Risk Assessment – COVID-19 (v2.3) National Lockdown	7th Jan 2021	Orchard Meadow
Responsible Person	Harry Paget-Wall Collins Executive Principal / William Power Head teacher	
Other Persons Involved	Jane Caffyn Executive Business Manager, Sarah Horbury-Jakeman Chair of SIB, Sarah Holloway (Cleaning Supervisor)	
Guidance Material Considered	• DfE – Guidance for Full Opening – Schools (30 December) • DfE - Actions for early years and childcare providers during the coronavirus (COVID-19) outbreak (30 December) • DfE - Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak (31 December) • DfE – Face coverings in education (27 November) • BEIS - Working safely during coronavirus (COVID-19) Offices and Contact Centres (21 December). • NHS - Test and Trace – How it works (14 December) • PHE - COVID-19: cleaning in non-healthcare settings outside the home (16 October) • CLEAPSS - COVID-19 guidance re science, design and technology • AfPE – Coronavirus guidance and support re school sport • OEAP – Coronavirus guidance re educational visits • Music Mark – Guidance for Schools and Music Providers • DfE Asymptomatic Testing Procedures and Guidance – available through the DfE portal	

Details	

Covering staff and pupil H&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.
 	
To minimise the risk of infection to all persons, the following system of controls has been applied by the school
 	
   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
 	
   2) Where recommended, the use face coverings in schools
 	
   3) Clean hands thoroughly more often than usual
 	
   4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
 	
   5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
 	
   6) Minimise contact between groups of children where possible (early years) and minimise contact between individuals and maintain social distancing wherever possible (primary and secondary)
 	
   7) Where necessary, wear appropriate personal protective equipment (PPE)
 	
   8) Keep occupied spaces well ventilated
 	
   9) Engage with the NHS Test and Trace process
 	
   10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community notifying government agencies as appropriate
 	
   11) Contain any outbreak by following local health protection team advice
	Yes

- Numbers 1, 3,4 and 5 and number 8 are in place in all the time.
- Numbers 2 and 6 are carefully considered with suitable management strategies deployed that account for the specific operating characteristics of the school. Details of which are included in this risk assessment.
- Number 7 applies only in specific circumstances.
- Numbers 9 to 11 are 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	- An individual RA is available for those who feel they may be at higher risk from infection. - Clinically extremely vulnerable (CEV) staff in Tier 4 areas are not required to come to work and are supported to work from home. CEV staff in Tier 3 areas are supported to work flexibly where possible. -National Lockdown CEV not in work - Any staff who are not required in school and can continue to work from home will continue to do so. - Health screening of staff carried out weekly (are you unwell, is anyone in your household unwell) with records held on employee file. - Any staff member with symptoms of COVID-19 is sent home to self-isolate for 10 full days and instructed to undertake a COVID-19 test. Their household members are also required to self-isolate for 10 days. - To support the testing process, the school have been provided with a supply of home testing kits - If the test result is positive: - The staff member remains off for 10 full days from the day after 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. - The staff member must engage with the NHS Test and Trace programme. - The staff member must notify the school immediately. - The school contact their local Health Protection Team or DfE helpline for advice on any further action required in school. - 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. - If the test is returned negative the staff member can return to school when they feel well enough to do so. - 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 10 days. Under the Test and Trace programme there is an expectation that the 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.	Yes	Yes

