

PDET - COVID-19 Staged Opening Risk Assessment

Activity being assessed:	Wider opening of academies across the Trust	Location(s) affected:	All PDET academies
Person(s) completing assessment:	Duncan Mills (CEO) Ruth Walker-Green (Director of Learning and Achievement) Helen Buckley (Director of Legal, Governance, Safeguarding, Admissions and GDPR)	Date original assessment completed:	May 2020
Date of review:		Review completed by:	

The Trust's vision is 'Working Together for each child to realise their God given potential to flourish'. In living out this vision, we are committed to the safety of all our children and staff and we are also, equally committed, to the importance of children being in school, both in terms of their educational development and for their mental and general wellbeing.

The Central Executive Team has worked in partnership with Headteachers to make plans for 1 June onwards. This has included:

- reviewing and considering Government guidance and expectations, along with the guidance / thinking of various other agencies and issuing subsequent Trust guidance;
- consulting with Headteachers, who in turn have consulted their staff;
- providing a checklist for academies to ensure all elements have been thought of/covered;
- having due regard to our Statutory duties and responsibilities in terms of Health & Safety.

The Trust has been cognisant of; the different communities the academies serve, the variations in size of academy, the different configurations of the buildings and the consequential challenges these bring. This led to issuing a framework for Headteachers and academies to enable them to consider, and prepare to implement, what is appropriate for their individual circumstances and settings. It is recognised that this will inevitably develop and change as time goes on.

An overriding consideration in the planning has been the safety of all (pupils, staff, parents / carers and others) that may be required to come onto academy sites. The academies have been asked to provide completed site specific risk assessments, designed in conjunction with Plumsun, the Trust's H&S consultants / advisers. These guide academies to all areas that require consideration and what actions can be reasonably taken to mitigate risks in relation to health & safety. Individual school risk assessments will be updated on a weekly basis.

The academies have also been asked to submit their initial plans for delivering education to the government's targeted groups. Providing the academy environment is safe, the Trust believes that the best place for children to be is in the academy. Academies in the Trust will therefore increase their offer of educational provision from 1 June 2020. The educational provision will prioritise the health and wellbeing of children in addition to the teaching of basic skills and particularly, reading.

This assessment details the Trust-wide measures being taken to ensure safe practice is followed regardless of site specific issues.

The Trust's Board of Directors met on 27 May 2020 and approved the approach being taken in relation to risk associated with admitting more pupils back into the Trust's academies.

The Central Executive Team (CET) and Plumsun have liaised with individual academies in relation to their individual strategies for wider opening. This has enabled Headteachers to obtain reassurance on any issues specific to their site and resources.

Trust-wide guidance, based on Government guidance, which has been issued is detailed in this risk assessment.

What are the hazards/risks?	Who might be harmed and how?	What is already being done?	Does anything else need to be done to manage this risk?	Action by whom?
Inadequate academy specific risk assessments	Pupils, staff, visitors, and the general public becoming infected with COVID-19	Academies have developed site specific risk assessments alongside advice and guidance from the Trust's Health and Safety advisors (Plumsun). These site specific risk assessments have been checked by Plumsun, shared with Academy Governance Committees (AGCs) and read by the CEO.	Academies are instructed to make immediate amendments to the risk assessment when deemed necessary by Plumsun and or the CET.	Headteachers

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			Academies to be asked to review, update and circulate the risk assessment at least weekly, or whenever required due to an addition or change in guidance, whichever is more frequent.	
Staff /children vulnerable to COVID-19 attending a PDET academy	Staff/children, vulnerable to COVID-19 becoming infected with COVID-19	<p>Academies have been advised that:</p> <p>Clinically extremely vulnerable adults (<i>shielded adults – those who have been advised by their clinician or through a letter to rigorously follow shielding measures in order to keep themselves safe</i>) - should not work outside the home.</p> <p><u>See COVID-19: guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for more advice</u></p> <p>Clinically vulnerable adults - staff members who are at higher risk of severe illness (e.g. adults with some pre-existing conditions as set out in the <u>Staying alert and safe (social distancing)</u> guidance - to be advised to take extra care in observing social distancing and to work from home where possible.</p> <p>If these staff members cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible. If a staff member chooses to take on a role that does not allow for this distance, this must be carefully risk assessed by the academy and should only be allowed</p>	<p>Clinically extremely vulnerable not to return to work - letter to be sent confirming this.</p> <p>Headteachers to contact the clinically vulnerable. If opting to return to work, carry out individual risk assessment signed by Headteacher and member of staff</p>	<p>Head of HR</p> <p>Headteacher prior to returning to work</p>

