RISK ASSESSMENT - DRAFT/SUBJECT TO CHANGE FOLLOWING CONSULTATION

ACTIVITIES: (What will you be doing and with whom?)	Activities Impacted by the CORONAVIRUS PANDEMIC			
DATE OF RISK ASSESSMENT:	**Date completed/last reviewed:**	1st September 2021	**Date to be reviewed:** (Max timeframe 1 year)	31st December 2021 or when guidance or circumstances change, if earlier.
STAFFING: (Staff deployment, responsibilities, expertise, etc.)	Owned by the Director of Finance & Operations consulting with Trust Executive and staff representatives			
OVERALL RISK SCORES: (For the highest risk hazard)	**Untreated score:**	3 x 3 = 9	**Treated score:**	2 x 2 = 4

What are the hazards? (List only actual hazards/issues related to planned activities)	Who might be harmed and how? (Staff, students, visitors, include vulnerable groups etc.)	What are you already doing to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Treated Risk Score (Likelihood x Impact = Score, see table at end of doc)	What further action do you need to take to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Who needs to carry out the action? (Staff member names or job roles)	When is the action needed by?
Low risk of severe Covid-19 infection (Step 4)	Students, staff and visitors may become infected which will normally result in mild symptoms but could result in severe illness or death.	• Keep schools open and running as normally as possible. • Site-level risk assessments and system of controls listed below in place. • Keep students, staff and visitors informed about the risk of infection and how to minimise it, through assemblies and notices/signage or online communication. • Inform students, parents and staff about when to stay at home and the latest rules on social distancing, household-self-isolation, testing and shielding of vulnerable people. • Support public health tracking measures Regular asymptomatic testing continues until at least the end of September. Schools are no longer routinely required to report close contacts. Most	1 x 3 = 3			

What are the hazards? (List only actual hazards/issues related to planned activities)	Who might be harmed and how? (Staff, students, visitors, include vulnerable groups etc.)	What are you already doing to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Treated Risk Score (Likelihood x Impact = Score, see table at end of doc)	What further action do you need to take to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Who needs to carry out the action? (Staff member names or job roles)	When is the action needed by?

		close contacts are no longer required to self-isolate but will be advised to take a PCR test.
		• Rules in place concerning use of face coverings in line with Government guidelines and local conditions. Face coverings are not required for classrooms or internal common areas but are recommended in enclosed and crowded spaces where people mix, such as on public transport. Face coverings are permitted in all areas. .
		• Permit home working for efficiency/convenience reasons where the job role allows it or work space constraints do not allow social distancing. Apply the provisions of the Home Working Policy to help ensure safe and effective home working.
		• Apply/dis-apply social distancing measures in school in accordance with the latest DfE guidance. In general measures are applied where this does not disrupt education..
		    o Timetable may be adjusted to provide for movement of teachers instead of classes, staggered start and end of day, break times and lunch times where this doesn't disrupt delivery of the curriculum.
		    o Assemblies (including singing) can take place without restriction. Balance the risk of holding meetings and events onsite with the educational advantages/disadvantages and practicalities of providing them online.				

What are the hazards? (List only actual hazards/issues related to planned activities)	Who might be harmed and how? (Staff, students, visitors, include vulnerable groups etc.)	What are you already doing to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Treated Risk Score (Likelihood x Impact = Score, see table at end of doc)	What further action do you need to take to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Who needs to carry out the action? (Staff member names or job roles)	When is the action needed by?
		o Dis-apply restrictions limiting mixing during circulation and break times. o o Dis-apply procedures regarding shared staff work spaces and equipment. • Maximise ventilation of classrooms and other internal areas subject to meeting minimum temperature requirements, using CO2 monitors to indicate when windows need to be opened or rooms vacated. Install air filters where ventilation is not possible. • Encourage and provide for regular handwashing or use of hand sanitisers. Inform staff and students about handwashing and avoiding touching your face. • Maintain an enhanced cleaning regime including focus cleaning during the day and other hygiene measures – likely to include regular cleaning of high risk surfaces including table tops, door handles, keyboards, toilets and deep clean/disinfection of isolation rooms when required. • Operate arrangements for students taken ill at school including providing isolation rooms for those displaying coronavirus symptoms and advice on not travelling home by public transport and taking a PCR test. • Provide required protection/PPE for welfare staff and others at particular risk in the event that a				

