

Risk Assessment for: COVID 19	Assessment Date: July 2020	Review date due: as and when new information is issued
Location: SALT – St James’ CE Academy	Assessment completed by: Sentamu Academy Learning Trust Central Services in association with CEO/Heads/Principals	Version number: 6 – following consultation with Trade Unions during week beginning 13 th July
Who is at risk	– Staff, pupils, visitors, contractors	

N.B. If you don’t have access to the internet where links are shown for more information please contact the school office (parents) or Human Resources (staff) for more information. This document should be read in conjunction with the DFE Guidance for opening schools May 2020

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

Hazards	Current control measures in use	Further Control measures	Action	Completed Date
What are the specific sources of harm?	List the control measures actually used.	What further control measures are needed if risk level is too high?	Who will act and when?	

<p>Spread of Covid 19</p> <p>Covers section 1,2, 3, 5, 6, 7, 8 and 9 of the government guidance</p>	<p>Raising Awareness</p> <p>To help reduce the spread of coronavirus (COVID-19) remind everyone of the public health and Government advice - https://www.publichealth.hscni.net/news/covid-19-coronavirus</p> <ul style="list-style-type: none"> • Regularly review public health/Government advice • Clearly communicate any changes in work practice and use of the facilities to staff, parents, students and other potential visitors • Encourage staff and students to avoid touching faces with unwashed hands. <p>Hand Washing</p> <ul style="list-style-type: none"> • Hand washing/sanitising facilities available at strategic places including on arrival and exit of premises, toilets and where food will be eaten (classroom bubbles) • Hand washing facilities with soap and water preferred but hand gel sanitisers (with a minimum) 60% alcohol can be used as an alternative and where washing facilities not readily available. • Hands should be washed/sanitised after sneezing or coughing, before and after handling food or going to the toilet. • Posters in all areas of the school remind staff and pupils to follow the handwashing guidance • Stringent hand washing taking place. See hand washing guidance. https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/ • Drying of hands with disposable paper towels (preferred) or hand driers where soap and water is used. • Hand washing/sanitising stations are available in each KS1 classroom as well as the year 1 or year 2 	<p>Posters, leaflets and other materials are available and displayed in all communal areas and classrooms. https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Issue Infection control policy to provide guidance to staff, parents, students (age specific) visitors and contractors.</p> <p>Feedback from staff about new arrangements will be sought and considered.</p> <p>Hand washing stations clearly signposted. Staff and students to be reminded on a regular basis to wash their hands for 20 seconds with water and soap, and the importance of properly drying hands. Also reminded to catch coughs and sneezes in tissues – Follow Catch it, Bin it, Kill it and to avoid touching face, eyes, nose or mouth with unclean hands. Tissues will be made available throughout the school.</p> <p>Encourage staff and students to report any problems e.g. allergies to soap/hand gel and carry out skin checks as part of a skin surveillance programme https://www.hse.gov.uk/skin/professional/health-surveillance.htm</p>	<p>MW to draft</p> <p>Posters to promote hand washing and catch it...</p>	
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<p><u>Mental Health</u></p>	<p>Management will promote mental health & wellbeing awareness to staff and students during the Coronavirus outbreak and will offer whatever support they can to help.</p> <p>Consideration will be given to the impact on work load and staff wellbeing when planning changes in practice e.g. increased student attendance whilst also providing remote education to students not attending school.</p> <p>Staff and parents are encourage to share any concerns about attending site</p>	<p>Line managers will offer support to staff who are affected by Coronavirus or has a family member affected</p> <p>Regular communication of mental health information and open door policy for those who need additional support.</p> <p>Regular contact with all staff and students to be maintained.</p> <p>Staff signposted to where they can find further support both in and out of the organisation. (See staff wellbeing paper)</p>		
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<p><u>Access/ egress to site</u></p>	<p>Each Academy to review and implement site specific solutions.</p> <p>Where possible, the following practices will be considered:</p> <p>Stop all non-essential visitors or on site workers.</p> <p>Introduce staggered start and finish times to reduce congestion and contact at all times.</p> <p>Monitor site access points to enable social distancing – you may need to change the number of access points, either increase to reduce congestion or decrease to enable monitoring.</p> <p>Require all staff, students, visitors and workers to wash or clean their hands before entering or leaving the site.</p> <p>Upon arrival at the school reception area, visitors are directed to call the school office to ask if they are able to enter – this ensures only one person at a time is in the small foyer.