



Risk Assessment – COVID-19: Governance, Leadership and Management

(please note this is a live document and regular updates/changes may be needed following government advice, please amend accordingly).

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|----------------------------------|--|---------------------------|-------------|
| Name of Assessor | Helen Daniel | Date of Assessment | 12 May 2020 |
| Who may be affected? | See below | | |
| Description of activities | All activities within the school environment | | |

| Hazards | Who can be harmed | Existing Controls and Working Practices | Estimated Risk following controls (S x L = Total) | | | Additional Control Measures | Actions (Who, Due Date) |
|---|--|---|---|------------|-------|-----------------------------|-------------------------|
| | | | Severity | Likelihood | Total | | |
| 1. Strategic Governance | | | | | | | |
| Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements. | Staff and Students | <ul style="list-style-type: none"> The Governing Body continues to meet at least monthly regularly via online platforms. The Governing Body is involved in business critical decisions, including re-opening. The Governing Body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Governors are briefed regularly on the latest government guidance and its implications for the school. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of Governing Body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility. | 5 | 2 | 10 | | IT |
| Risks are not comprehensively assessed in every area of the school in light of COVID-19, leading to breaches of social distancing and hygiene guidance. | Staff and Students Visitors Contractors Governors Volunteers | Risk assessments are updated or undertaken before any part of school business reopens and mitigation strategies are put in place and communicated to staff covering: <ul style="list-style-type: none"> Different areas of the school; When students enter and leave school; Movement around school; Procedures for break and lunch times; Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used. | 5 | 2 | 10 | | IT |

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| | | | Severity | Likelihood | Total | | |
| Policies and procedures are not updated, do not protect staff, students and stakeholders and are not effectively communicated. | Staff and students Visitors Contractors Governors Volunteers | All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. All staff have regard to all relevant guidance and legislation including (available via the school website), but not limited to, the following: <ul style="list-style-type: none"> • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013; • Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'; • DfE and PHE (2020) 'COVID-19: guidance for educational settings'; • COVID-19 Risk Assessments available on the school website; • The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training (washing hands, cleaning up bodily fluids). The school keeps up-to-date with advice issued by, but not limited to, the following: <ul style="list-style-type: none"> • DfE, NHS, PHE, The school's local health protection team (HPT); • Staff are made aware of the school's infection control procedures in relation to coronavirus via letter/emails/staff meetings and contact the school as soon as possible if they believe they may have been exposed to coronavirus; • Parents are made aware of the school's infection control procedures in relation to coronavirus via letters/school website/social media– they are informed that they must contact the school as soon as possible if they believe their child has been exposed to coronavirus; • Students are made aware of the school's infection control procedures in relation to coronavirus via school staff and are informed that they must tell a member of staff if they feel unwell. All policies and relevant risk assessments are updated on the school website and can be accessed by external stakeholders. | 3 | 3 | 9 | | IT |
| 2. Curriculum, Student Pastoral and Safeguarding | | | | | | | |
| Students will have fallen behind in their learning during school closures and achievement gaps will have widened. | Students | <ul style="list-style-type: none"> • Gaps in learning are assessed and addressed in teachers' planning. • Home and remote learning is continuing and is calibrated to complement in-school learning and address gaps identified. • Exam syllabi are covered. | 1 | 5 | 5 | | IT/DR |
| Limited progress with the school's summer term calendar and workplan because of COVID-19 measures. | Students | <ul style="list-style-type: none"> • School calendar for the summer term rationalised. • Leadership Team (LT) and staff workplans to include short- and medium-term planning. • Staff recruitment for September 2020 is in progress. • Curriculum and timetable for September 2020 is in progress. | 1 | 5 | 5 | | IT/DR |
| Students moving on to the next phase in their education do not feel prepared for the transition. | Students | <ul style="list-style-type: none"> • A plan is in place for the Careers Adviser to speak with students and their parents about the next stage in their education and resolve any issues. | 1 | 4 | 4 | | JRS/CM |