		Pupils contracting COVID-19	• Any pupil with symptoms of COVID-19 should not attend school for 10 full days from the onset of symptoms 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. • To support the testing process, the school have been provided with a supply of home testing kits. • Where a positive result is obtained, the school will contact the DfE helpline or local Health Protection Team for advice on any further action required. • A negative result means the pupil can return to school. • Where a pupil indicates an individual in their household is unwell with symptoms compatible with COVID-19, they must self-isolate for up to 10 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. • Clinically extremely vulnerable students should not attend if the school is in a Tier 4 area. CEV student can continue to attend as normal at all other Tiers except if in receipt of clinical instruction to shield. (national lockdown CEV remain at home on remote learning)		
		Visitors contracting COVID-19	• 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. ~~Schools can use the QR code system to log visitors if they wish not in place.~~ Records kept in reception of each school • Details of local procedures communicated to all visitors before they come to site. • Parents advised to drop children off alone, i.e., not to come with partners or family • Contractors attending while school is operational to be notified that the school is operational, and their access requirements reviewed on a case-by-case basis. • **Parents have been informed through newsletters and communication about 1 adult for drop off and collection.** • **Contractors to work around pupil contact hours and in individual spaces e.g., empty classrooms.** • **Joint workers across sites to wear masks and face screens if teaching and meeting in groups in school.** • **PE staff to work outside and TAs to bring pupils to PE Team. This avoids contact with multiply groups in enclosed spaces.** • **Parents requested to call school no visit.** • **Reception spaces have been screening off and 1 adult per space if needed to be in school and masks to be worn at all times. Any exempt mask wearers to be given face shields** • **All meetings to happen in well ventilated rooms with strict social distancing in place.**	yes	yes
Suspected / confirmed case in school	Staff/ pupils	Potential contamination of surfaces and for person to person spread	• 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.	Yes	YEs

			• Pupil isolated in secure area: **First Aids rooms with adult full PPE,** if awaiting collection in line with [government guidelines.](#) • 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. • A small quantity of PPE, i.e., disposable face masks, gloves, and apron and suitable waste streams will be required for handing suspected cases where 2m separation cannot be maintained. • Cleaning and disinfection carried out by cleaning staff in accordance with DfE guidance *[COVID-19: cleaning of non-healthcare settings](#)* • School to collate in formation on bubbles/groups and other close contacts to inform decision making about who needs to self-isolate should a positive result be obtained. Pro-forma available on United Hub. • First Aid rooms are isolated on site. PPE is available and social distance seating. Outside door for access by parent on collection. • PPE Waste to be placed in plastic bag and double bagged. Left for 72 hours and then disposed off.		
Infection Control (practices)	Staff, Pupils, Visitors	Operational practices in place to minimise the risk of the spread of infection	Good Hand and Respiratory Hygiene (key principles to be applied) • Soap and running water or alcohol-based hand sanitiser to be readily available • 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) • Skin friendly cleansing wipes used for those who need assistance in cleaning hands • Practices built into school behaviour culture. • Catch-it, bin-it, kill-it, promoted throughout school. • School provides tissues and sufficient bins to support disposal of waste. • School considers support for those who may have difficulty or those who spit or use saliva as a sensory stimulant. • Face coverings required by law for those >11yrs using public transport • Face coverings will be promoted in common parts in areas where local COVID alert level is high or very high • The school will hold a small supply of disposable face coverings • Students and staff are briefed in the safe use of face coverings • Outside sinks located at school for handwashing. • Every classroom has soap and sanitiser in place for pupils to use when there is movement thorough the school and in session ends. • Posters that are age appropriate are up and in toilets and classrooms. • Risk assessments in place for SEND pupils with difficulty in behaviours such as spitting and biting.	Yes	Yes

				• Face covering as to be work in all public communal spaces around the school. • Teachers/TAs can have face shield when teaching.			

yes				Grouping (key principles to be applied)
				
				• Schools to do all they can to minimise contacts and mixing while still delivering the curriculum.
				• Aim to reduce contact between staff and pupils
				• Two sides to this, distancing, and bubbles/groups. Blended approach likely in all settings.
				• Focus likely to be on groups for younger children, and distancing for older children.
				• ~~KS4 and KS5 – likely whole year 'groups'. If possible to make smaller groups within while still delivering the curriculum, this should be done.~~
				• KS3 and below, smaller groups i.e., full class would be beneficial but not mandatory.
				• Early years settings no longer have limits on group size (from 20 July).
				• Keep groups apart as much as possible.
				• In shared environments/equipment increase cleaning frequencies.
				• ~~Older children (KS4 and KS5) encouraged to keep distance in their groups.~~
				• Mixing in wider groups for specialist subjects, wraparound care, or on transport is permitted.
				• The larger the group, the more robust the other controls need to be.
				• No expectation that young children distance within their groups.
				• Partial fulfilment of these aims acknowledged as being of benefit.
				• Siblings can be in different groups.
				• All staff can operate across multiple classes and year groups but should practise distancing, and 2m where possible.
				• To enable the tracing process to be work effectively, schools will need to 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,
				    o 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)
				    o proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
				    o travelling in a small vehicle, like a car, with an infected person
				• There will need to a reliable way of identifying which group an individual is part of so that breaches of these groups can be identified.
						yes	yes

