

RISK ASSESSMENT FORM



Risk Assessment Method

In order to evaluate the risk level associated to a hazard, two factors need to be considered:-

- 1) the likelihood of the outcome to occur

How likely is it that the hazard will be realized and result in harm? Five categories are defined: -

1	Very Unlikely
2	Unlikely
3	Fairly Likely
4	Likely
5	Very Likely

- 2) the possible Consequence of the outcome

Realistically, what is the worst likely outcome? This method defines five categories of Consequence: -

1	Insignificant – No injury
2	Minor – minor injuries needing first aid
3	Moderate – up to three days absence
4	Major – more than seven days absence
5	Catastrophic – Fatality or permanent Disability

Once those two factors are assessed, the matrix on the next page can be used to determine the level of risk. Measure the Likelihood (L) X the Consequence (C) which will give the school a numerical score. Using the table the school can convert this score into a qualitative value for example (L) fairly likely X (C) Major = 12 = Medium Risk Level

This information will then be used to prioritise any control measures necessary to eliminate or reduce the risk to an acceptable level.

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Risk Assessment Method (continuing).

Matrix

Consequence					
Catastrophic	5	10	15	20	25
Major	4	8	12	16	20
Moderate	3	6	9	12	15
Minor	2	4	6	8	10
Insignificant	1	2	3	4	5
Likelihood	Very Unlikely	Unlikely	Fairly Likely	Likely	Very Likely

Action Level

20-25 VERY HIGH	Unacceptable risk - immediate action required
10-16 HIGH	Risk reduction required - high priority
4-9 MEDIUM	Medium risk - action required so far as is reasonably practicable
2-3 LOW	Low priority - further risk reduction may not be feasible or cost effective
1 Very Low	Low risk - no further action required

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Blanche Nevile School for the Deaf		Assessment Completed by: Heulwen Rees Headteacher
Description of Activity/Task Assessed: Full opening of schools post 8 th March 2021	Date of Assessment: 2 nd March 2021	Review Date: w/b 19 th April 2021

Self-isolation and shielding

Pupils and staff will continue to be told to self-isolate because they:

- have symptoms or have had a positive test result
- live with someone who has symptoms or has tested positive and are a household contact
- are a close contact of someone who has coronavirus (COVID-19)

No staff at Blanche Nevile have been identified as extremely clinically vulnerable (CEV)

School is aware that:

- staff who are clinically extremely vulnerable (CEV) will not be expected to attend work and where appropriate will be enabled to work from home.
- Staff living with someone who is CEV will be expected to attend work where home-working is not possible and existing safety measures will ensure they maintain good prevention practice in the workplace and home settings.

No pupils at Blanche Nevile have been identified as CEV

Families of pupils who have health issues have been offered individual risk assessments.

Regular reminders of safety measures including **Hands, Face, Space** and Good Respiratory Health, **Catch it, Bin it, Kill it**, are built into the school day

Sections:

1. Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school - p4
2. If a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school – p6
3. When an individual has had close contact with someone with coronavirus(COVID-19) symptoms – p8
4. Ensure face coverings are used in recommended circumstances – p9
5. Ensure everyone is advised to clean their hands thoroughly and more often than usual – p13
6. Ensure good respiratory hygiene for everyone by promoting the ‘catch it, bin it, kill it’ approach – p15
7. Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents - 16
8. Consider how to minimise contact across the site and maintain social distancing wherever possible - 16
9. Measures for arriving at, and leaving the setting – p22
10. Other considerations – p23
11. Equipment – p26
12. Parent pick-up and drop-offs – p28
13. Keep occupied spaces well ventilated – p29
14. Promote and engage with the NHS Test and Trace process – p31
15. Manage confirmed cases of coronavirus (COVID-19) amongst the school community – p32
16. Contain any outbreak by following PHE local health protection team advice – p36