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| | | <ul style="list-style-type: none"> • There is regular and effective liaison with the destination institutions (e.g. post-16 providers, universities, apprenticeship providers) to assist with students' transition. • Regular communications with the parents of incoming students are in place, including letters, and emails. • Virtual tours of the school will be available for parents and students. | | | | | |
| The continued prioritisation of vulnerable students and the children of critical workers will create 'artificial groups' within schools when they reopen. | Students | <ul style="list-style-type: none"> • Plans are in place to meet the learning needs of students who are outside of the main cohorts attending school. • Pastoral and SEND support is deployed wherever possible to support prioritised students. • Efforts continue to improve the attendance of vulnerable students and those from disadvantaged backgrounds. • A plan is in place for the phasing in of other cohorts. | 1 | 2 | 2 | | JRS |
| The start and end of the school day create risks of breaching social distancing guidelines. | Staff and Students | <ul style="list-style-type: none"> • Start and departure times are staggered. • The number of entrances and exits in use are set to provide adequate social distancing. • Different entrances/exits are used for different groups. • Staff and students are briefed and signage provided to identify which entrances, exits and circulation routes to use. • Regular messages to parents with key messages about social distancing and procedures in place. • A plan is in place for managing the movement of people on arrival to avoid groups of people congregating. • Floor markings are visible where it is necessary to manage any queuing. • Attendance patterns have been optimised to ensure maximum safety. | 3 | 3 | 9 | | IT/JRS |
| Movement around the school risks breaching social distancing guidelines. | Staff and students Visitors/Contractors | <ul style="list-style-type: none"> • Circulation plans have been reviewed and revised. • One-way systems are in place where possible. • Corridors are divided where feasible. • Appropriate signage is in place and circulation routes are clearly marked. • Supervision is in place to manage flow at peak times. • Movement of students around school is minimised as much as possible, with students staying in classrooms and staff moving round. • Lesson change overs/break times are staggered to avoid overcrowding. • Students are regularly briefed regarding observing social distancing guidance. | 3 | 3 | 9 | | JRS |
| Classroom sizes will not allow adequate social distancing. | Students Staff | <ul style="list-style-type: none"> • Classroom size and numbers reviewed and appropriate rooms and groups sizes are assigned, allowing for reduced numbers in line with government guidance. • Safe numbers are maintained. | 4 | 2 | 8 | | IT/DR |

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| | | <ul style="list-style-type: none"> Classrooms re-modelled, with chairs and desks placed to allow for social distancing. All furniture not in use has been removed from classrooms that are timetabled, or covered. Clear signage displayed in classrooms promoting social distancing. Students are kept in their groups where possible to avoid unnecessary contact/mixing. Risk assessment reviewed before timetable is changed. | | | | | |
| Students may not observe social distancing at break times. | Staff and students | <ul style="list-style-type: none"> Break times are staggered. There is no timetabled outside break time. Students are reminded about social distancing as break times begin. Social distancing signage is in place around the school and in key areas. Supervision levels have been established to support social distancing. | 3 | 3 | 9 | | IT/JRS |
| Students may not observe social distancing at lunch times. | Staff and Students | <ul style="list-style-type: none"> Students are reminded about social distancing as lunch time begins. Students wash their hands/use hand sanitiser before and after eating. Dining area layouts have been configured to ensure social distancing. Tables and chairs have been marked as out of use where this is not possible. Floor markings are used to manage queues and enable social distancing. Additional arrangements are in place, such as staggering lunch times, delivering grab bags to classrooms, students eating in classrooms or other spaces. Guidance has been issued to parents and students on packed lunches (e.g. the use of disposable bags instead of lunch boxes). Eating areas are cleaned after lunch. | 3 | 3 | 9 | | IT/JRS |
| Queues for toilets and handwashing risk non-compliance with social distancing measures. | Students | <ul style="list-style-type: none"> Queuing zones for toilets and hand washing have been established and are monitored. Floor markings are in place to enable social distancing. Students know that they can only use the toilet one at a time. Students are encouraged to access the toilet during class/throughout the day to help avoid queues. The toilets are cleaned frequently. Monitoring ensures a constant supply of soap and paper towels. Bins are emptied regularly. Students are reminded regularly on how to wash hands. Separate toilets are identified in the event that students/staff develop symptoms and need to use facilities before they leave site. | 3 | 3 | 9 | | IT/JRS |
| The configuration of medical rooms may compromise social distancing measures. | Staff and students | <ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for students with suspected COVID-19 whilst collection is arranged. | 4 | 2 | 8 | | HD/? |