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Details of local arrangements:

- Class bubbles in place (max 15) with 2 metre distancing on seating. No mixing of classes.
- Lunch and break spaces are dedicated to bubble groups
- PE sports equipment for break assigned to bubbles
- Teachers and TA of bubble support duties.
- TA support the class when live teaching takes place by teachers. No mixing of other adults
- Nurture provision is stand-alone bubble
- Social distancing in corridors - 2 metres at all times
- Limited personal in offices to ensure safety from transmission (minimum of 2 metres and forward facing to avoid aerosol spread)
- Headteachers to not share office spaces with leaders
- DSL team to be spread in well ventilated room and where needed split to ensure safety of team.
- No sharing of cars
- If minibus used, then driver and passenger must be sat at back of bus.

Measures within Classrooms – (key principles applied)

- ~~Secondaries –~~
  - ~~Staff remain distanced from pupils, at the front of the class, away from colleagues, and 2m from all parties where possible.~~
  - ~~Pupils sitting side by side and facing forwards where possible.~~
  - ~~Avoid face to face contact and limit time spent within 1m of anyone.~~
  - ~~Education and care support for those with complex needs to be provided as normal.~~
- Primaries and EYFS/Nursery–
  - Distancing remains unlikely to be possible. Focus remains on small group size and separation of groups as control mechanism.

Details of local arrangements:

- In classes of max 15 2 metre marking in all classrooms to support guidance of space and distance
- Tables are all forward facing
- 1 pupil per table
- Own writing equipment and tools per child
- No ICT equipment to be shared
- Chrome books to be brought into school Mon – Fri to aid remote learning and access to lessons on TEAMS classroom
- No mixing of adults in bubbles

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					yes	yes
			Measures Elsewhere (key principles applied)			

Measures Elsewhere (key principles applied)

- Groups to be kept apart where possible.

- Assemblies/worship, one group at a time.

- Timetable to keep groups apart and minimise movement around the site as much as possible.

- Passing the odd person remains low risk but consider pinch-points – one-way system likely to be needed.

- Consider impact on fire evacuation (though in a real fire the risk from fire takes precedence).

- Consider staggered break and lunch, to minimise mixing of groups with cleaning of dining hall surfaces between groups.

- Consider staff spaces. Staff room use may be impractical. Refer to BEIS guidance on *Office and Contact Centres* for guidance on staff only areas

- Regular and thorough handwashing or use of alcohol-based sanitiser to be carried out by all pupils and staff members including:

  o On arrival and before departure

  o Before break

  o When groups change areas

  o After using the bathroom

Details of local arrangements:

- Bubbles to move separately through the school

- All assemblies are virtual

- ~Rota for lunch and bubble tables to be used to ensure no mixing

- Rota for breaks

- Own space for bubbles outside in play

- Play equipment personal to bubbles

- Staff have assigned rest spaces per year group and bubbles

- Handwashing stations outside on arrivals, hand washing at break and lunchtime and when return to class

- All visitors to sanitiser on entry to the school.

- Fire drill practice to ensure social distancing as much as possible in movement through school

- Toilets are assigned to set groups

				Measures for Arrival and Departure (key principles applied)		

Measures for Arrival and Departure (key principles applied)

- Stagger start and finish times to prevent groups mixing where possible, but without reducing the amount of teaching time.
- Communicate arrangements to parents and agree a process for drop off and collection to prevent gathering at the school gates.
- Process required 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. This may be more practical for schools that have large numbers of pupils arriving by public transport.