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No	What is the Hazard? (i.e. potential causes of injury/damage)	Who might be harmed	How might people be harmed?	Existing Risk Control Measures	Risk Rating *			Additional Controls	Residual Risk Rating			Action monitored by whom?	Action Completed by When?
					L	C	R		L	C	R		
Section 1 - Prevention													
1	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Minimise contact with individuals who are required to self-isolate by ensuring they do not attend the school</p> <p>When an individual develops coronavirus (COVID-19) symptoms or has a positive test Pupils, staff, and other adults must not come into the school if:</p> <ul style="list-style-type: none"> • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test <p>They must immediately cease to attend and not attend for at least 10 days from the</p>	2	5	10	<ul style="list-style-type: none"> • Smaller pupil numbers • Key Stage Bubbles in place • No inclusion with mainstream partner schools • Separate playtimes • Separate lunchtimes – all pupils eat in class • Separate key stage staffrooms • Staff allocated to key stage bubbles • Individual risk assessments for staff and pupils as appropriate • Regular reminders for staff in morning briefings • Communication with different transport providers • Ongoing communications with cleaning company staff • Separate arrival and departure times from 	1	5	5		

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			<p>day after:</p> <ul style="list-style-type: none"> • the start of their symptoms • the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) <p>If anyone in the school develops a new and continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), the school:</p> <ul style="list-style-type: none"> • must send them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days • advise them to follow the guidance for households with possible or confirmed coronavirus (COVID-19) infection • advise them to arrange to have a PCR test as soon as possible to see if they have coronavirus (COVID-19). Other members of their household (including any siblings and members of their support or childcare bubble if they have one) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, 			<p>mainstream partner schools</p> <ul style="list-style-type: none"> • LFT site established at Secondary – staff tested twice weekly and linked to NHS test and trace site • Four members of staff successfully completed NHS training • LFT available for students with parental permission and school nurse support • Home testing kits available for primary staff • Staff informed of LFT sites close to their homes • Staff offered COVID-19 vaccine – good take up • Established and improving online learning • PE lessons outdoors whenever possible and all equipment cleaned in line with national guidance • Movement around both schools reduced through timetabling • Secondary students have 'home' classrooms with subject specific teachers moving • Number of visitors significantly reduced 			
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				<p>whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10-day isolation period and book a PCR test.</p> <p>If anyone tests positive whilst not experiencing symptoms but develop symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms.</p>				<p>and except in emergencies take place when pupils are not on site</p> <ul style="list-style-type: none"> • Annual Reviews of EHCPs take place via Zoom • Safeguarding meetings take place virtually • Teachers' meetings take place virtually • BSL interpreters join meetings virtually • Communications with mainstream colleagues virtually • External professionals e.g .Speech and language therapists aware of and follow school's safety measures 					
2	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school</p> <p>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:</p> <ul style="list-style-type: none"> • they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the pupil, with 	2	4	8	<ul style="list-style-type: none"> • Designated well ventilated room at both Primary and Secondary • PPE available for staff looking after pupils • Staff trained in using and disposing of PPE – posters illustrating stages on display • Staff aware of procedures including additional cleaning of room and toilets • Parents aware that should their child show COVID-19 symptoms, they will need to collect 	1	4	4		

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			<p>appropriate adult supervision if required</p> <ul style="list-style-type: none"> • a window should be opened for fresh air ventilation if it is safe to do so • if it is not possible to isolate them, move them to an area which is at least 2 metres away from other people • if they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible - the bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else • personal protective equipment (PPE) must be worn by staff caring for the pupil 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 guidance. <p>In an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital, unless advised to.</p>			<p>them – school transport will not be available</p>				
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				The individual should not use public transport if they are symptomatic. If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the safe working in education, childcare and children's social care settings guidance .									
3	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>When an individual has had close contact with someone with coronavirus (COVID-19) symptoms</p> <p>Any member of staff who has provided close contact care to someone with symptoms, regardless of whether they are wearing PPE, and all other members of staff or pupils who have been in close contact with that person, do not need to go home to self-isolate unless:</p> <ul style="list-style-type: none"> the symptomatic person subsequently tests positive they develop symptoms themselves (in which case, they should self-isolate immediately and arrange to have a test) they are requested to do so by NHS Test and Trace or the Public Health England (PHE) advice service (or PHE local health protection team if escalated) 	2	5	10	<ul style="list-style-type: none"> All staff aware of most common symptoms Policy and practice is to err on the side of caution – testing available promptly and actively encouraged Additional hand washing available Cleaning boxes available in all rooms and regularly checked and refilled LFT station set up at Secondary school – staff tested twice weekly Home testing kits given to Primary staff Staff and families reminded regularly of the definition of close contact Hand washing part of daily routines Hand sanitiser easily accessible 	1	5	5		