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| | | <ul style="list-style-type: none"> Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. Staff are aware of requirements. | | | | | |
| Groups of people gather in reception (parents, visitors, deliveries) which risks breaching social distancing guidelines. | Staff and Students Visitors/Contractors | <ul style="list-style-type: none"> Social distancing points are clearly set out, using floor markings, continuing outside where necessary. Only one visitor is allowed in reception at any time. Social distancing guidance is clearly displayed to protect reception staff (e.g. distance from person stood at reception desk). Non-essential deliveries and visitors to school are minimised. Arrangements are in place for segregation of visitors. | 3 | 3 | 9 | | HD |
| Changes to bus schedules as a result of COVID-19 adversely affect students' attendance and punctuality and do not align with staggered start and departure times. | Staff and Students | <ul style="list-style-type: none"> The details of how students will travel to and from school are known prior to opening. | 1 | 1 | 1 | | JRS |
| The use of public and school transport by students poses risks in terms of social distancing. | Staff and Students | <ul style="list-style-type: none"> Guidance is in place for students and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if students are travelling with children other than from their own class. | 4 | 1 | 4 | | JRS |
| Students' behaviour on return to school does not comply with social distancing guidance. | Staff and Students | <ul style="list-style-type: none"> Clear messaging to students on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters and floor markings. Staff model social distancing consistently. The movement of students around the school is minimised. Large gatherings are avoided. Break times and lunch times are structured to support social distancing and are closely supervised. The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, students and parents. The Leadership Team monitor areas where there are breaches of social distancing measures and arrangements are reviewed. Messages to parents reinforce the importance of social distancing. | 3 | 3 | 9 | | JRS |
| Students forget to wash their hands regularly and frequently. | Students | <ul style="list-style-type: none"> Staff training includes the need to remind students of the need to wash their hands regularly and frequently. Posters reinforce the need to wash hands regularly and frequently. The Leadership Team monitor the extent to which handwashing is taking place on a regular and frequent basis. | 3 | 3 | 9 | | JRS |
| Not wearing clean clothes each day may increase the risk of the virus spreading. | Staff and Students | <ul style="list-style-type: none"> Policies are agreed prior to the school opening on the wearing of uniforms by students and business dress by staff to minimise risks. Expectations and guidance are communicated to parents. | 3 | 1 | 3 | | JRS |
| Parents and carers are not fully informed of the health and safety requirements for the reopening of the school. | Staff and Students | <ul style="list-style-type: none"> As part of the overall communications strategy parents are kept up to date with information, guidance and the school's expectations on a regular basis using a range of communication tools. | 4 | 2 | 8 | | IT/JRS |