What are the hazards? (List only actual hazards/issues related to planned activities)	Who might be harmed and how? (Staff, students, visitors, include vulnerable groups etc.)	What are you already doing to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Treated Risk Score (Likelihood x Impact = Score, see table at end of doc)	What further action do you need to take to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Who needs to carry out the action? (Staff member names or job roles)	When is the action needed by?
		case arises in school. Retain screens for reception staff. • Take the current level of risk and DfE/FCO/insurer advice into account when deciding whether to undertake/cancel school trips. UK non-residential trips should be OK. • Contingency plans in place to deal with a case or an outbreak on the instructions of the DfE/public health authorities (see below).				
Medium to high risk of severe Covid-19 infection (local outbreak/step-up – 5 or 10% of a group of pupils/staff who have mixed closely)	Students, staff and visitors may become infected which will normally result in mild symptoms but could result in severe illness or death.	• Keep schools open, following public health advice and DfE instructions on requiring some groups to stay at home in response to a case or outbreak, delivering the curriculum through a blended (on-site/remote) model where required (see the bottom bullet point). Step-up measures required by local public health authorities may include one or more of the measures detailed below. • Site-level risk assessments and system of controls listed below (outbreak management plan) in place. • Keep students, staff and visitors informed about the risk of infection and how to minimise it using assemblies (if possible) and notices/signage or online communication and local arrangements. • Inform students, parents and staff about when to stay at home and the latest rules on household isolation and shielding of vulnerable people. Measures may be stepped up during an outbreak.	1 x 3 = 3			

What are the hazards? (List only actual hazards/issues related to planned activities)	Who might be harmed and how? (Staff, students, visitors, include vulnerable groups etc.)	What are you already doing to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Treated Risk Score (Likelihood x Impact = Score, see table at end of doc)	What further action do you need to take to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Who needs to carry out the action? (Staff member names or job roles)	When is the action needed by?

		• Support/participate in public health tracking measures as required (eg regarding regular asymptomatic on-site and home testing, taking PCR tests, recording of results, use of the tracking app and recording those who come into close contact).
		• Recommend or require face coverings for adults and pupils in common internal areas and some classroom settings except for those who are exempt.
		• Balance on-site working with home working depending on current circumstances and the type of role (ie some office staff and teaching staff not required in school/supporting online learning). For staff needed in school, limit numbers in offices/mixing using shifts/ prioritise those reliant on public transport for working from home. Apply the provisions of the Home Working Policy to help ensure safe and effective home working.
		• Apply social distancing measures in accordance with local Public Health/DfE 'Step-Up' requirements. These may include:
		   o Timetabling/setting options –smaller classes, movement of teachers instead of classes, staggered periods/start and end of day, rotating year groups, shorter or no break times.
		   o Changed entry, exit, circulation, queuing and lining up arrangements including fire				

What are the hazards? (List only actual hazards/issues related to planned activities)	Who might be harmed and how? (Staff, students, visitors, include vulnerable groups etc.)	What are you already doing to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Treated Risk Score (Likelihood x Impact = Score, see table at end of doc)	What further action do you need to take to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Who needs to carry out the action? (Staff member names or job roles)	When is the action needed by?
		assembly to maintain distancing. Limit congestion in toilet areas. ○ Advice on travel to/from school and drop-off and collection arrangements. Encourage walking/cycling. Pass on guidance on use of public transport. Minimise mixing (bottlenecking and queuing) at entrances by opening all available gates and staggering start/end times. ○ Alter dining arrangements to eliminate mixing and maintain social distancing. ○ ILlimit large gatherings, assemblies, meetings, events: deliver them with strict social distancing or online. ○ Online learning: provide an online curriculum for students not attending school, blended learning for those with reduced timetables and a taught curriculum with supporting online resources for those on a full timetable. Help students with home technology where this is a significant barrier and funding/equipment is available. ○ Limit access for visitors and contractors and require appointments, social distancing and face covering while on site. ○ Procedures in place regarding limited sharing of staff work spaces and equipment including cleaning between uses. • Hold classes out of doors where practical and it is compatible with no mixing and keep rooms well				

What are the hazards? (List only actual hazards/issues related to planned activities)	Who might be harmed and how? (Staff, students, visitors, include vulnerable groups etc.)	What are you already doing to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Treated Risk Score (Likelihood x Impact = Score, see table at end of doc)	What further action do you need to take to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Who needs to carry out the action? (Staff member names or job roles)	When is the action needed by?
		ventilated by opening windows. Use CO2 monitors to indicate when windows need to be opened or rooms vacated. Install air filters where ventilation is not possible. • Require/timetable and provide for regular handwashing or use of hand sanitisers. Inform staff and students about handwashing, avoiding touching your face and surfaces and the need to catching coughs and sneezes in tissues. • Daily cleaning of all spaces in use, increased focus cleaning and other hygiene measures – likely to include regular cleaning of high risk surfaces, door handles, keyboards, toilets during the day and deep clean/disinfection of isolation rooms etc. Disposal of waste which may be infected (including single use PPE) in accordance with government guidelines. • Operate arrangements for students taken ill at school including providing isolation rooms for those displaying coronavirus symptoms and advice on not travelling home by public transport and taking a PCR test. • Provide appropriate protection/PPE/physical barriers for welfare staff and others at particular risk because they are vulnerable (eg pregnant) or unable to keep 2m social distance (eg those at the gate taking temperatures/reception staff/staff supporting children with particular special needs).				