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				<ul style="list-style-type: none"> they have tested positive from an LFD test as part of a community or worker programme <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned after they have left, to reduce the risk of passing the infection on to other people. See the guidance on the cleaning of non-healthcare settings.</p> <p>If an individual is contacted by NHS Test and Trace or the school local health protection team and told to self-isolate because they have been a close contact of a positive case, they have a legal obligation to do so.</p>									
4	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Ensure face coverings are used in recommended circumstances</p> <p>Where pupils in year 7 (which would be children who were aged 11 on 31 August 2020) and above are educated, it is recommended that face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal</p>	2	5	10	<ul style="list-style-type: none"> Guidance for Special Schools followed regarding face coverings As a specialist special school with Deaf pupils and Deaf staff, we are unable to wear masks as often as mainstream colleagues Staff are encouraged to wear masks at Primary when moving through the mainstream school 	1	5	5		

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			<p>areas where social distancing cannot easily be maintained. Face coverings do not need to be worn by pupils when outdoors on the premises.</p> <p>In addition, it is now also recommended in those schools, that face coverings should be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons</p> <p>In primary schools, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering</p> <p>Transparent face coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. There is currently very limited evidence regarding the effectiveness or safety of</p>								<ul style="list-style-type: none"> spaces • Staff and students can wear masks in corridors • Staff must wear masks if travelling to school on public transport • Staff actively discouraged from sharing cars • Visitors to Primary and Secondary encouraged to wear masks in public spaces such as corridors • Visors are used appropriately and together with face coverings • Guidance re wearing face coverings shared with staff • Face coverings available for staff at school • School Comms sent to Secondary parents to remind them that students are encouraged to wear face coverings on school transport • Secondary pupils allowed to wear face coverings in corridors and during playtimes if this increases their sense of safety and well-being • Lidded, pedalled bins
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			<p>transparent face coverings, but they may be effective in reducing the spread of coronavirus (COVID-19).</p> <p>Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places.</p> <p>Face visors or shields should not be worn as an alternative to face coverings. They may protect against droplet spread in specific circumstances but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out a risk assessment for the specific situation and should always be cleaned appropriately.</p> <p>Exemptions Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> cannot put on, wear or remove a face covering because of a physical impairment or disability, illness or mental health difficulties speak to or provide help to 		<p>available in all rooms for disposal of face coverings etc</p> <ul style="list-style-type: none"> Students need reminders re safe use of face coverings All classrooms have boxes of facemasks and students will be given a new mask each school day and during the day is necessary Face masks to be disposed of in lidded bins 				
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			<p>someone who relies on lip reading, clear sound or facial expression to communicate</p> <p>Safe wearing and removal of face coverings The school should have a process for when face coverings are worn within the school and how they should be removed. The school should communicate this process clearly to pupils, staff and visitors and allow for adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes.</p> <p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use <p>Where a face covering becomes damp, it should not be worn, and the face covering should be replaced carefully. Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day.</p> <p>The school must instruct pupils to:</p>						
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				<ul style="list-style-type: none"> • not touch the front of their face covering during use or when removing it • dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) • place reusable face coverings in a plastic bag they can take home with them • wash their hands again before heading to their classroom 									
5	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Ensure everyone is advised to clean their hands thoroughly and more often than usual</p> <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or hand sanitiser. The school must ensure that pupils clean their hands regularly, including:</p> <ul style="list-style-type: none"> • when they arrive at the school • when they return from breaks • when they change rooms • before and after eating <p>Consider how often pupils and staff will need to wash their hands and incorporate time for this in timetables or lesson plans.</p> <p>Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff.</p>	2	5	10	<ul style="list-style-type: none"> • Hand washing routines well established at Primary and Secondary. • Staggered starts and playtimes established to at Secondary to allow for regular handwashing • All Primary classrooms have handwashing facilities • Hands, Face, Space posters displayed prominently • Identified pupils supported with hand washing • Hand sanitiser made available for staff, visitors and students • Hand sanitiser kept out of sight of identified pupils • Stocks checked and replenished regularly 	1	5	5		

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				<p>Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands.</p> <p>Continue to help pupils with complex needs to clean their hands properly.</p> <p>Frequent and thorough hand cleaning should now be regular practice. The school should consider:</p> <ul style="list-style-type: none"> • whether the school have enough hand washing or hand sanitiser stations available so that all pupils and staff can clean their hands regularly • if the school need to supervise hand sanitiser use given the risks around ingestion – appropriate skin friendly skin cleaning wipes can be used as an alternative • building these routines into school culture, supported by behaviour expectations and helping ensure younger pupils and those with complex needs understand the need to follow them 						
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*Risk Rating is calculated by multiplying the (L)Likelihood by the (C) Consequence using the matrix at the end of this document