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| | | <ul style="list-style-type: none"> A CORONAVIRUS ADVICE section on the school website is created and updated containing links to the latest government advice and school risk assessments. Details of school opening and restrictions are regularly updated on the website and emailed to parents. | | | | | |
| Parents and carers may not fully understand their responsibilities should a child show symptoms of COVID-19. | Parents | <ul style="list-style-type: none"> Key messages in line with government guidance are reinforced on a regular basis via email, text and the school's website, including symptoms and self-isolation requirements. | 3 | 2 | 6 | | IT/JRS |
| Students with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them. | Students | <ul style="list-style-type: none"> Parents have been provided with clear guidance and this is reinforced on a regular basis. Parents have been asked to make the school aware of students' underlying health conditions and the school has sought to ensure that the appropriate guidance has been individually acted upon. The school and parents are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. The register of students with underlying health conditions is regularly updated. | 3 | 1 | 3 | | JRS |
| Students' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general. | Students | <ul style="list-style-type: none"> There are sufficient numbers of trained staff available to support students with mental health issues. There is access to designated staff for all students who wish to talk to someone about wellbeing/mental health. Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/student briefings. Resources/websites to support the mental health of students are provided. | 4 | 3 | 12 | | JRS |
| Educational provision must still be maintained for priority students when the school reopens. | Students | <ul style="list-style-type: none"> Current government guidance is being followed. Liaison is continuing with parents who are key workers and the parents of vulnerable children to agree required provision. The facility for full-time attendance is available where required (even if their peers are only attending part-time). Arrangements are in place to ensure that this cohort is tracked and supported effectively. Arrangements are in place to supervise children of key workers and vulnerable children over any holiday periods in-line with current government guidance. | 3 | 2 | 6 | | IT/JRS |
| 3. Staff | | | | | | | |
| The number of staff who are available is lower than that required to teach classes in school and operate effective home learning. | Staff and Students | <ul style="list-style-type: none"> The health status and availability of every member of staff is known and is regularly updated so that deployment can be planned. Full use is made of those staff who are self-isolating or shielding but who are well enough to teach lessons online. Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place. Full use is made of testing to inform staff deployment. A blended model of home learning and attendance at school is utilised. | 4 | 3 | 12 | | IT |

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| | | | Severity | Likelihood | Total | | |
| The lack of availability of designated First Aiders and Designated Safeguarding Leads puts children's safety at risk. | Staff and Students | <ul style="list-style-type: none"> All qualified First Aid staff have a minimum of 18 months before refresher training is required. External medical facilities are within close proximity. | 4 | 3 | 12 | | IT/HD |
| Medical rooms are not adequately equipped or configured to maintain infection control. | Staff and Students | <ul style="list-style-type: none"> Social distancing provisions are in place for medical rooms. Additional rooms are designated for students with suspected COVID-19 whilst collection is arranged. Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets. | 4 | 3 | 12 | | HD |
| Staff with underlying health issues or those who are shielding are not identified and so measures have not been put in place to protect them. | Staff | <ul style="list-style-type: none"> All members of staff with underlying health issues, those within vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school. Records are kept of this and regularly updated. Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice. Staff are clear about the definitions and associated mitigating strategies in relation to people who are classed as clinically vulnerable and clinically extremely vulnerable. All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home/have a personal risk assessment in place in line with national guidance. Current government guidance is being applied. | 4 | 2 | 8 | | IT/HD |
| The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general. | Staff | <ul style="list-style-type: none"> Staff are encouraged to focus on their wellbeing. Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload. Staff briefings and training include content on wellbeing. Staff briefings/training on wellbeing are provided. Staff surveys monitor wellbeing. Staff have been signposted to useful websites and resources. | 4 | 3 | 12 | | IT/HD |
| Working from home can adversely affect mental health. | Staff | <ul style="list-style-type: none"> Staff working from home due to self-isolation have regular catch-ups with line managers. Staff are encouraged to speak regularly with colleagues, take regular breaks and exercise. Appropriate work plans have been agreed with support provided where necessary. Staff working from home may help provide remote learning for any students who need to stay at home. | 3 | 3 | 9 | | IT/HD |
| Students and staff are grieving because of loss of friends or family. | Staff and Students | <ul style="list-style-type: none"> The school has access to trained support provided by Staffordshire County Council ThinkWell team who can deliver bereavement counselling and support. | 3 | 3 | 9 | | |
| Staff rooms and offices do not allow for observation of social distancing guidelines. | Staff | <ul style="list-style-type: none"> Staff rooms and offices have been reviewed and appropriate configurations of furniture and workstations are put in place to allow for social distancing before staff return to work. Staff are briefed on the use of these rooms. | 3 | 3 | 9 | | HD |