</p> <p>Upon entering the school, visitors will give their details to a member of the office staff who will record their name, who they are visiting and an entry and exit time. Visitors will then be asked to take a green or red visitors' sticker (dependent upon whether they have a DBS check or not)</p> <p>Allow plenty of space (two metres) between people waiting to enter site</p> <p>Regularly clean common contact surfaces in reception, office, access control and delivery areas e.g. screens, telephone handsets, desks, particularly during peak flow times.</p> <p>Drivers should remain in their vehicles if the load will allow it and must wash or clean their hands before unloading goods and materials.</p> <p>Remind parents/carers that they should not gather at entrance gates or doors, or enter the site without a pre-arranged appointment</p>	<p>Stagger drop off and collection times and minimise adult to adult contact.</p> <p>Parents notified of their child's arrival and time of departure during week beginning 13th July to help prepare for full September opening. Only one parent per family to accompany children onto the school site</p> <p>Encourage visits via remote connection/ working where possible.</p> <p>Revise visitor arrangements to ensure social distancing and hygiene, for example, contactless signing in procedure, eg office staff to record name of visitor/ time in/ out etc</p> <p>Appropriate signage will be in place, and visitors will be made aware of the procedures prior to attending the school.</p> <p>Conduct separate risk assessment for staff/practices where there will be in increased expose to visitors, delivery drivers and/or contractors.</p> <p>Inform contractors and suppliers of any changes that will affect them.</p> <p>Review emergency evacuation procedures and assembly points in line with social distancing measures where possible</p>		
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<p><u>Staffroom/ breaks</u></p>	<p>Where possible staff/ students to stay on site once they have entered and not use local shops.</p> <p>Break times should be staggered to reduce congestion and contact at all times.</p> <p>Sit 2 metres apart from each other whilst eating and avoid all contact with others. Students 1 metre distancing can be implemented within classrooms where possible (packed lunches eaten in classrooms)</p> <p>Where catering is provided, it should provide pre-prepared and wrapped food only</p> <p>Drinking water should be provided with enhanced cleaning measures of the tap mechanism introduced.</p> <p>Tables and chairs should be cleaned between each use.</p> <p>All rubbish should be put straight in the bin and not left for someone else to clear up.</p> <p>Hand sanitizers to be located at access and egress points particularly in food areas.</p> <p>Within the staffroom and other staff rest areas, notices will be on display reminding staff to wipe down taps, kettle, boiler, fridge doors etc (prior to hand washing).</p>	<p>Children will eat packed lunches within their own classroom – packed lunches will be delivered to the door by kitchen staff</p> <p>Staff working within year group bubbles will use their own designated space for breaks and their lunch - one area for y5 and y6, one for KS1 and one for EYFS staff as well as a separate area for staff working in years 3 and 4 (cloakroom of mobile classroom) where they will have access to their own fridge/ kettle etc. All of these areas are well away from the bubbles where the children are working and eating. Staffing has been carefully arranged to ensure that all staff have a complete break each morning and across lunchtime.</p> <p>All areas used for eating must be thoroughly cleaned at the end of each break, including chairs, door handles etc.</p> <p>Stagger breaks and lunches so that all children are not going outside at the same time.</p> <p>Where possible, and it's safe to do so, take breaks outdoors maintaining the 1m distance (the playground, and where possible the field, will be marked out).</p> <p>Ensure catering department have updated their HACCP (health analysis critical control point) to reflect COVID-19.</p> <p>Set tables up so that they are side by side and not facing each other.</p>		
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<p><u>Working within 2 metres of a working team</u></p>	<p>Always consider if the task can be performed differently without having to breach the 2m social distancing rule.</p> <p>Staff are to limit face to face working and work facing away from each other when possible.</p> <p>Limit the frequency of working within 2m to an absolute minimum and ensure it is for strictly low intensity, sporadic work where exposure to this distance is less than 15 mins</p> <p>Limit the number of people allowed in a space at any one time</p> <p>Consider introducing an enhanced authorisation process (permit to work) for activities where less than 2m distance may be required e.g. site facilities staff.</p> <p>Provide additional supervision to monitor distancing and teams not to be rotated.</p> <p>Continue to conduct dynamic risk assessments whilst completing the work and speak up if there is a safer way of completing the task.</p> <p>All equipment to be thoroughly cleaned prior and after using it.</p>	<p>Screening to be put in place wherever possible and where 2m rule cannot be implemented.</p> <p>Remind staff and students to not share work items such as pens etc. Each child to be provided with their own stationery and other equipment that they do not share with others where possible.</p> <p>Maximum people limits clearly signposted.</p> <p>Schedule maintenance/contractor work outside the school day where possible.</p>		
