

<b>Risk Assessment – Covid-19 (Autumn Term Reopening)</b>		<b>2<sup>nd</sup> November 2020</b>	<b>William Hulme’s Grammar School (WHGS)</b>
<b>Responsible Person</b>	<b>Peter Mulholland (Principal), Kate Heaton (Headteacher of the Primary Phase)</b>		
<b>Other Persons Involved</b>	<b>SLT</b>		
<b>Guidance Material Considered</b>	<ul style="list-style-type: none"> <li>• DfE – <a href="#">Guidance for Full Opening – Schools (22 October)</a></li> <li>• DfE - <a href="#">Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak (21 October)</a></li> <li>• DfE - <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak (15 October)</a></li> <li>• DfE - <a href="#">Coronavirus (COVID-19): guidance on isolation for residential educational settings (20 July)</a></li> <li>• DfE – <a href="#">Face coverings in education (16 October)</a></li> <li>• BEIS - <a href="#">Working safely during coronavirus (COVID-19) Offices and Contact Centres (15 October)</a>.</li> <li>• NHS - <a href="#">Test and Trace – How it works (8 October)</a></li> <li>• PHE - <a href="#">COVID-19: cleaning in non-healthcare settings outside the home (16 October)</a></li> <li>• CLEAPSS - <a href="#">COVID-19 guidance</a> re science, design and technology</li> <li>• AfPE – <a href="#">Coronavirus guidance and support</a> re school sport</li> <li>• OEAP – <a href="#">Coronavirus guidance</a> re educational visits</li> <li>• Music Mark – <a href="#">Guidance for Schools and Music Providers</a></li> </ul>		

<b>Details</b>	
<p>Covering staff and pupil H&amp;S and completion of key compliance tasks during the Covid-19 pandemic, for the reopening of schools in Autumn 2020 and for those staff who will continue to work from home.</p> <p>To minimise the risk of infection to all persons, the following system of controls has been applied by the school</p> <ol style="list-style-type: none"> <li>1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school</li> <li>2) <b>Where recommended, the use of face coverings in schools</b></li> <li>3) Clean hands thoroughly more often than usual</li> <li>4) Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</li> <li>5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach</li> <li>6) Minimise contact between individuals and maintain social distancing wherever possible</li> <li>7) Where necessary, wear appropriate personal protective equipment (PPE)</li> <li>8) <b>Always keeping occupied spaces well ventilated</b></li> </ol> <p>Numbers 1 to 5 and number 8 must be in place in all schools all the time.  Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances  Number 7 applies in specific circumstances</p> <p>In response to any infection</p>	<p><b>Are Control Measures in place?</b></p> <p><b>Yes</b></p>

9)	Engage with the NHS Test and Trace process	
10)	Manage confirmed cases of coronavirus (COVID-19) amongst the school community	
11)	Contain any outbreak by following local health protection team advice	

Numbers 9-11 must be followed in every case where they are relevant.

Hazard	Who is at Risk	How Can the Hazards Cause Harm	Control Measures Currently in Place	In Place?	Residual Risk Acceptable?
Infection Control (people)	Staff, Pupils, Visitors	Staff contracting COVID-19	<p><b>HR log of all staff updated weekly to ascertain level of risk</b></p> <ul style="list-style-type: none"> <li>• An individual RA is available for those who feel they may be at higher risk from infection. This has been updated by central office in August to reflect the Government advice applicable at that time. #</li> <li>• Clinically extremely vulnerable staff can continue to work as normal at all COVID alert levels unless in receipt of specific written instruction to shield from a medical practitioner.</li> <li>• There is a central WHGS HR log of all Individual Risk Assessments.</li> <li>• Any staff who are not required in school and can continue to work from home will continue to do so.</li> <li>• Health screening of staff carried out weekly in HR meeting and informed by line managers</li> </ul> <p><b>HR procedures in place for COVID-19 testing</b></p> <ul style="list-style-type: none"> <li>• Any staff member with symptoms of COVID-19 is sent home to self-isolate for 10 days and instructed to undertake a COVID-19 test. Their household members are required to self-isolate for 14 days.</li> <li>• If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</li> <li>• If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.</li> <li>• Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> <li>• To support the testing process, the school have been provided with a supply of home testing kits</li> <li>• If the test is positive: <ul style="list-style-type: none"> <li>○ The staff member remains off for 10 days from the onset of symptoms and after that they can return if they feel well enough. They can return if a cough or anosmia persist beyond this time.</li> <li>○ The staff member must engage with the NHS Test and Trace programme.</li> <li>○ The staff member must notify the school immediately.</li> <li>○ The school contact their local Health Protection Team or DfE helpline for advice on any further action required in school.</li> <li>○ The school will review the case against the Group guidance on COVID-19 and ARMS to establish if it was likely that the infection was contracted as a result of occupational exposure.</li> </ul> </li> </ul>	Yes	Yes