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| Provision of PPE for staff where required is not in line with government guidelines. | Staff | <ul style="list-style-type: none"> Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured. Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely. Staff are reminded that wearing of gloves is not a substitute for good handwashing. | 3 | 3 | 9 | | HD |
| The use of fabric chairs may increase the risk of the virus spreading. | Staff | <ul style="list-style-type: none"> Take fabric chairs out of use where possible. Where that is not possible then ensure chairs are limited to single person use. | 3 | 2 | 6 | | HD |
| Staff are not trained in new procedures, leading to risks to health. | Staff and Students | <ul style="list-style-type: none"> All procedures and controls are communicated to staff by the Leadership Team. Induction and CPD programmes are in operation for all staff prior to reopening, and include: <ul style="list-style-type: none"> Infection control; Fire safety and evacuation procedures; Constructive behaviour management; Safeguarding; Risk management. | 4 | 2 | 8 | | IT |
| New staff are not aware of policies and procedures prior to starting at the school when it reopens. | Staff and Students | <ul style="list-style-type: none"> Induction programmes are in place for all new staff – either online or or via the VLE – prior to them starting. The revised staff handbook and specific guidance around policies and procedures during the COVID 19 epidemic, is available on the VLE to all staff. | 4 | 2 | 8 | | IT |
| 4. Infection Control | | | | | | | |
| Poor hygiene practice. | Staff and Students Visitors/Contractors | <ul style="list-style-type: none"> Posters are displayed throughout the school reminding students, staff and visitors to wash their hands, e.g. before entering and leaving the school. Students, staff and visitors are encouraged to wash their hands with soap or alcohol-based sanitiser (that contains no less than 60 percent alcohol) and follow infection control procedures in accordance with the DfE and PHE's guidance. Sufficient amounts of soap (or hand sanitiser where applicable), clean water and paper towels/hand dryers are supplied in all toilets and kitchen areas. Sanitisers are located in communal areas and staff /students told to clean hands before entering food area. Students are forbidden from sharing cutlery, cups or food. All cutlery and cups are thoroughly cleaned before and after use. Cleaners to carry out daily, thorough cleaning that follows national guidance and is compliant with the COSHH policy and the Health & Safety Policy. | 3 | 3 | 9 | | JRS/HD |

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| | | <ul style="list-style-type: none"> Shared touch devices are avoided or taken out of circulation where possible. | | | | | |
| Cleaning capacity is reduced so that an initial deep-clean and ongoing cleaning of surfaces are not undertaken to the standards required. | Staff and Students Visitors/ Contractors | <ul style="list-style-type: none"> A return-to-work plan for cleaning staff (including any deep cleans) is agreed with Cleaning Supervisors prior to opening. An enhanced cleaning plan is agreed and implemented which minimises the spread of infection. Working hours for cleaning staff are increased. | 4 | 3 | 12 | | HD |
| Inadequate supplies of soap and hand sanitiser mean that students and staff do not wash their hands with sufficient frequency | Staff and Students | <ul style="list-style-type: none"> An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary. Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day. | 4 | 3 | 12 | | HD |
| Testing is not used effectively to help manage staffing levels and support staff wellbeing. | Staff and Students | <ul style="list-style-type: none"> Guidance on getting tested has been published. The guidance has been explained to staff as part of the induction process. Post-testing support is available for staff through Staffordshire County Council's ThinkWell service. | 4 | 3 | 12 | | IT |
| Infection transmission within school due to staff/students (or members of their household) displaying symptoms. | Staff and Students | <ul style="list-style-type: none"> Robust collection and monitoring of absence data, including tracking return to school dates, is in place. Procedures are in place to deal with any student or staff displaying symptoms at school and appropriate action, in line with government guidance, should the tests prove positive or negative. Students, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply. A record of any COVID-19 symptoms in staff or students is reported through the school absence reporting procedure. Receiving staff will inform the Headteacher, who will report to the Governing Body. | 4 | 3 | 12 | | IT/JRS |
| Staff, students and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19. | Staff and Students | <ul style="list-style-type: none"> Staff, students and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. This guidance has been explained to staff and students as part of the induction process. Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | 4 | 2 | 8 | | IT |
| Staff, students and parents are not aware of the school's procedures should there be | Staff and Students Visitors/Contractors | <ul style="list-style-type: none"> Staff, students and parents have received clear communications informing them of current government guidance on confirmed | 4 | 2 | 8 | | IT/JRS |

