPPS advice (GL343 & GL 344) for suggested considerations in undertaking practical work in a partially open school</p> <p>All shared resources to be cleaned after use (including computers, PE equipment etc). Build into end of lesson activity routines.</p> <p>School to ensure anti-bacterial wipes are available in all IT rooms and teacher to ensure students wipe down after use. If student is too young then arrangements for IT support staff etc. to clean.</p> <p>Try to avoid working with paper/other materials that are shared in a way that may aid transmission, i.e. consideration to be given to marking work (done electronically), photocopying, etc</p> <p>Students to be issued individual stationary sets to avoid need to share stationary.</p>		
			<p>Mental Health</p> <p>Management will promote mental health & wellbeing awareness to staff during the Coronavirus outbreak and will offer whatever support they can to help</p> <p>https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/</p> <p>www.hseni.gov.uk/stress</p>	<p>Regular communication of mental health information and open door policy for those who need additional support.</p>	2	1
			<p>Behaviour Management</p>		3	1



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ADHERENCE TO RULES WITHIN SCHOOL		<p>National framework requirement:</p> <p>Update behaviour policies to reflect the new rules and routines necessary to reduce risk in your setting and agree how to communicate this to school staff, students and parents and review uniform expectations.</p>	<p>Communicate the new rules to staff, students and parents</p> <p>Reinforce the new rules through daily teacher reminders</p> <p>Display the new rules prominently through the school and at the gate</p>	Behaviour policy updated further for Sept 2020 and shared with S and C governors	1	2
Canteen use / lunchtimes		<p>National Framework requirement:</p> <p>Work with your catering supplier to ensure meals are available for all children in school. Also, consider your arrangements for those year groups still out of school and eligible for benefits related free school meals.</p> <p>Guidance:</p> <p>FFT use</p> <p>Food operators continue to follow Food Standard Agency's (FSA) guidance on good hygiene practices in food preparation and their Hazard Analysis and Critical Control Point (HACCP) processes.</p>	<p>Academy to provide meals including Free School Meals, to reopen their kitchens and ensure food preparation and serving meets protective measures standards.</p> <p>All persons should be required to stay on site as far as is possible once they have entered it.</p> <p>Break times staggered to reduce congestion and contact at all times.</p> <p>Reinforce hand washing prior to eating food.</p> <p>Hand sanitiser available throughout FFT and should be used by all persons when entering and leaving the area.</p> <p>All persons should be kept as far apart as possible whilst eating</p> <p>Pupils to enter FFT in their allocated groups.</p> <p>Introduce controlled queuing to aid social distancing (2m markers on the ground)</p> <p>Meals to be eaten as far apart as possible (2 metres) and tables cleaned between each group.</p> <p>Provision and delivery with Catering provider discussed and plan in place with pre packed food etc.</p>	<p>Hot and cold food boxes made up daily so that students can collect and return to their Year Zone to consume</p> <p>Cashless payment facilities on site. Student encouraged to top up remotely</p> <p>Payment system changed from biometrics to swipe card to stop possible transmission on till finger print readers.</p> <p>Drinking water should be provided with enhanced cleaning measures of the tap mechanism introduced.</p> <p>All rubbish and waste should be put straight in the bin by the user and not left for someone else to clear up.</p> <p>All areas used for eating must be thoroughly cleaned at the end of each break and shift, including chairs, door handles, vending machines etc.</p>	2	1
Travel off site	<p>Staff, Students / pupils / wider contacts</p> <p>Spread of COVID 19</p>	<p>Travel is only required for essential purposes.</p> <p>No offsite visits run.</p>	<p>Implement social distancing where possible (2m clearance from persons and not to travel in groups of more than 2 unless it is immediate family).</p> <p>All persons urged to consider all other forms of transport before public transport. If public transport cannot be avoided, in addition to social distancing and hygiene practices, individuals must wear a non-medical face covering.</p>	Currently all trips cancelled for the autumn term. Consideration to be given to situations such as minibus usage for students accessing curriculum across multiple sites. New changing facilities for staff completed for Sept, to encourage and promote cycling to work. Limited staggering of start and finish times to reduce congestion of students getting on buses and trains.	2	2



Risk Category		Risk Level	
Slight harm	= 1	Unlikely	= 1
Moderate harm	= 2	Likely	= 2
Extreme harm	= 3	Highly Likely	= 3

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This is a risk assessment for dealing with the current Covid-19 situation in the Academy.

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Updated:	August 2020	Based on latest guidance from: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks				
What are the hazards?	Who might be harmed	LEA/National Reference Guidance	Controls Required	Additional Controls	Risk category	Risk level
Contractors	Contractors, Staff, Students / pupils / wider contacts, Spread of COVID 19		Only contractors carrying out essential maintenance deemed necessary to the safe running of the school are to be allowed on site and will read and comply with signs in reception regarding social distancing and good hygiene. Staff and contractors are to maintain a safe distance between themselves and others (2 metres). All contractors are to wash their hands or use alcohol-based hand sanitiser upon entering and leaving the site. Agree approach to scheduled / ongoing building works.	Site inductions are to be carried out following social distancing principles (2m separation). Academy to seek confirmation of the contractors method statement / risk assessment.	3	3
Lack of awareness of PHE / school controls	Staff, Students / pupils / wider contacts Spread of COVID 19		Posters will be displayed in the reception, welfare areas and in suitable places around site. Clear briefing for all personnel on site, warning them of the risks posed by the virus as well as the control measures outlined in this assessment and from government guidance. Ensure good, clear and regular communications with parents/carers and wider school community...their support is valued and needed	Poster and PHE adverts placed around school. RBKC notices on floor at reception.	3	3
Provision of first aid	Staff, Students / pupils / wider contacts Spread of COVID 19		It is accepted that 2m social distancing cannot be maintained during the delivery of first aid, but physical contact should be kept to a minimum e.g. pupils apply cold pack, wipe, plaster where able to do so. Those administering first aid should wear PPE appropriate to the circumstances. Wash hands and ensure the affected area is cleaned upon completion. See also 'provision of personal care' and 'Suspected case whilst working on site'. First aid rooms can be very busy and are often small rooms. Schools should make arrangement for only one person being treated in the first aid room at a time and allocate another room / area as a waiting/collection area. If daily medication is administered from 1st aid rooms then consider if this needs relocating to reduce demand on space.	First aid staff updated with new guidance	3	3