			<ul style="list-style-type: none"> <li>• The health protection team will work with WHGS in this situation to guide the school through the actions required. Based on the advice from the health protection team, WHGS will send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.</li> <li>• A template letter will be provided, on the advice of the health protection team and United Learning, to send to parents and staff if needed. WHGS will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</li> <li>• If the test is returned negative the staff member can return to school when they feel well enough to do so.</li> <li>• Where a staff member indicates an individual in their household is unwell with symptoms compatible with COVID-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an expectation that their symptomatic household member is tested. If this test result is negative the staff member can return to school if they do not have any COVID-19 related symptoms.</li> </ul>		
		Pupils contracting COVID-19	<p><b>Procedures for COVID-19 testing communicated to families</b></p> <ul style="list-style-type: none"> <li>• Any pupil with symptoms of Covid-19 should not attend school for 10 days and is expected to undertake a test under the NHS Test and Trace programme. The pupil/parents are instructed to notify the school immediately if a positive result is obtained.</li> <li>• If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).</li> <li>• If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.</li> <li>• Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.</li> <li>• To support the testing process, the school have been provided with additional supplies of home testing kits.</li> <li>• Where a positive result is obtained, the school will contact the local Health Protection Team and DfE national helpline for advice on any further action required (see protocol above).</li> <li>• A negative result means the pupil can return to school.</li> <li>• Where a pupil indicates an individual in their household is unwell with symptoms compatible with Covid-19, they must self-isolate for up to 14 days. Under the Test and Trace programme there is an expectation that their symptomatic household member is tested. If this test result is negative the pupil can return to school if they do not have any COVID-19 related symptoms.</li> <li>• Clinically extremely vulnerable students can continue to attend as normal at all COVID alert levels unless in receipt of specific written instruction to shield from a medical practitioner.</li> </ul>	Yes Waiting for home testing kits	Yes

		Visitors contracting COVID-19	<p><b>Procedures for visitors clearly indicated at school entrance and on website</b></p> <ul style="list-style-type: none"> <li>All visitors to site carefully managed and identification details recorded and held for 21 days to support the Test and Trace process if called upon.</li> <li>Details of local procedures communicated to all visitors before they come to site.</li> <li>Notices placed in Reception</li> <li>Parent communications continue where possible through telephone and email</li> <li>Parents gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</li> <li>In a situation where a parent must attend school and phone/email is not possible, a parent handout will be given on arrival advising of the necessary behaviours required (use of hand sanitiser on arrival, maintaining social distance from staff, etc)</li> <li>Clear protocol and signage for parents dropping and picking children in the Primary Phase</li> <li>Parents are advised to drop children off alone, i.e. not to come with partners or family</li> </ul> <p><b>Procedures for contractors explained in advance and clearly indicated at school entrance</b></p> <ul style="list-style-type: none"> <li>Contractors are signed in at the school Reception and briefed about Safeguarding procedures and social distancing by the Facilities Manager</li> <li>Access requirements reviewed on a case by case basis by the Facilities Manager and Principal</li> </ul>		
<b>Suspected / confirmed case in school</b>	Staff/ pupils	Potential contamination of surfaces and for person to person spread	<ul style="list-style-type: none"> <li>Pupil/staff member sent home and instructed to order a test under the NHS Test and Trace programme. Individual provided with a test by the school if supplies allow and where the school believe providing a testing kit may increase the likelihood of a test being completed.</li> <li>Pupil is isolated in secure area in Reception/outside the Primary Phase if awaiting collection in line with <a href="#">government guidelines</a>.</li> <li>If a child is awaiting collection, 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 child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</li> <li>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</li> <li>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance.</li> <li>Staff and pupils who were with the affected party should wash their hands thoroughly but do not need to go home unless symptomatic themselves or should they subsequently be identified as a ‘close contact’ where the original suspected is confirmed as positive.</li> </ul>		