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| a confirmed case of COVID-19 in the school. | | <p>cases of COVID-19 and how this will be implemented in the school.</p> <ul style="list-style-type: none"> • This guidance has been explained to staff and students as part of the induction process. • Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. | | | | | |
| 5. Business Services and School Operations | | | | | | | |
| Fire procedures are not appropriate to cover new arrangements. | Staff and Students Visitors/Contractors | <ul style="list-style-type: none"> • Fire procedures have been reviewed and revised where required, due to: <ul style="list-style-type: none"> – Reduced numbers of students/staff; – Possible absence of fire marshals; – Social distancing rules during evacuation and at muster points; – Possible need for additional muster point(s) to enable social distancing where possible; • Staff and students have been briefed on any new evacuation procedures; • Evacuation co-ordinators and fire marshals have been trained and briefed appropriately. | 5 | 2 | 10 | | IT/HD |
| Fire evacuation drills - unable to apply social distancing effectively. | Staff and Students Visitors/Contractors | <ul style="list-style-type: none"> • Plans for fire evacuation drills are in place which are in line with social distancing measures. | 3 | 3 | 9 | | IT/JRS |
| Fire marshals absent due to self-isolation. | Staff and Students Visitors/Contractors | <ul style="list-style-type: none"> • All staff have been allocated fire marshal duties for the area that they are based in, to ensure marshal coverage whilst staff are in school on a rota only basis. Staff have been briefed accordingly. | 5 | 2 | 10 | | IT/HD |
| Students eligible for free school meals do not continue to receive vouchers on the days that they are not in school. | Students | <ul style="list-style-type: none"> • A member of the school's administrative team is tasked with ensuring that students eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school. | 3 | 2 | 6 | | HD |
| School premises are not effectively managed during periods of closure and there is a resulting deterioration in the mechanical, electrical and plumbing infrastructure. | Staff and Students Visitors/Contractors | <ul style="list-style-type: none"> • The school follows the guidance issued by the DfE. • All regular compliance checks and testing services are maintained at the required frequency and are up to date. • Where water systems have not been maintained throughout lockdown, chlorination, flushing and certification by a specialist contractor has been arranged. | 3 | 3 | 9 | | HD |
| Vacant premises. | Staff and Students Visitors/Contractors | <ul style="list-style-type: none"> • Access to the school is restricted – additional security is arranged and put in place. • External signage is visible to show that the school is closed and that access is restricted. • Valuable school property and equipment is identified, and reasonable measures are in place to ensure security. | 3 | 3 | 9 | | IT/HD |