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<p><u>Transport arrangements for children continuing to attend educational settings</u></p>	<p>No school trips planned for the autumn term. One child LAC child travels to school via taxi organised by the LA:-</p> <p>Local authorities should continue to provide transport for children and young people with EHC plans and those who are looked after who are continuing to attend their usual educational setting. If children and young people with EHC plans are accessing an educational setting that is not local or their usual setting, we would expect the local authority to review transport arrangements and endeavour to make appropriate provision for children to reach their educational setting safely.</p> <p>We will work closely with local authorities to put the necessary arrangements in place to support children.</p> <p>See DFE guide for further advice regarding school transport (p6)</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>Staff and students should avoid the use of public transport and sharing vehicles with members of other households where possible.</p> <p>Where this can not be avoided please follow government travel guidelines: https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#contents</p>	<p>A partnership approach between local authorities, schools, trusts, dioceses and others will be required. In particular, it is imperative that schools work closely with local authorities that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision. DfE will shortly publish new guidance to local authorities on providing dedicated school transport, based on the framework outlined here.</p> <p>Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</p> <p>Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible. Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes.</p> <p>Local Authority are liaising with local transport providers</p> <p>The school is not responsible for transporting children to the site.</p>		
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<p><u>Class or group sizes</u></p>	<p>Academies will conduct their own individual assessment of class sizes and practical working spaces and consideration will be given to the facilities available.</p> <p>For primary schools - schools may be able to implement smaller groups to the size of a full class.</p> <p>Whatever the size of the group social distancing should be encouraged where space allows</p> <p>Staff can work across different groups in order to deliver the school timetable, but they should keep their distance from pupils and other staff as much as they can (ideally 2 metres apart).</p> <p>In all settings it is important to reduce contact between people as much as possible by only mixing children in one group and keeping away from other groups.</p> <p>We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p>	<p>Consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing</p> <p>Each year group (between 25 and 31) of children are kept separate from other year groups (class bubbles)</p> <p>Consideration is being given to how play equipment is used, ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. Wherever possible children are given their own play equipment for one day at a time.</p> <p>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</p> <p>Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).</p> <p>Ideally, adults should maintain 2 metre distance from children. We know that this is not always possible, particularly when working with younger children. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal (consider use of PPE as above)</p> <p>Reduce the number of people each person has contact with by using 'fixed teams or partnering' (so each person works with only a few others)</p> <p>Where possible hold activities outdoors.</p>		
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<p><u>Moving around buildings</u></p>	<p>Reducing movement by discouraging non-essential trips within buildings and sites, for example, restricting access to some areas, encouraging use of radios or telephones, where permitted, and cleaning them between use.</p> <ol style="list-style-type: none"> 1. Restricting access between different areas of a building. 2. 3. Reducing job and location rotation. 4. Staff will be advised to take care when moving down our 2 narrow corridors. The key stage 1 corridor has doors with window at each end so that staff can see who is already down there and can manage to socially distance themselves. When moving down the corridor to the staff room, staff will ring the bell that is usually used by children to warn people that a child is within a staff only area. 5. 6. Regulating use of high traffic areas including corridors and the hall, to maintain social distancing. <p>Reduce the number of people on site at any one time so that social distancing can be maintained. Smaller sites may wish to identify a maximum safe number of occupants.</p>	<p>Relevant signage to be put in place to enforce and highlight this.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Staggered lunchtimes and break times are timetabled and adhered to</p>		