			<ul style="list-style-type: none"> <li>• 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 with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.</li> <li>• A small quantity of PPE, i.e. disposable face masks, gloves, and apron and suitable waste streams is available for handling suspected cases where 2m separation cannot be maintained.</li> <li>• Cleaning and disinfection carried out by Ridgecrest cleaning staff in accordance with DfE guidance <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> <li>• Any waste from the Isolation Room will be disposed of immediately and safely.</li> <li>• School collates information on bubbles/groups and other close contacts to inform decision making about who needs to self-isolate should a positive result be obtained. An agreed Pro-forma is used</li> </ul>		
<b>Infection Control (practices)</b>	Staff, Pupils, Visitors	Operational practices in place to minimise the risk of the spread of infection	<p><u>Good Hand and Respiratory Hygiene (key principles to be applied)</u></p> <ul style="list-style-type: none"> <li>• Soap and running water or alcohol-based hand sanitiser are readily available. The alcohol component is essential in breaking down the virus structure (in the absence of a robust hand washing procedure). It is medicinal in nature and contains additional chemicals that render it undrinkable.</li> <li>• Hands cleaned by all pupils, staff members and visitors, using soap or sanitiser on arrival, after break, when changing rooms, and before eating (at a minimum)</li> <li>• Skin friendly cleansing wipes used for those who need assistance in cleaning hands</li> <li>• Practices built into school behaviour culture.</li> <li>• Regular robust handwashing is carried out. Signage advocating more frequent handwashing is displayed in various locations around the premises. Sanitizers are available in both Receptions and across the site.</li> <li>• Catch-it, bin-it, kill-it, promoted throughout school.</li> <li>• School provides tissues and sufficient bins with lids to support disposal of waste.</li> <li>• School considers support for those who may have difficulty or those who spit or use saliva as a sensory stimulant.</li> <li>• Face coverings are required for those &gt;11 yrs using public transport – they will be disposed of on entry in lidded bins provided. Spare masks will be available for pupils who need them to go home safely.</li> <li>• Specific local restrictions in Manchester currently mandate face coverings for pupils (in Year 7 and above), staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas. Primary school children will not need to wear a face covering.</li> <li>• WHGS recommends that face coverings are worn by pupils (In Year 7 above, staff and visitors) in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas.</li> </ul>		

			<ul style="list-style-type: none"> <li>• Based on current evidence and the measures that are already in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided where possible.</li> <li>• Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, WHGS has a small contingency supply available to meet such needs.</li> <li>• <b>Students and staff are briefed in the safe use of face coverings</b></li> <li>• Pupils will be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</li> <li>• All classrooms and offices have supplies of hand sanitizer, wipes and sanitizer spray</li> <li>• All areas are cleaned and disinfected regularly throughout the school day by Ridgecrest in accordance with DfE guidance <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> </ul>		
			<p><u>Grouping (key principles to be applied)</u></p> <ul style="list-style-type: none"> <li>• WHGS will do all it can to minimise contacts and mixing while still delivering the curriculum.</li> <li>• WHGS aims to reduce contact between staff and pupils using social distancing, and bubbles/groups.</li> <li>• The focus is on bubbles/groups for younger children, and distancing for older children.</li> <li>• In the Primary Phase, pupils will be taught in a class and form part of a year group bubble of 60 pupils plus staff</li> <li>• In KS3, pupils will be taught as a form group in all subjects and form part of a year group bubble of 180 pupils. They follow a very similar seating plan in all subjects.</li> <li>• In KS4, pupils will follow the curriculum as usual and be part of a year group bubble</li> <li>• In KS5 students will follow the curriculum as usual and be part of a Sixth Form bubble based in the Sixth Form Centre</li> <li>• We will keep groups/bubbles apart as much as possible.</li> <li>• In shared environments/equipment we will increase cleaning frequencies.</li> <li>• No expectation that young children distance within their groups.</li> <li>• Older children (KS4 and KS5) encouraged to keep distance in their groups.</li> <li>• Mixing in wider groups for specialist subjects, wraparound care, or on transport is permitted.</li> <li>• The larger the group, the more robust the other controls need to be.</li> <li>• Partial fulfilment of these aims acknowledged as being of benefit.</li> <li>• Siblings can be in different groups.</li> </ul>		