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| | | <ul style="list-style-type: none"> Measures are in place for staff who have to attend site e.g. checking of plant equipment/deep cleans may be necessary, this includes ensuring lone working measures are adhered too. | | | | | |
| Contractors on-site whilst school is in operation may pose a risk to social distancing and infection control. | Staff and Students Visitors/Contractors | <ul style="list-style-type: none"> Ongoing works and scheduled inspections for schools (e.g. estates related) have been designated as essential work by the government and so are set to continue. An assessment has been carried out to see if any additional control measures are required to keep staff, students and contractors safe. Assurances have been sought from the contractors that all staff attending the setting will be in good health (symptom-free) and that contractors have procedures in place to ensure effective social distancing is maintained at all times. Alternative arrangements have been considered such as using a different entrance for contractors and organising classes so that contractors and staff/students are kept apart. Social distancing is being maintained throughout any such works and where this is not possible arrangements are reviewed. In addition to arrangements for COVID-19, normal contractor procedures are being applied and have been updated in light of COVID-19 (including contractor risk assessments and method statements, and contractor induction). | 3 | 3 | 9 | | HD |
| The costs of additional measures and enhanced services to address COVID-19 when reopening places the school in financial difficulties. | Staff and Students | <ul style="list-style-type: none"> Additional cost pressures due to COVID-19 identified and an end-of-year forecast which factors them in is updated on a monthly basis. The finance team has identified potential savings in order to work towards a balanced budget. Additional COVID-19 related costs are under monitoring and options for reducing costs over time and as guidance changes are under review. Letting of school facilities has been temporarily suspended and will not be reintroduced until government guidance and the risk assessment will safely permit. The school's projected financial position has been shared with Governing Body. | 3 | 4 | 12 | | HD/Leadership Team |

Acknowledgements & Signatures

Risk Assessor: By signing this risk assessment, I acknowledge my responsibility as the Risk Assessor for conducting this risk assessment.

Management: By signing this risk assessment, I acknowledge my responsibility as the department management for reviewing and approving this risk assessment and communicating controls and any improvements to staff.

Acknowledgements & Signatures

Risk Assessor Name and Signature

Date:

Manager Name and Signature:

Date:

Review date:

Guidance

Severity of Harm from this Hazard

- Total Estimated Risk = Severity x Likelihood
- Hazards with significance factors equal to or greater than 16 or a Severity Rating of 4 or 5 warrants the use of additional controls and an action plan that has been reviewed

| Score | Severity / Consequence | Effects |
|-------|------------------------|--|
| 1 | NEGLIGIBLE | Negligible injury or health implications with no treatment or first-aid only. . |
| 2 | MINOR | No-Lost Time Injury(ies) and no chronic effects, but treatment beyond first aid may be required. |
| 3 | MODERATE | Person suffering Lost Time Injury, RIDDOR, hospital treatment or job restriction/business affected by outbreak |
| 4 | SERIOUS | Illness resulting in time off work long term/ill health |
| 5 | MAJOR | Fatality |

Likelihood of Potential Exposure to this Hazard

| Score | Definition |
|-------|---|
| 1 | Little or no chance of occurrence; would require an extraordinary combination of factors for the situation to result. |
| 2 | Not likely to occur in normal circumstances |
| 3 | Possible when additional factors are present but otherwise unlikely to occur. |
| 4 | Such an event is known to have occurred and is likely to re occur. |
| 5 | Almost inevitable that an incident would result / occurs frequently |

| Risk Rating | | Severity / Consequence | | | | |
|-------------|---------------------|------------------------|-------------|----------------|---------------|-------------|
| | | 1. Negligible | 2. Minor | 3. moderate | 4. Serious | 5. Major |
| Likelihood | 1. Very unlikely | 1 | 2 | 3 | 4 | 5 |
| | 2. Unlikely | 2 | 4 | 6 | 8 | 10 |
| | 3. Possible | 3 | 6 | 9 | 12 | 15 |
| | 4. Likely | 4 | 8 | 12 | 16 | 20 |
| | 5. Probable | 5 | 10 | 15 | 20 | 25 |

| Rating Bandings | | |
|---|---|--|
| Low risk (1-6) | Medium Risk (8-12) | High Risk (15-25) |
| Continue, but review periodically to ensure controls remain effective | Continue, but implement additional reasonably practicable controls where possible and monitor regularly | STOP THE ACTIVITY- Identify new controls. Activity must not proceed until risks are reduced to a low or medium level |