Details of local arrangements:

- Staggered starts encouraged with gates 8:45-9 opening. Pupils dropped off at gate and supervised in.
- Staggered end of day pick-ups. Pick up on zone area and one-way system in place.
- EYFS bubble have separate one-way flow system for collection and drop off
- 1 adult encouraged only to drop off and pick up

Food Bank Organisation:

- Outside walk through system one way
- Adults to wear masks
- School staff masks and face shield and social distancing in place
- 1 hour only per week and parents encouraged to move through food back and leave without socialising

Other Considerations (key principles applied)

- Specific assessment for those with SEND needs to help with adjustments.
- Supply/peripatetic teachers can move between schools but minimise contact and distance as much as possible. Specialist staff e.g., therapists work as normal.
- Consider contractors and other visitors to site so that they can distance as much as possible. Explain local processes to them before arrival. Keep a record of all visitors (sign-in books fine so long as entries as legible as schools may be required to trace persons if required to by PHE).
- Dual registered children can attend, but the two settings should liaise to agree controls.
- Equipment –
  - Personal items, e.g., pens and pencils recommended to remain individual
  - Classroom resources – can be used freely within the bubble/group, but subject to regular cleaning

(Other Considerations row) Yes   Yes

			○ 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). ○ Outdoor play equipment cleaned more regularly (refer to the previous point) ○ Pupils should limit the amount of equipment they bring to school ○ Resources can be taken home where it contributes to education and development and subject to the same rules re cleaning and rotation as above. - Early years - ○ soft furnishings should be removed and where toys are shared these should be disinfected between users. ○ Parents can settle their children but need to abide by any local rules re face-coverings and the setting's visitor procedures. Their time on site and contact with others should be limited. ○ Supervised toothbrushing can be carried out using the dry-brush method. - SEND pupils to have risk assessments reviewed and updated where necessary – SENCO - Therapist workers to work with limited pupils in social distancing and with mask/face shield - Contractors to be limited to essentials only if needing to come into working hours of school. Majority of work to be completed after school hours. - Site team to socially distance from other staff, wear masks and clean down after each site. - Personal equipment to be used only. Or bubble sharing if needed for wrap around care (Breakfast club) All pupils to have own devices for IT – no sharing 72 hours between iPad trolley use - Play equipment to be cleaned down after PE lessons (See RA for PE) - Music instruments to be cleaned down after lesson (see RA for music) - Cleaning of all EYFS equipment daily after use and regular clean down during the daytime. (Milton etc)		

			Dedicated school transport (key principles applied)		yes	yes
			• Is not public transport and groupings tend to be consistent therefore reducing the risks			
			• No one with symptoms to travel, or if they live with someone with symptoms			
			• Social distancing should be practised as far as possible.			
			• Children should sit within their groups/bubbles as far as possible.			
			• Ventilation of fresh air maximised			
			• Hands cleaned before boarding and again on disembarking			
			• School vehicles cleaned more regularly			
			• Those over 11yrs to be encouraged to wear face coverings			
			Details of local arrangements:			
			• Forest School temporary on site for National Lockdown			
			• No pupils to use minibus travel			
			• Home visits to be walked by Safeguarding team or separate cars.			
	YEs		**Public Transport (key principles applied)**		Yes	YEs
			• Take steps to depress demand at peak times (Stagger start/finish times)			
			• Promote walking/cycling to school if possible			
			• Face coverings are required on public transport for all over 11 years old. Schools need to plan for how to manage safe arrival of these students (See above)			
			Details of local arrangements:			
			• Adults using public transport to use quiet times after agreement with Headteacher (currently 1 member of staff)			
			• Face mask s to be supplied (medical)			
			Boarding Schools			
			• ~~The School has signed up to the BSA COVID-SAFE Charter~~			
			• ~~The school has completed the BSA Boarding House reopening checklist and implemented all actions arising from it.~~			
			• ~~Guardians and Parents have been informed about the schools arrangements~~			
			• ~~Arrangements are in place for the management of suspected and confirmed cases in boarding accommodation.~~			
			•			