			<ul style="list-style-type: none"> <li>• Primary Phase staff will be assigned to a year group bubble in the first instance.</li> <li>• However, all staff can operate across multiple classes and year groups but should practise distancing, and 2m where possible.</li> <li>• To enable the tracing process to be work effectively, WHGS will keep a comprehensive record of group/bubble composition and records of any close contact that takes place between children and staff in different groups. Close contact is defined as, <ul style="list-style-type: none"> <li>○ direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>○ proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>○ travelling in a small vehicle, like a car, with an infected person</li> </ul> </li> <li>• There will be a reliable way of identifying which group an individual is part of so that breaches of these groups can be identified.</li> </ul>		
			<p><u>Measures within Classrooms – (key principles applied)</u></p> <ul style="list-style-type: none"> <li>• Primary Phase and EYFS <ul style="list-style-type: none"> <li>○ Distancing remains unlikely to be possible. Focus remains on small bubble sizes of 60 and separation of groups as control mechanism.</li> <li>○ Staff remain 2m distanced from colleagues where possible.</li> <li>○ Pupils sitting side by side and facing forwards where possible</li> <li>○ Education and care support for those with complex needs to be provided as normal.</li> </ul> </li> <li>• Secondary Phase and Sixth Forms <ul style="list-style-type: none"> <li>○ Staff remain distanced from pupils, at the front of the class, away from colleagues, and 2m from all parties where possible.</li> <li>○ Pupils sitting side by side and facing forwards where possible.</li> <li>○ Avoid face to face contact and limit time spent within 1m of anyone.</li> <li>○ Education and care support for those with complex needs to be provided as normal.</li> </ul> </li> <li>• Across the school <ul style="list-style-type: none"> <li>○ All classrooms are cleaned and disinfected regularly throughout the school day</li> </ul> </li> </ul>		

Measures Elsewhere (key principles applied)

- Groups to be kept apart where possible.
- Assemblies will be remote where possible and when held will be for one group/bubble at a time.
- Timetable to keep groups apart and minimise movement around the site as much as possible.
- 100 minute lessons in the Secondary Phase will minimise movement around the site
- Passing the odd person remains low risk and there will be a one-way system across the Primary Phase and Secondary Phase sites and buildings
- We will maintain strict hygiene procedures, regular handwashing, and cleaning.
- There will be a staggered start in the Primary Phase and staggered end in the Primary and Secondary Phases
- Breaks and lunch times will be spent in zones in both phases and staggered in the Primary Phase. These zones are clearly defined for both phases.
- Grab-bag lunches will be available to all pupils and this will be reviewed in January.
- Forest schools trips will take place in year group bubbles.
- Fire evacuation procedures will ensure that pupils line up in form groups zoned in their year bubbles and staff will ensure that they social distance themselves (though in a real fire the risk from fire takes precedence).
- Primary Phase and Secondary Phase pupils can bring in their own healthy snacks and eat them in their zones at breaktimes. This will avoid the mixing of Secondary bubbles in the Dining Room at break. The Sixth Form have their own café.
- At lunchtime, EYFS, KS1 and KS3 will have grab bags delivered to their classroom. KS2 will have a staggered lunch by year bubble in the Primary Phase Hall. Y10 will use the Dining Room, Y11 will use the Zochonis Quad Pod and the Sixth Form have their own café.
- There will be cleaning of dining hall surfaces between groups.
- Toilets will be cleaned regularly and pupils will be encouraged to clean their hands thoroughly after using the toilet - different groups will be allocated their own toilet blocks as far as the site allows
- Staff areas will have a maximum number of staff allowed at any one time according to the size and level of ventilation of the office. WHGS is following BEIS guidance on [Office and Contact Centres](#) for staff only areas
- Regular and thorough handwashing or use of alcohol-based sanitiser to be carried out by all pupils and staff members including:
  - On arrival and before departure
  - Before and after break and lunchtimes
  - When groups change areas