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No	What is the Hazard? (i.e. potential causes of injury/damage)	Who might be harmed	How might people be harmed?	Existing Risk Control Measures	Risk Rating			Additional Controls	Residual Risk Rating			Action monitored by whom?	Action Completed by When?
					L	C	R		L	C	R		
6	Infection of Covid-19 Virus	Staff, Students, Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Ensure good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach</p> <p>The 'catch it, bin it, kill it' approach continues to be very important. Ensure enough tissues and bins are available to support pupils and staff to follow this routine. As with hand cleaning, ensure the younger pupils and those with complex needs are helped to get this right, and all pupils understand that this is now part of how the setting operates. The e-Bug coronavirus (COVID-19) website contains free resources for schools, including materials to encourage good hand and respiratory hygiene. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them and is not a reason to deny these</p>	2	5	10	<ul style="list-style-type: none"> • Good supply of tissues available • Pedalled, lidded bins in every classroom and staffroom 	1	5	5		

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				pupils face-to-face education.									
7	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products, such as detergents</p> <p>In line with the risk assessment and timetabling of the day, put in place and maintain an enhanced cleaning schedule. This should include:</p> <ul style="list-style-type: none"> • more frequent cleaning of rooms or shared areas that are used by different groups • frequently touched surfaces being cleaned more often than normal • cleaning toilets regularly • encouraging pupils to wash their hands thoroughly after using the toilet • if the school site allows it, allocating different groups their own toilet blocks <p>PHE has published guidance on the cleaning of non-healthcare settings. This contains advice on the general cleaning required in addition to the existing advice on cleaning when there is a suspected case.</p>	2	5	10	<ul style="list-style-type: none"> • Separate toilets identified for staff and pupils at Primary. Toilets are not shared with mainstream. • Door handles and light switches cleaned regularly • Good handwashing practice well established and monitored • Classroom tables wiped thoroughly before and after lunch 	1		5		
8	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects,	<p>Consider how to minimise contact across the site and maintain social distancing wherever possible</p>	2	5	10	<ul style="list-style-type: none"> • Severely restricted works across both sites and follows strict safety measures regarding 	1	5	5		