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		<p>if this involves an acceptable level of risk.</p> <p>The staff members in the above two categories should continue to support remote education, carry out lesson planning or carry out other roles which can be done from home where possible.</p> <p>Staff members who live in a household with someone who is extremely clinically vulnerable - the Trust's advice is that these staff members should not attend work and should be supported to work at home.</p> <p>Children classed as clinically extremely vulnerable (shielded children) - these children should not attend the academy and should continue to be supported at home as much as possible.</p> <p>Children classed as clinically vulnerable (but not clinically extremely vulnerable) - a small minority of children will fall into this category; parents should follow medical advice if their child is in this category.</p> <p>Children living with a shielded (clinically extremely vulnerable) adult / child - the Trust's advice is that these children should not attend the academy and should, therefore, be supported to learn or work at home.</p>	Provide work for individuals to undertake at home where possible	
Stress and anxiety of staff due to uncertainty,	Staff may experience higher levels of stress and anxiety	<p>Headteachers regularly checking on staff and providing support</p> <p>Headteachers have consulted with all staff, specifically in relation to wider opening and the measures being put in place (for</p>	Review procedures and support available to staff	Head of HR

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changes to working arrangements, changes to home arrangements and concern about contracting COVID-19		<p>example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful.</p> <p>Headteachers ensure staff are aware of the availability of the Trust's Health Assured Employee Assistance Programme.</p>		
Lack of staff awareness of the new restrictions	Pupils, staff, visitors, and the general public becoming infected with COVID-19	<p>All academies have been instructed to carry out an appropriate induction before the wider opening.</p> <p>All academies have consulted (listened and shared) on individual risk assessments.</p>		
Lack of staffing capacity	Pupils, staff, visitors, and the general public becoming infected with COVID-19	<p>Academies have surveyed parents to gain an understanding of demand.</p> <p>Academies have been advised to plan for provision based on full cohort attendance and have been instructed to submit their proposal for provision post 1 June to the CET. Academies have taken into consideration staffing levels when planning increased provision.</p> <p>Academies have been advised to start slowly including restricting year group provision (Y6, Y1 and Reception) and providing part-time provision where deemed necessary.</p> <p>Academies have been instructed to ensure they have a DSL on site and a Paediatric First Aider. If unable to do so they must refer to CET.</p>	<p>Remain in regular contact with parents</p> <p>Headteacher to liaise with CET if provision plan needs to be adjusted due to risk of reduced staffing capacity.</p> <p>Parents to be informed about giving reasonable notice (to enable the academy to risk assess safety) if they decide to send their child, having previously indicated they would not.</p>	<p>Headteacher</p> <p>CET</p>

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Poor behaviour from children	Pupils, staff, visitors, and the general public becoming infected with COVID-19	<p>Academies have been instructed to:</p> <p>Review existing behaviour policy and prepare addendums to reflect the new rules and routines required and to inform parents, pupils and staff.</p> <p>Check that if the policy refers to a child having to leave the room for any reason (either for positive or negative behaviour), it is amended / the addendum reflects the new situation/environment.</p> <p><i>(See the Government Planning guide for Primary Schools (updated 25 May 2020) for useful guidance in relation to this whole area - https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools)</i></p> <p>Consider taking the following approach and adding the wording below to behaviour policies:</p> <p>If behaviour occurs which is in breach of the academy's revised policy / addendum, explain to parents that X is finding it difficult to cope with the new environment and would probably be better carrying on remote learning until they are ready to adapt</p> <p><i>Suggested wording for policy / addendum:</i></p> <p><i>We would also like to stress that it will be vital for all children to follow rules and guidelines for social distancing from both staff and other children. Where your child is struggling to do this we will contact you to ask you to collect your child from the academy as health and safety of our academy community will remain our</i></p>	Academies to ensure behaviour policies are revised and parents, pupils and staff informed.	Headteacher

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		<i>priority. We will then provide you with learning at home whilst COVID19 guidelines are in place. Please ensure we have up to date contact details at all times.</i>		
Academy leaders lack clarity on guidance and instructions leading to increased transmission of COVID-19	Pupils, staff, visitors, and the general public becoming infected with COVID-19	Regular virtual meetings with Heads held and specific issues dealt with on an individual basis. CET interrogate Government guidance and disseminate to Heads with appropriate advice. All Heads have the direct contact details for Plumsun.	Regular calls between academy Headteachers and the CEO will be set up after 1 June 2020. Virtual cluster meetings with Headteachers to be continued on a regular basis.	CEO CEO
Staff not having appropriate knowledge on virus, transmission and risk leading to increased transmission of COVID-19	Pupils, staff, visitors, and the general public becoming infected with COVID-19	Academies have been instructed to: Keep themselves updated and to follow the latest Government and national Public Health England/NHS guidelines via https://www.nhs.uk/conditions/coronavirus-covid-19/	Continue to provide to academies updates on/reference to the latest Government guidance.	CET
Contagious people coming into an academy leading to increased transmission of COVID-19	Pupils, staff, visitors, and the general public becoming infected with COVID-19	Academies have been asked to include the following in their site specific risk assessment: Inform staff and potential visitors, including customers and contractors, not to enter the academy if they are displaying symptoms of COVID 19 or if they should be self-isolating. Inform staff and parents that: <ul style="list-style-type: none"> anyone showing symptoms should not come to work/attend the academy and should follow the relevant 	Put up posters on site to this effect.	Headteacher