Infection Control (premises)	Staff, Pupils, Visitors	Changes to or introduction of physical control measure to minimise the risk of the spread of infection	- Any unnecessary furniture removed to aid distancing between groups - One-way system implemented in corridors and on stairwells – Year groups have their own stair ways to move up and down - Demarcating playground space to help with group management Playground in zones for bubbles to use - Demarcating staff rooms or other areas where adult may congregate. Staff spaces are separate for rest breaks. Limited capacity identified for toilets for adult - Review access to print rooms/photocopiers ideally limiting to one person. Adults limited to 1 in reception and photocopying areas - Occupied spaces are kept well ventilated insofar as ventilation systems allow and whilst maintaining a suitable teaching and working environment: Outside windows are opened, external doors opened to allow well ventilated rooms ~~Reduce occupancy for lifts~~ - Windows opened where possible, where temperature allows it, and without creating undue risks. - Non-fire doors propped open to remove need for hand contact - Outdoor play equipment thoroughly cleaned between groups - BEIS guidance for Offices and Contact Centres referred to in reviewing non-student areas, e.g., school office, staff room etc. - Complete and display the *Covid-19 Secure in 2020* poster	yes	yes
Anxiety, stress and worry	Staff, pupils (parents indirectly)	Those coming back to work or school may be anxious, worried our stressed	- Involve the workforce in the development of this risk assessment and control measures (refer to Group Consultation (HS) Policy for guidance). - Communicate this risk assessment and its findings to staff and potentially pupils/parents. - Feed the determined approach into the communication strategy. - Staff have access to Group's occupational health and counselling service - Publish the findings of this risk assessment on the school website. *CiC Care disrupted for staff to use.* *Open door policy for leadership access* *Individual meetings for staff with heightened anxiety to support risk assessing knowledge and needs*	yes	yes
Cleaning	Staff, Pupils, Visitors	General hygiene to interrupt transmission from contact surfaces	- Frequency to be increased with focus on areas used my multiple groups and hand-contact surfaces in line with normal procedures and cleaning risk assessment. No requirement for additional PPE to be worn - Cleaning staff reminded to be mindful to minimise face contact and the need for regular handwashing. - Cleaning following confirmed/suspected case in accordance with DfE guidance *COVID-19: cleaning of non-healthcare settings*	yes	yes

			• Where cleaning is contracted out the school still a record of what enhanced processes have been implemented and should check/evidence that the contractor is operating in line with Govt guidance and not just carrying out business as usual. • If the school is looking to teaching/support staff to provide an element of cleaning, then training will be required. • *Midday cleaning to take place on areas of high contact e.g., door handles, stairs banisters, walk thorough ways and bathrooms.* • *Cleaner Supervision built in and training to ensure highest of standards. Modelled cleaning of rooms in place*		
Delivery of 'higher risk' subjects	Staff, Pupils	Delivery of lessons such as science, D&T, Drama and PE require pupils and staff to work in close proximity thereby increasing the risk of infection Educational visits	• Subject leads to review their risk assessments for the planned activities and update accordingly. • CLEAPSS guidance referred to in planning science, D&T and Art • AfPE and national governing body guidance referred to in planning school sport activities • Music Mark and DCMS Performing Arts guidance referred to in planning music, dance and drama o with suitable subject specific risk assessments developed accordingly. • Consideration required for availability of support staff e.g., technicians and the capability of practical lessons to be delivered while maintaining social distancing. • Inter-school sport to not take place in Tier 4 areas. • Domestic, non-residential educational visits are permitted. Schools to refer to OEAP National Guidance when planning. • *PE risk assessments in place* • *Music Risk Assessments in place* *see website* • *Forest School Risk Assessment in place*	yes	yes
Intimate Care/Higher Dependency Pupils	Staff, Pupils	Intimate care brings people within close proximity of each other thereby increasing the risk of infection	• Staff providing intimate care to use PPE as they would do normally for providing care in line with children's needs • No specific PPE required unless the child in question is symptomatic (see *Suspected/confirmed case in school* section. • *Intimate Care policy in place* • *Staff to wear mask, gloves and aprons for intimate care* • *Disposal in correct nappy bins.*	yes	yes
Failure to follow local rules	Staff, Pupil, Visitors	Persons fail to follow local rules due to lack of awareness.	• All staff are communicated through briefing notes and virtual meetings • LGB risk assessment shared and briefing notes shared when appropriate • HT and EP regular site walks and staff check in (weekly) to ensure adhered behaviours to RA. • Parents have weekly newsletter and video guidance	yes	yes