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			<p>possible fatality</p>	<p>The school must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The overarching principle to apply is reducing the number of contacts between pupils and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. These are not alternative options and both measures will help, but the balance between them will change depending on the:</p> <ul style="list-style-type: none"> • pupil's ability to distance • lay out of the building • feasibility of keeping distinct groups separate while offering a broad curriculum <p>How to group children</p> <p>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.</p> <p>Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible.</p> <p>When using larger groups, the</p>		<p>social distancing and hygiene</p> <ul style="list-style-type: none"> • Secondary students now have home classrooms and remain in them throughout the day to reduce movement around the school • Communication Support Workers (CSWs) and Learning Support Assistants (LSAs) linked to Key Stages and changes only made when absolutely necessary. Changes made only with at least a weekend between different key stages • Children grouped in key stages consistently • Key stages separated at playtimes and lunchtimes too • Playground spaces allocated and not shared with mainstream • Any shared outdoor equipment cleaned in line with national guidance • Lunch taken in classrooms in order to avoid using mainstream dining halls • Lunch collected by designated staff wearing masks at all times and following strict 			
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			<p>other measures from the system of controls become even more important to minimise:</p> <ul style="list-style-type: none"> • transmission risks • the numbers of pupils and staff who need to self-isolate <p>Younger pupils and those with complex needs will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</p> <p>Using small groups can:</p> <ul style="list-style-type: none"> • restrict the normal operation of education • present educational and logistical challenges <p>The school will need to consider:</p> <ul style="list-style-type: none"> • the cleaning and use of shared spaces, such as: • playgrounds • dining halls • toilets • the provision of specialist teaching and therapies <p>Assess the school circumstances and try to implement 'bubbles' of an appropriate size to achieve the greatest reduction in contact and mixing. Make sure this will not affect the quality and breadth of teaching or access for support and specialist staff</p>			<p>handwashing expectations before and after</p> <ul style="list-style-type: none"> • Therapists and specialist teachers fully aware of school safety measures at both Primary and Secondary • Good communication to balance Department of Health Guidance to therapy staff and Department of Education guidance to schools • Therapists work with the number of pupils appropriate to size of room available • Subject teachers at Secondary maintain distance when possible and minimise contacts through use of different Key Stage staffrooms • Transport providers aware of their responsibilities regarding bubbles • Pupil numbers smaller than mainstream. • Rooms allocated according to number of pupils so some changes made • Classroom furniture changed to ensure optimum social distancing between pupils and between staff 			
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			<p>and therapists. Whatever the size of the group, they should be kept apart from other groups where possible. Encourage pupils to keep their distance within groups. Try to limit interaction, sharing of rooms and social spaces between groups as much as possible.</p> <p>Both the approaches of separating groups and maintaining distance are not ‘all or nothing’ options and will still bring benefits, even if partially implemented.</p> <p>The school may keep pupils in their class groups for most of the classroom time, but also allow mixing in wider groups for:</p> <ul style="list-style-type: none"> • specialist teaching • wraparound care • transport <p>Siblings may also be in different groups.</p> <p>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the timetable and specialist provision. Where staff need to move between groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Try to minimise the number of interactions or</p>		<p>and pupils</p> <ul style="list-style-type: none"> • Assemblies only take place on Zoom • Key stage three pupils enter and depart using upper ground floor entrance; Key stage four pupils enter and depart using lower ground floor entrance • Staggered playtimes and lunchtimes and separate key stage staffrooms reduce staff contact • Stop and Check floor markings minimise face to face contact in corridors – staff and students wait until the corridor is clear • See above re subject teachers moving between teaching groups • Staff maintain a social distance whenever it is appropriate/possible to do so 			
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				<p>changes wherever possible.</p> <p>Measures within the classroom</p> <p>Maintaining a distance between people while inside and reducing the amount of time they are in face-to-face contact lowers the risk of transmission. There 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.</p> <p>We know that this is not always possible, particularly when working with pupils with complex needs, or those who need close contact care. Provide educational and care support for these pupils as normal, with other increased hygiene protocols in place to minimise the risk of transmission.</p> <p>Where possible, for example with older pupils with less complex needs who can self-regulate their behaviours without distress, they should also be supported to maintain distance and not touch staff and their peers. This will not be possible for the youngest children, and some children and</p>							
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			<p>young people with complex needs. It may also not be feasible where space does not allow. Doing this where the school can, even some of the time, will help.</p> <p>When staff and pupils cannot maintain distancing, the risk can be reduced by keeping pupils in the smaller, class-sized groups.</p> <p>The school should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face-to-face or side on. It might also include moving unnecessary furniture out of the classroom to make more space.</p> <p>Measures elsewhere</p> <p>The school should avoid large gatherings such as assemblies or collective worship with more than one group. When timetabling, groups should be kept apart and movement around the school kept to a minimum. While passing briefly in the corridor or playground is low risk, avoid creating busy corridors, entrances and exits, where practicable one-way systems may be appropriate. Consider</p>						
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				<p>staggered break times and lunch times. Make sure the school allow time for cleaning surfaces in the dining hall between groups.</p> <p>The school should also plan how shared staff spaces are set up and used to help staff to distance from each other.</p> <p>The school should minimise the use of staff rooms, although staff must still have a break of a reasonable length during the day.</p>									
9	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Measures for arriving at, and leaving the setting</p> <p>Consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may include:</p> <ul style="list-style-type: none"> condensing or staggering free periods or break time but retaining the same amount of teaching time keeping the length of the day the same but starting and finishing later to avoid busy periods <p>The school should consider how to communicate any changes to parents. Remind them about the process that has been agreed for drop off and collection, including not to:</p>	2	5	10	<ul style="list-style-type: none"> The school day at Primary has been changed so that pupils arrive and leave at different times from mainstream pupils The daily timetable has been adjusted to allow for no loss of teaching and learning time Pupils are almost exclusively brought to school by transport providers No parents are allowed on site without an appointment Staff wear face coverings on public transport Secondary pupils who are able to, wear face coverings on school transport Independent travel on public transport for 	1	5	5		