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<p>Cleaning</p> <p>Covers section 4 of the Government guidance</p>	<p>The school caretaker and cleaners will read and apply the following government advice where appropriate https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak</p> <ol style="list-style-type: none"> 1. 2. Frequent cleaning and disinfecting of objects and surfaces that are touched regularly, particularly in areas of high use such as door handles, light switches, reception area, using appropriate cleaning products and methods 3. 4. Frequent cleaning of work areas and equipment between uses, using usual cleaning products. 5. 6. Frequent cleaning of objects and surfaces that are touched regularly, such as door handles and keyboards, and making sure there are adequate disposal arrangements. 7. 8. Clearing workspaces and removing waste and belongings from the work area at the end of a shift. 9. 10. Limiting or restricting use of high-touch items and equipment, for example, printers or whiteboards. 11. 12. If you are cleaning after a known or suspected case of COVID-19 then you should refer to: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings 	<p>Each Academy to identify an appropriate cleaning rota for daily and weekly cleaning</p> <p>A cleaner to be present on site every day to be available for cleaning toilets and communal areas</p> <p>In liaison with Hull City Council Cleaning Services, cleaning supplies to be issued with relevant safety data/ COSHH sheets and appropriate staff given training (by HCC team leader on 1st June 2020)</p> <p>Cleaners also on site at the end of a school day.</p> <p>Identify high usage areas to allow enhanced cleaning.</p> <p>Cleaning procedures to be implemented for goods coming in.</p> <p>Remove equipment or items not in use as much as possible to assist with cleaning.</p> <p>Fogging of highly used areas to take place at least twice weekly. Preference can be discussed at a local level.</p>		
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<p><u>Clinically extremely vulnerable/clinically vulnerable</u></p>	<p>13. We will follow the government guidelines for clinically extremely vulnerable and clinically vulnerable and have asked staff to confirm if they fall within the following three categories:</p> <p>1: Classed as 'clinically extremely vulnerable' and as such have received a letter from the NHS or your GP</p> <p>2: Live with someone who is classed as 'clinically extremely vulnerable', confirmed in writing as above.</p> <p>3: Classed as 'clinically vulnerable' (as defined by the Government below or click on link) but have not received a letter from the NHS https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</p> <p>Black, Asian and minority ethnic staff</p> <p>Emerging evidence that is currently being reviewed by Public Health England shows that black, Asian and minority ethnic (BAME) communities are disproportionately affected by COVID-19. This concerning evidence suggests that the impact may also be higher among men and those in the higher age brackets.</p> <p>Principals should ensure that this is taken into consideration when planning the deployment of staff and placement of students. Sensitive and comprehensive conversations with any BAME staff or parents should take place, to include the identification and discussion of any existing underlying health conditions that may increase the risks for them. The feelings of BAME staff and students particularly with regard to their safety and their mental health should also be considered.</p>	<p>Update: From 1st August 2020 Clinically Extremely Vulnerable staff and students will be able to attend the academy for work/education providing that suitable covid safe measures are in place e.g. strict social distancing can be maintained, frequent hand washing and cleaning of frequently touched surfaces. Priority for staff in category one should be given to working from home where possible or for the safest available roles on site, even if this means a change of role or adjusting work patterns temporarily. An individual risk assessment should be completed for each CEV person to identify if additional safety measures are needed..</p> <p>Staff and students who fall in category 2 or 3 will be able to attend the academy if social distancing can be adhered to. If they have to spend time within 2 metres of other people the Head/Principal must carefully assess what additional measures can be implemented and discuss with them or their parents whether this involves an acceptable level of risk. An electronic record of such discussions must be kept</p> <p>PHE guidance to be reviewed on a regular basis and any risk assessments or policies to be updated accordingly</p>		
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Safeguarding	14. The safeguarding of students both on and off site will continue to be a significant focus of all staff.	Reference should be made to the child protection and safeguarding policy: COVID-19 addendum that can be found on the school website. Record any decisions using the defensible decision log		
Risk assessments/ Policies	15. Consider updating policies such as – Child Protection Policy 16. Consider updating / adapting risk assessments – food tech, music etc			

Signed: Jane Daniels, Headteacher – September 2020

Useful documents

Defensible Decision Log.docx.xlsx Deep Cleaning Checklist.docx SSoW - COVID 19 Safe System of Work school general.docx - COVID 19 Cleaners Management and Crit 37 SALT Crisis Risk Assessment Blank.xlsx Individual RA Template.doc

Risk Assessment Sign Off

You are hereby signing to confirm you have read and understood the COVID -19 risk assessment.

Name	Signature	Date