			<ul style="list-style-type: none"> <li>○ After using the bathroom</li> <li>● Governors are kept fully informed through additional meetings</li> </ul>		
			<p><u>Measures for Arrival and Departure (key principles applied)</u></p> <ul style="list-style-type: none"> <li>● Stagger start and finish times to prevent groups mixing where possible, but without reducing the amount of teaching time. Primary Phase will have a staggered start and end to the day. Secondary Phase will have a staggered finish time for KS3.</li> <li>● Arrangements will be communicated to parents and the one way system in the Primary Phase grounds will prevent gathering at the school gates.</li> <li>● Process is in place for those arriving wearing face coverings, including safe disposal (covered bin) and wash hands before going to class (note point 2 on the system of control 'Clean hands more often than usual' which accepts alcohol-based hand sanitiser as a suitable substitute for soap and water.</li> <li>● Strong staff presence around school and at the gates to ensure that the staggered start and end of the day is monitored carefully to prevent mixing of bubbles</li> </ul>		

			<p><u>Other Considerations (key principles applied)</u></p> <ul style="list-style-type: none"> <li>• There is an additional risk assessment in place for the Resourced Provision</li> <li>• Specific assessment for those with SEND needs to help with adjustments.</li> <li>• Supply/peripatetic teachers can move between schools but minimise contact and distance as much as possible. Specialist staff e.g. therapists work as normal.</li> <li>• Contractors and other visitors to site will be briefed on local processes to them before arrival so that they can distance as much as possible. A record is kept of all visitors so that the school can trace people if required to by PHE.</li> <li>• Dual registered children can attend, but the two settings will liaise to agree controls.</li> <li>• Equipment – <ul style="list-style-type: none"> <li>○ Personal items, e.g. pens and pencils recommended to remain individual in Secondary/Sixth Form and maintain in year group bubbles in the Primary Phase</li> <li>○ Classroom resources – can be used freely within the bubble/group, but subject to regular cleaning</li> <li>○ Resources shared between groups will require frequent meticulous cleaning, i.e. always before being used by another group, or quarantined for 48 hours between use (72 hours for plastic items).</li> <li>○ Outdoor play equipment cleaned more regularly (refer to the previous point)</li> <li>○ Pupils should limit the amount of equipment they bring to school</li> <li>○ Resources can be taken home where it contributes to education and development and subject to the same rules re cleaning and rotation as above.</li> </ul> </li> </ul>		
			<p><u>Public Transport (key principles applied)</u></p> <ul style="list-style-type: none"> <li>• Steps to depress demand at peak times with a staggered finish in the Primary Phase and KS3</li> <li>• Promote walking/cycling to school if possible as most pupils live within walking distance of the school</li> <li>• Face coverings are required on public transport for all over 11 years old. Masks will be disposed of in covered bins upon arrival</li> </ul>		
<p><b>Infection Control (premises)</b></p>	<p>Staff, Pupils, Visitors</p>	<p>Changes to or introduction of physical control measure to minimise the risk of the spread of infection</p>	<ul style="list-style-type: none"> <li>• Any unnecessary furniture including lockers in the Secondary Phase are removed to aid distancing between groups</li> <li>• One-way system implemented in corridors and on stairwells. There are clear markings and signage throughout the site</li> <li>• Demarcating playground space to help with bubble/group management in the Primary and Secondary Phases</li> <li>• Demarcation of staff rooms and office areas with clear signage about the maximum number of staff allowed and social distancing marked out</li> </ul>		