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			<ul style="list-style-type: none"> gather at the gates come onto the site without an appointment <p>Travelling to School</p> <p>Pupils and staff may use public transport where necessary, but encourage them to walk, cycle or scoot to and from school wherever it is possible and safe to do so.</p> <p>Where pupils and staff need to use public transport, they should follow the safer travel guidance for passengers</p> <p>People aged 11 and over must wear a face covering when travelling on public transport. In accordance with advice from PHE, they must also wear a face covering when travelling on dedicated transport to secondary school. People who are exempt do not need to wear a face covering.</p>				secondary pupils has been discontinued					
10	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Other considerations</p> <p>Some pupils with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve. Staff should plan to meet these needs, for example using social stories.</p> <p>To make sure pupils with</p>	2	5	10	<ul style="list-style-type: none"> Staff use a range of stories to communicate changes and safety measures to pupils in a way that is appropriate to their preferred mode of communication and levels of understanding School works closely with families to understand their specific concerns and needs Staff absence is 	1	5	5	

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			<p>medical conditions are fully supported, work with:</p> <ul style="list-style-type: none"> • local authorities • health professionals • regional schools' commissioners <p>Use individual healthcare plans to help pupils receive an education in line with their peers. In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Further information is available in the guidance on supporting pupils at school with medical conditions.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. They, as well as supply teachers, peripatetic teachers or other temporary staff, can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. Such specialists will be aware of the PPE most appropriate for their role.</p> <p>Schools should consider how to manage other visitors to the site, such as contractors, catering staff and deliveries, as well as cleaning staff on site who may be working throughout</p>			<p>covered internally only to minimise contacts and community transmission</p> <ul style="list-style-type: none"> • Visitors are only allowed on site by appointment and, unless in an emergency, when pupils are not on site and the majority of staff have gone home • School meals both at Primary and Secondary are collected by designated staff wearing face coverings and gloves and delivered to pupils in their classrooms • All visitors sign in using the electronic system and are made aware of key safety measures including the wearing of face masks at all times 			
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			<p>the school and across different groups. This will require close co-operation between schools and the other relevant employers.</p> <p>The school should have discussions with key contractors about the school's control measures and ways of working. They should ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen safely outside of school hours, they should. A record should be kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace.</p> <p>As normal, the school should engage with the school local immunisation providers (Vaccination UK) to provide immunisation programmes on site, ensuring these will be delivered in keeping with the school's control measures. These programmes are essential for children's health and wellbeing and can also provide benefits for staff.</p> <p>Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a</p>							
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				special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings. While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice.								
1 1	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Equipment</p> <p>For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items.</p> <p>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, arts, and science equipment should be cleaned frequently. When sharing equipment between different bubbles, the school should either:</p>	2	5	1 0	<ul style="list-style-type: none"> All pupils have individual work packs so that no resources are shared Any shared resources are set aside for between 48 and 72 hours as necessary Shared resources are cleaned thoroughly Outdoor equipment at Primary is cleaned before and after it is used by BN staff and students Pupils are actively discouraged to bring objects in from home and are not permitted to share Electronic devices such as iPads, laptops and Google Chrome Books 	1	5	5	

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			<ul style="list-style-type: none"> • clean and disinfect with an appropriate disinfectant before it is moved between bubbles • allow them to be left unused for a period of 48 hours (72 hours for plastics) <p>The school will need to assess the ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment. Determine whether this equipment can withstand cleaning and disinfecting between each use before it is put back into general use. Where cleaning or disinfecting is not possible or practical, resources will have to be either:</p> <ul style="list-style-type: none"> • restricted to one user • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals <p>Outdoor playground equipment should be more frequently cleaned than normal. This also applies to resources used inside and outside by wraparound care and out-of-school settings providers.</p> <p>Pupils should limit the amount of equipment they bring into school each day, including essentials such as:</p>			<p>are allocated to individual students and not shared</p> <ul style="list-style-type: none"> • External therapists are made aware of safety measures at school and share their specific risk assessments as and when necessary 			
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				<ul style="list-style-type: none"> • lunch boxes • hats and coats • books • stationery • mobile phones <p>Bags are allowed.</p> <p>Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.</p>									
1 2	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Parent pick-up and drop-offs</p> <p>We know that travel to school patterns differ greatly. 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.</p> <p>Staggered start and finish times should not reduce the amount of overall time children spend in school.</p> <p>A staggered start may, for example, include keeping the length of the day the same but starting and finishing later to avoid rush hour.</p> <p>Schools should consider how to communicate this to parents</p>	2	5	1 0	<ul style="list-style-type: none"> • See above – Primary pupils arrive and depart at different times from Primary pupils • Communication with parents takes many forms – school comms text messaging, website, phone calls, zoom meetings etc 	1	5	5		