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What are the hazards?	Who might be harmed	LEA/National Reference Guidance	Controls Required	Additional Controls	Risk category	Risk level
Provision of personal care	Staff, Students / pupils / wider contacts Spread of COVID 19	National Framework requirement: <i>Make arrangements for the very small number of cases where personal protective equipment (PPE) supplies will be needed: if your staff provide intimate care for any children or young people and for cases where a child becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</i>	Establish procurement route, stock monitoring and ordering system. Ensure staff know the whereabouts of PPE, and are trained to use it safely. PPE is only needed in a very small number of cases: · children, young people and learners whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way · PPE should be worn if a distance of 2 metres cannot be maintained from any child, young person or other learner displaying coronavirus symptoms Guidance: https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe PPE is required if a child or staff falls ill and requires direct personal care on site: Fluid resistant surgical mask worn by supervising adult if 2m distance cannot be maintained Disposable gloves, disposable apron, fluid-resistant surgical mask worn if contact is necessary Eye protection if there is a risk of splashing (e.g. coughing, spitting, vomiting) Review PPE protocols for routine provision of intimate care and ensure adequate supply.	PPE in stock and ready to use.	2	2
Emergency procedures (Fire alarm activations etc)	Staff, Students / pupils / wider contacts Spread of COVID 19		Emergency evacuations are to take place following social distancing principles as far as is reasonably practicable (this will be impacted during evacuation, but will be for short period). Try to maintain 2m separation at assembly areas (where space permits). Increased supervision and reiteration of messages to occupants Review any Personal Evacuation Emergency Plans (PEEPS) to ensure that arrangements are still adequate and relevant.	Students will assemble within their bubbles in Westfield Park.	3	3
Deliveries & Waste collection.	Staff, Students / pupils / wider contacts Spread of COVID 19		Do not approach delivery staff, allow packages to be left in a safe place. Hands are to be thoroughly washed after handling all deliveries or waste materials. Waste collections made when the minimum number of persons are on site (i.e. after normal opening hours).		2	2
Site safety	Staff, Students / pupils Wider safeguarding / safety risks		Ensure all 'normal' tasks / compliance checks are being carried out/planned such as fire alarm testing, legionella controls, servicing of equipment, PAT testing etc. Ensure all key services are operational Flush all water outlets thorough in areas of the school which have been closed for period of time. Ensure key fire doors are not being compromised / wedged open (those protected stairwells, cross corridor, on single directional routes etc.)		3	3



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What are the hazards?	Who might be harmed	LEA/National Reference Guidance	Controls Required	Additional Controls	Risk category	Risk level
SUSPECTED CASE ON-SITE	Staff, Students / pupils / wider contacts Spread of COVID 19	<p>National Framework requirement:</p> <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <p>book a test if they or their child are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit</p> <p>provide details of anyone they or their child have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p>	<p>Symptoms of Covid-19</p> <p>If anyone becomes unwell with a new continuous cough, a high temperature or loss of taste or smell in the workplace they will be sent home and advised to follow the stay at home guidance. Test and trace site should be consulted.</p> <p>Schools should ask parents and staff to inform them immediately of the results of a test:</p> <p>if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.</p> <p>if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.</p>	PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.	2	2
CONFIRMED CASE ON-SITE						



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What are the hazards?	Who might be harmed	LEA/National Reference Guidance	Controls Required	Additional Controls	Risk category	
CASE ON-SITE	Staff, Students / pupils / wider contacts Spread of COVID 19	<p>National Framework requirement:</p> <p>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p>	<p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:</p> <p>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</p> <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and:</p> <p>if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</p> <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> <p>Further guidance is available on testing and tracing for coronavirus (COVID-19).</p>	<p>If advised that a member of staff, student or public has a confirmed case of Covid-19 and were recently in the Academy (including where a member of staff has visited other workplace premises), the leadership team will contact the local health protection team to discuss the case, identify people who have been in contact with them and will take their advice on any actions or precautions that should be taken.</p>	3	2



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What are the hazards?	Who might be harmed	LEA/National Reference Guidance	Controls Required	Additional Controls	Risk category	Risk level
			What we will do if a member of staff or student gets covid Line managers will maintain regular contact with staff members during this time.	The Academy will follow the latest DfE and PHA advice. Line managers will offer support to staff who are affected by Coronavirus or has a family member affected.		

Relevant links

Guidance for educational settings

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19> (applicable to May 31st)

Actions to prepare for wider opening from June 1st

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Implementing protective measures in education

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england>

Cleaning of non-healthcare settings <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings>

COVID-19 poster https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/876220/COVID19_Guidance_Education.pdf

Managing premises <https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak#other-points-to-consider> (applicable to May 31st)

Guidance on infection prevention and control for COVID-19 <https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control>

First aid guidance <https://www.gov.uk/government/publications/novel-coronavirus-2019-ncov-interim-guidance-for-first-responders/interim-guidance-for-first-responders-and-others-in-close-contact-with-symptomatic-people-with-potential-2019-ncov>