What are the hazards? (List only actual hazards/issues related to planned activities)	Who might be harmed and how? (Staff, students, visitors, include vulnerable groups etc.)	What are you already doing to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Treated Risk Score (Likelihood x Impact = Score, see table at end of doc)	What further action do you need to take to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Who needs to carry out the action? (Staff member names or job roles)	When is the action needed by?
		• Take the current level of risk and DfE/FCO/insurer advice into account when deciding whether to undertake/cancel school trips. A limited number of non-residential UK trips may be possible and will be risk assessed as per existing procedures. •				
		•		•		
Anxiety due to fear of infection	Staff and students could suffer mental ill health.	• Clear communication of assessment of risks and mitigation arrangements, consulting staff and parents as appropriate. • Adjust absence protocols to recognise the risks faced by different individuals. • Make counselling and pastoral support available. • Monitor staff and student absence patterns and adjust communications as appropriate.	2 x 2 = 4			
Impact on wellbeing due to disrupted education/work and long periods inside.	Students and staff could suffer mental or physical ill health.	• Seek to maintain educational provision as much as possible in school or using technology to support remote learning. • Home Working Policy adopted to help reduce risks to staff. • Include additional wellbeing content in the curriculum, using DfE resources as appropriate. • Make counselling and pastoral support available.	2 x 2 = 4			
Hazards associated with mitigation measures such as a	Students and staff could	• Alcohol and non-alcohol sanitiser available/provided. • Non-latex PPE provided.	2 x 1 = 2			

What are the hazards? (List only actual hazards/issues related to planned activities)	Who might be harmed and how? (Staff, students, visitors, include vulnerable groups etc.)	What are you already doing to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Treated Risk Score (Likelihood x Impact = Score, see table at end of doc)	What further action do you need to take to control/treat the risks? (Eliminate, substitute, engineering controls, administrative controls, PPE)	Who needs to carry out the action? (Staff member names or job roles)	When is the action needed by?
skin reaction from hand washing and use of sanitiser, use of cleaning products or use of PPE	suffer skin damage	• Staff and students informed about the risks, procedures and availability of alternative products.				
Hazards associated with administering tests	Students and staff could contract the covid 19 infection	• Testing procedures are in place (provided by the government). • Ensure all staff involved in administering tests are appropriately trained in procedures. • Ensure appropriate facilities, equipment and PPE are provided for testing. • Ensure staff and students are appropriately supported with home-testing.	2 x 2 = 4			
Additional vulnerability of pregnant women.	Pregnant women are at greater risk of a severe covid-19 infection.	• Ensure the clinical vulnerability of staff/students who are pregnant is recognised and appropriate adjustments are made to duties and work arrangements including provision for home working where appropriate.	2 x 1 = 2			

Responsible person name:	Richard Lane	**Signature:**			**Date:**	1st September 2021
SLT name:	Richard Lane	**Signature:**			**Date:**	1st September 2021

For each hazard please rate the **Risk Impact** and the **Risk Likelihood** using the below table remaining after control measures currently in place are taken into account.
Calculate **overall risk scores** based on an assessment of the treated/untreated scores for the highest risk hazard.

	Risk Likelihood		
Total Risk calculation table	**1: Low: Unlikely**	**2: Medium: Neither Likely nor Unlikely**	**3: High: Likely**
1: No injury/no or minor property damage	1	2	3
2: Minor injuries/major property damage	2	4	6
3: Major injuries/fatality	3	6	9

(Risk Impact — vertical axis label)

Likelihood and Impact are multiplied to form the risk score with control measures in place.

Risk Likelihood
Low: Unlikely means once in more than 100 years or less often

Medium: Neither Likely nor unlikely means less often than once in 10 years but more often than once in 100 years.
High: Likely means once in 10 years or more often

Risk Rating Calculation: Total Risk = Remaining Risk Impact X Remaining Risk Likelihood
A **Total Risk** score of **1-2** should mean you are safe to undertake the activity as long as the required control measures are in place throughout.
A **Total Risk** score of **3-4** should mean you proceed with caution, reconsider control measures, method or even necessity of activity before undertaking it.
A **Total Risk** score of **6-9** should mean you do not undertake the activity at all until you have completely reconsidered how to deliver it safely.

Please Also Note
All risk assessments should be approved and signed by SLT/line management as appropriate.