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				and remind them about the process that has been agreed for drop off and collection, including that gathering at the school entrance and otherwise coming onto the site without an appointment is not allowed.									
1 3	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Keep occupied spaces well ventilated</p> <p>Good ventilation reduces the concentration of the virus in the air, which reduces the risk from airborne transmission. This happens when people breathe in small particles (aerosols) in the air after someone with the virus has occupied and enclosed area. When the school is in operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained. These can be achieved by a variety of measures including:</p> <ul style="list-style-type: none"> mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible and checked to confirm that normal operation meets current guidance and that only fresh outside air is circulated. If possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal 	2	5	1 0	<ul style="list-style-type: none"> Classroom windows are kept open whenever staff or pupils are on site Staff are encouraged to open the highest windows with regard to their safety in doing so Classroom doors are also kept open Fire doors are kept shut Pupils and staff advised to wear layers during the winter months Desks have been moved out of draughts wherever possible 	1	5	5		

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				<p>as long as they are within a single room and supplemented by an outdoor air supply</p> <ul style="list-style-type: none"> • natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air • natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so) <p>To balance the need for increased ventilation while maintaining a comfortable temperature, consider:</p> <ul style="list-style-type: none"> • opening high level windows in colder weather in preference to low level to reduce draughts • increasing the ventilation while spaces are unoccupied (for example, between classes, during break and lunch, when a room is unused) • providing flexibility to allow additional, suitable indoor clothing – for more information see school uniform 						
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				<ul style="list-style-type: none"> rearranging furniture where possible to avoid direct draughts <p>Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</p>									
Section 2 - System of controls - response to any infection													
1 4	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Promote and engage with the NHS Test and Trace process</p> <p>Staff members, parents and carers will need to:</p> <ul style="list-style-type: none"> book a test if they or their child has symptoms - the main symptoms are: <ul style="list-style-type: none"> a high temperature a new continuous cough a loss or change to your sense of smell or taste self-isolate immediately and not come to school if: <ul style="list-style-type: none"> they develop symptoms they have been in close contact with someone who tests positive for coronavirus (COVID-19) anyone in their household or support or childcare bubble who develops symptoms of coronavirus (COVID-19) they are required to do so having recently travelled from certain other countries they have been advised to isolate by NHS test and trace 	2	5	1 0	<ul style="list-style-type: none"> Staff, parents and carers are supported to book a test should they display or share that they have any of the common symptoms Staff are actively discouraged from attending school if they feel unwell Parents/carers are actively encouraged to keep children at home if they seem at all unwell All members of the school community are reminded of the main symptoms Staff know when they need to self-isolate Families who travel abroad are reminded that they must self-isolate on their return Staff are rigorous in checking return dates and involve other professionals such as social workers Staff and families are 	1	5	5		

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				<p>or the PHE local health protection team, which is a legal obligation</p> <ul style="list-style-type: none"> • provide details of anyone they have been in close contact with, if they test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace 					<p>aware of the need to comply with national guidance regarding restrictions</p> <ul style="list-style-type: none"> • HT is informed immediately of any breaches and follows this up immediately 					
1 5	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>The school must take swift action when the school becomes aware that someone who has attended has tested positive for coronavirus (COVID-19) having developed symptoms and taken a PCR test outside of school.</p> <p>The school can access support on the action it should take to respond to a positive case, by contacting the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority. This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice. Alternatively the school can contact Haringey Public Health publichealth@haringey.gov.uk</p> <p>The advice service (or PHE local health protection team if</p>	2	5	1 0	<ul style="list-style-type: none"> • School has a tried and tested protocol for managing positive cases • School leaders and staff are aware of guidance regarding close contacts and carry out immediate checking once informed of a positive test either LFT or PCR • Staff and pupils are placed in key stage bubbles and up to date records are held by senior staff • Support is offered to all staff who have to self-isolate through regular phone calls, text messages, emails and zoom calls • Support is offered to pupils and their families as above and also through our remote/blended learning offer • Template letters are used to share information with parents • Staff have the work 	1	5	5			