			<ul style="list-style-type: none"> <li>• Demarcated staff rooms and office areas. Staff must follow social distancing, handwashing and sanitising protocols in staff areas.</li> <li>• Access to print rooms/photocopiers limited to one person</li> <li>• Occupied spaces are kept well ventilated insofar as ventilation systems allow and whilst maintaining a suitable teaching and working environment. Wherever possible, windows and doors are kept open.</li> <li>• HVAC system switched to fresh air mode</li> <li>• Occupancy for lifts reduced to one person where possible. Lifts are cleaned after use.</li> <li>• Windows opened where possible, where temperature allows it, and without creating undue risks.</li> <li>• Non-fire doors propped open to remove need for hand contact</li> <li>• Prohibited (taped off) access to outdoor play equipment except when it can be thoroughly cleaned between use</li> <li>• Removal of soft furnishings and soft toys or toys that are hard to clean from EYFS</li> <li>• Where multiple staff have to occupy a single office and 2m separation is not possible: <ul style="list-style-type: none"> <li>○ Work back-to-back</li> <li>○ Install screens between workstations</li> <li>○ Rota in place so that staff don't have to work together</li> </ul> </li> <li>• Prohibit shared workstations if robust cleaning cannot be ensured between users</li> <li>• BEIS guidance for Offices and Contact Centres referred to in reviewing non-student areas, e.g. school office, staff workrooms etc.</li> <li>• Complete and display the <i>Covid-19 Secure in 2020</i> poster</li> </ul>		
<b>Anxiety, stress and worry</b>	Staff, pupils (parents indirectly)	Those coming back to work or school may be anxious, worried or stressed	<ul style="list-style-type: none"> <li>• All staff consulted in the development of this risk assessment and control measures (see Group Consultation (HS) Policy for guidance).</li> <li>• Risk Assessment and its findings communicated to staff and pupils/parents.</li> <li>• This is part of the overall communication strategy that provides regular updates to staff through weekly briefings, video messages and union meetings, to parents through weekly briefings and video messages and to pupils through weekly assemblies</li> <li>• Staff have access to Group's <a href="#">occupational health and counselling service</a></li> <li>• This Risk Assessment and its findings are published on the school website.</li> </ul>		
<b>Cleaning</b>	Staff, Pupils, Visitors	General hygiene to interrupt transmission from contact surfaces	<ul style="list-style-type: none"> <li>• Frequency to be increased with focus on areas used by multiple groups and hand-contact surfaces in line with normal procedures and cleaning risk assessment. No requirement for additional PPE to be worn.</li> <li>• Ridgecrest clean and disinfect all frequently used areas and equipment regularly throughout the school day and at the end of every session</li> <li>• An enhanced cleaning schedule is in place</li> <li>• Cleaning staff reminded to be mindful to minimise face contact and the need for regular handwashing.</li> </ul>		

			<ul style="list-style-type: none"> <li>• Cleaning following confirmed/suspected case in accordance with DfE guidance <a href="#">COVID-19: cleaning of non-healthcare settings</a></li> <li>• The Executive Business Manager meets regularly with Ridgecrest to ensure that enhanced processes have been implemented and check that the contractor is operating in line with Govt guidance and not just carrying out business as usual.</li> <li>• Hand sanitiser and wipes are provided in classrooms where there is no ready access to a sink with hot water, soap and towels.</li> <li>• Staff are expected to wipe down their areas and computers when they leave their area using wipes and sanitizer provided</li> </ul>		
Delivery of 'higher risk' subjects	Staff, Pupils	<p>Delivery of lessons such as science, D&amp;T, Drama and PE require pupils and staff to work in close proximity thereby increasing the risk of infection</p>	<ul style="list-style-type: none"> <li>• Subject leads to review their risk assessments for the planned activities and update accordingly.</li> <li>• Subject Risk Assessments are checked by an external Health and Safety consultant, Mandy Disney</li> <li>• Reference to specialist advisory bodies for latest guidance on required controls <ul style="list-style-type: none"> <li>➢ CLEAPSS guidance referred to in planning science, D&amp;T and Art</li> <li>➢ AfPE and national governing body guidance referred to in planning school sport activities</li> <li>➢ Music Mark and DCMS Performing Arts guidance referred to in planning music, dance and drama <ul style="list-style-type: none"> <li>○ with suitable subject specific risk assessments developed accordingly.</li> </ul> </li> </ul> </li> <li>• The school takes account of the availability of support staff e.g. technicians and the capability of practical lessons to be delivered while maintaining social distancing.</li> <li>• No contact sport to be played.</li> <li>• Curriculum is adapted to reduce the amount of practical work, especially in the Primary Phase and KS3.</li> <li>• In high risk areas such as Music, Drama, Technology and Science, experiments and practicals will be restricted mainly to KS4 and Sixth Form, with demonstrations used wherever possible</li> <li>• In Drama and Music, students don't use 'projected voices' and group work does not extend beyond 15 mins at a time.</li> <li>• Resources are restricted to the use of a bubble/group.</li> <li>• Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.</li> <li>• Specialist cleaning will take place if there is a change of bubble in one day</li> </ul>		
		Educational visits	<ul style="list-style-type: none"> <li>• Domestic, non-residential educational visits are permitted. Schools to refer to OEAP National Guidance when planning.</li> <li>• Forest school visits in the primary Phase are by year bubble</li> <li>• Any other Educational Trips or Visits in the autumn will be highly restricted unless there is special permission from the Principal/Primary Phase Headteacher</li> </ul>		