		Persons violate local rules	• Pupils have briefing from teachers and TA • If breaches of risk assessment by staff: Meeting with HT to explain behaviour breach and expectations. Noted and filed. Second breach – warning that this could lead to disciplinary behaviours due to risk imposed on others by behaviour choices. • Pupil Behaviour Policy amendment in place.		
Maintaining a compliant premise	Pupils, Staff	Loss of site staff and access to contractors resulting in PPM and other compliance checks lapsing.	• Premises compliance status to be reviewed by Site/Facilities/Estates Manager to be reviewed prior to reopening and briefing provided to the school's Head- HT / EP / SBM walk through school for compliance checks. Weekly reviewed. • 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)	yes	yes
The school lapses in following national/ group guidelines and advice	Staff, Pupil, Visitors	Lack of awareness leads to potential contamination of the premises or an outbreak spreads rapidly through the school and wider community	• Central office to ensure that Coronavirus pages on the Hub are kept updated • Important updates/changes to be included in Jon Cole's Heads Bulletins. • Headteacher/EP to ensure that all relevant guidance is followed and communicated- Briefing notes • 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 • Information on the school website is updated. Parent tab has dedicated menu item for information relevant to parents. • Parents/Pupils updated via classrooms/email/parent text as necessary. – Weekly newsletters • Any change in information to be shared with Chair of Governors and passed on to parents by Parentmail (Arbor) and staff by email	yes	yes
Other Risk Assessments	Staff, Pupils	Other risk assessment that aren't updated and therefore become invalid	• Extra-curricular provision subject to specific risk assessment developed with reference to DFE Guidance on Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak • Fire risk assessment reviewed • Fire safety procedures amended to support COVID-19 arrangements – movement through school one-way system by bubbles • Staff training scheduled monitored and any slippage identified • Key premises risk assessments reviewed to ensure they remain valid, e.g., fire risk assessment, manual handling, COSHH if new chemicals are brought in.	yes	yes
Display Screen Equipment (temporary	Staff	Staff working from home not having access to a workstation fully compliant DSE	• Staff allowed to take home peripherals and chairs from office • Guidance on setting up a suitable workstation provided on Hub coronavirus pages • Additional equipment needs to be reviewed on a case-by-case basis	yes	yes

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home workers)		workstations giving rise to musculoskeletal issues.	• *All staff that are working from home are to be allowed to take equipment (chairs screens etc) to aid working. SBM to organise and support DSE compliance*		
First Aid (temporary home workers)	Staff	Staff suffering injury at home	• Low-risk, office-style work. No specific controls required. • Any accidents to be logged onto ARMS. • *First Aiders identified by lanyards on site. First Aid room specifically set up.*	yes	yes
Wellbeing/ Stress (temporary home workers)	Staff	Social isolation leading to issues with wellbeing Unusual working environment arrangements contributing to stress	• Guidance on wellbeing provided on Hub coronavirus pages – dedicated wellbeing section • Guidance provided to managers on supporting their teams and reasonable expectations during this period. • Managers to maintain regular contact with their employees, preferably by video link. • Furloughed staff to have keep in touch days with their line manager		

Details of any additional control measures for consideration	Target for completion	Date of completion	Completed By
	7th Jan 2021	7th Jan 2021	Harry Paget-Wall Collins

Assessment completed by:	Harry Paget-Wall Collins	Date:	7th Jan	Date of next review:	31st Jan 2021

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 publics, 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.