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			<p>escalated) will work with the school to guide them through the actions needed to be taken. Based on their advice, the school must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate immediately and for the next 10 full days counting from the day after contact with the individual who tested positive.</p> <p>Close contact means:</p> <ul style="list-style-type: none"> • anyone who lives in the same household as someone with coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19) • anyone who has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with a PCR or LFD test: <ul style="list-style-type: none"> o face-to-face contact including being coughed on or having a face to face conversation within 1 metre o been within 1 metre for 1 minute or longer without face-to-face contact o sexual contacts o been within 2 metres of someone for more than 15 minutes (either as a one-off contact, or added up 			<p>phone numbers of HT and know to share information outside school hours</p>			
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				<p>together over one day) o travelled in the same vehicle or a plane</p> <p>The advice service (or PHE local health protection team if escalated) will provide advice on who must be sent home. To support them in doing so, it is recommended the school keep a record of pupils and staff in each group, and any close contact that takes places between pupils and staff in different groups. This should be a proportionate recording process. The school 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>Where individuals are self-isolating and are within the definition of vulnerable, it is important that schools put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support.</p> <p>A template letter will be provided to the school, on the advice of the health protection team, to send to parents and staff if needed. The school must not share the names or details of people with coronavirus</p>						
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			<p>(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 pupil or staff member who is self-isolating subsequently develops symptoms, unless they have been told to self-isolate by NHS Test and Trace or their public health protection team, in which case they must self-isolate.</p> <p>If someone in a class or group that has been asked to self-isolate develops symptoms themselves within the 10 days from the day after contact with the individual who tested positive, they should follow guidance for households with possible or confirmed coronavirus (COVID-19) infection. They should get a test, and:</p> <ul style="list-style-type: none"> • if the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period. This is because they could still develop coronavirus (COVID-19) within the remaining days. • if the test result is positive, they should inform their school immediately, and should isolate from the day of onset of their symptoms and 							
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				at least the following 10 full days. Their household should self-isolate starting from when the symptomatic person in their household first had symptoms and the next 10 full days, following guidance for households with possible or confirmed coronavirus (COVID-19) infection									
1 6	Infection of Covid-19 Virus	Staff, Students Visitors, contractors.	Ill health, possible long term health effects, possible fatality	<p>Contain any outbreak by following PHE local health protection team advice</p> <p>If the school have 2 or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, the school may have an outbreak.</p> <p>The school should call the dedicated advice service who will escalate the issue to the school local health protection team where necessary and advise if any additional action is required. The school can reach them by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure. This</p>	2	5	1 0	<ul style="list-style-type: none"> School seeks advice from public health England and public health Haringey before taking the decision to close 	1	5	5		

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				<p>could be the class or year group.</p> <p>If the school are implementing the system of controls, addressing any issues the school have identified and therefore reducing transmission risks, whole site closure will not generally be necessary. The school should not close except on the advice of health protection teams.</p>								
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Risk Assessment Method

In order to assess a risk associated to a hazard, two factors need to be considered:-

i - the possible Consequence of the outcome

Realistically, what is the worst likely outcome? This method defines four categories of Consequence: -

1	Insignificant – No injury
2	Minor – minor injuries needing first aid
3	Moderate – up to three days absence
4	Major – more than seven days absence
5	Catastrophic – Fatality or permanent Disability

ii - the likelihood of the outcome to occur

How likely is it that the severe outcome will occur? Five categories are defined: -

1	Very Unlikely
2	Unlikely
3	Fairly Likely
4	Likely
5	Very Likely

Once those two factors are assessed, the matrix on the next page can be used to determine the level of risk. This information will then be used to prioritise any control measures necessary to eliminate or reduce the risk to an acceptable level.

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Risk Assessment Method (continuing).

Matrix

Catastrophic	5	10	15	20	25
Major	4	8	12	16	20
Moderate	3	6	9	12	15
Minor	2	4	6	8	10
Insignificant	1	2	3	4	5
	Very Unlikely	Unlikely	Fairly Likely	Likely	Very Likely

Action Level

20-25 VERY HIGH	Unacceptable risk - immediate action required
10-16 HIGH	Risk reduction required - high priority
4-9 MEDIUM	Medium risk - action required so far as is reasonably practicable
2-3 LOW	Low priority - further risk reduction may not be feasible or cost effective
1 Very Low	Low risk - no further action required

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