<p><b>Intimate Care/Higher Dependency Pupils</b></p>	<p>Staff, Pupils</p>	<p>Intimate care brings people within close proximity of each other thereby increasing the risk of infection</p>	<ul style="list-style-type: none"> <li>• Staff providing intimate care to use PPE as they would do normally for providing care in line with children’s needs</li> <li>• No specific PPE required unless the child in question is symptomatic (see <i>Suspected/confirmed case in school</i> section.</li> <li>• PPE is available as follows: <ul style="list-style-type: none"> <li>○ 200 face shields (reusable and allocated to every member of staff)</li> <li>○ 1,000 face masks (one use only)</li> <li>○ 200 disposable aprons (first aid use)</li> <li>○ 400 disposable gloves (first aid use)</li> </ul> </li> </ul>		
<p><b>Failure to follow local rules</b></p>	<p>Staff, Pupil, Visitors</p>	<p>Persons fail to follow local rules due to lack of awareness.</p> <p>Persons violate local rules</p>	<ul style="list-style-type: none"> <li>• Clear communication of all Social Distancing protocols in the Principal’s video and written messages to all staff and parents</li> <li>• Videos and photographs of social distancing measures on site</li> <li>• School website: <a href="https://www.whgs-academy.org/parent-info/safeguarding/coronavirus-update">https://www.whgs-academy.org/parent-info/safeguarding/coronavirus-update</a></li> <li>• Posters across the site</li> <li>• On-site training planned for all staff and pupils in the new arrangements in September</li> <li>• Behaviour Policies have been updated in line with latest COVID-19 advice. They are on the website and all protocols explained clearly in written communication to parents.</li> <li>• Behaviour updates including rules and sanctions on social distancing will be communicated to pupils in form periods and year assemblies.</li> <li>• Disciplinary action (including the possibility of exclusion) taken if pupils deliberately transgress social distancing rules.</li> <li>• Parents will not be allowed on site if they deliberately do not follow social distancing rules</li> <li>• Unions have been consulted over the importance of all staff following social distancing rules. Normal HR procedures will apply if rules are breached</li> <li>• Compliance with this risk assessment and associated procedures will be monitored by line managers e.g. checklists, observations, interviews, audits etc.</li> </ul>		
<p><b>Maintaining a compliant premises</b></p>	<p>Pupils, Staff</p>	<p>Loss of site staff and access to contractors resulting in PPM and other compliance checks lapsing.</p>	<ul style="list-style-type: none"> <li>• Principal meets weekly with the Facilities manager and Executive Business Manager to review the school’s premises compliance status prior to reopening</li> <li>• Contractor access to site for PPM/compliance inspections to be continued wherever possible. Legible record of all contractor details to be held for 21 days (to support Test and Trace process if necessary)</li> <li>• School keeps a documented record of all PPM tasks to ensure that they have been completed before re-opening in September.</li> <li>• Loss of site staff or access to contractors will prompt decision on whether school can remain open – key compliance tasks as outlined in the <i>‘Maintaining a Practicably Compliant School’</i> guidance document will be referred to inform this decision.</li> </ul>		

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

Details of any additional control measures for consideration	Target for completion	Date of completion	Completed By

Assessment completed by:	Peter Mulholland	Date:	2 <sup>nd</sup> November 2020	Date of next review:	2 <sup>nd</sup> December 2020
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## Guidance on completing the form

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

## Risk Assessment Title and Responsible Person

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

## Details

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

## What are the hazards and Who is at Risk?

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

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

## What harm is associated with the hazard?

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

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

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

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

## Evaluation of Adequacy

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

## Areas of additional control for consideration

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

## Review Period

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