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		<p>Government protocols at home, and before coming back to work/the academy;</p> <ul style="list-style-type: none"> anyone living in a household where someone is showing symptoms should stay at home for 14 days. If they then become ill, they must continue to isolate for 7 days from when they first showed their own symptoms. <p>Identify a room within the academy to enable the contagion to be contained, if required.</p> <p>Establish and share a process for collecting a child due to illness or an existing appointment during the academy day.</p>		
Injury during travel and whilst onsite – increased pressure on an already stretched NHS	Pupils, staff, visitors, and the general public becoming infected with COVID-19	<p>Academies have been asked to do the following in their site specific risk assessment:</p> <p>Minimise external visits and travel.</p> <p>Avoid higher risk tasks where possible e.g. work at height.</p>	Ensure these points are considered in planning	Headteacher
Transmission of COVID 19 via arrival at the academy – increased transmission of virus on arrival at the school premises	Pupils, staff, visitors, and the general public becoming infected with COVID-19:	<p>Academies have been instructed to:</p> <p>Encourage parents and children to walk or cycle to school, where possible and inform parents that, when accompanying children to school, only one parent / carer should attend.</p> <p>Inform parents and children to follow the Government guidance on how to travel safely when planning their travel, particularly if public transport is required.</p> <p>Ensure that transport arrangements cater for any changes to start and finish times.</p>		

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		<p>Take appropriate actions to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children with complex needs who need support to access the vehicle or fasten seatbelts.</p> <p>Develop rules for drop off and pick up (minimising adult to adult contact), with accompanying signage.</p> <p>Communicate revised travel plans clearly to parents, contractors, local authorities where appropriate (for instance, to agree pick-up and drop-off times).</p> <p>Make clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely).</p> <p>Ensure all staff and pupils wash their hands for a minimum of 20 seconds with soap and warm water on arrival at school.</p> <p>Provide hand sanitiser in reception area.</p>		
Inadequate implementation of social distancing at academies – people being unable to adhere to social distancing therefore increasing the	Pupils, staff, visitors, and the general public becoming infected with COVID-19:	<p>Academies have been instructed to do the following:</p> <p>Undertake an audit of staff and arrange groupings of children as set out below.</p> <p>EYFS, Years 1 and 6 - classes to be split in half, with no more than 15 pupils per small group and one teacher and, if needed, a teaching assistant (must be the same member/s of staff with the same group at all times) (a bubble). If shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher.</p>	Keep plans under constant review and update and communicate as necessary.	Headteacher

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transmission and spread of COVID 19		<p>Vulnerable children and children of critical workers in other year groups – to be split into small groups of no more than 15 and be in a bubble as referenced above. If these children are usually in Reception, Year 1 or Year 6 - they should join with the appropriate year group. <i>The Trust is aware that this may mean some children being in 2 bubbles.</i></p> <p>Any academy that cannot achieve these small groups at any point should discuss options with CET.</p> <p>If necessary, academies to focus first on continuing to provide places for priority groups and then, consider the wider opening for identified year groups, taking into account the age of the children and the ability to socially distance.</p> <p>Ensure same teacher(s) and other staff are assigned to each bubble and, as far as possible, these stay the same during the day and subsequent days.</p> <p>Ensure that children remain in their bubble at all times each day, and different bubbles are not mixed during the day, or on subsequent days. <i>The Trust is aware that this may mean some children being in 2 bubbles.</i></p> <p>Keep children in bubbles 2 metres away from each other where possible.</p> <p>Ensure that, wherever possible, children use the same classroom or area of the academy throughout the day, with a thorough cleaning of the rooms at the end of the day. Consider seating</p>		

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		<p>children, if desks are appropriate, at the same desk each day if they attend on consecutive days.</p> <p>Organise classrooms and other learning environments by maintaining space between seats and desks and keeping them as far apart as possible.</p> <p>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere.</p> <p>Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts).</p> <p>EYFS - consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing. Also consider how learning resources are used, ensuring they are appropriately cleaned between groups of children using them, and that multiple groups do not use them simultaneously. Train children to put washable resources in water provided after use.</p> <p>Shared areas and resources</p> <p>Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups is in place, following the <u><i>COVID-19: cleaning of non-healthcare settings guidance</i></u></p> <p>Stagger the use of staff rooms and offices to limit occupancy.</p>		

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		<p>Use outside space for exercise, breaks and outdoor education, where possible.</p> <p>Not to use outdoor or indoor fixed equipment. Not to use outdoor equipment, unless the academy is able to ensure that it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously. See <u>COVID-19: cleaning of non-healthcare settings</u>.</p> <p>Avoid unnecessary sharing of offices and avoid using computers that have been used in the previous 72 hours</p> <p>Reduce the use of shared resources by:</p> <ul style="list-style-type: none"> • Limiting the amount that are taken home and limit exchange of take-home resources between children and staff; • Seeking to prevent the sharing of stationery and other equipment where possible. <p>Ensure shared materials and surfaces are cleaned and disinfected more frequently.</p> <p>Go ahead with practical lessons if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children in one day, or properly cleaned between cohorts.</p> <p>Timetabling</p>	<p>If staff currently share desks, a cleaning regime must be introduced to disinfect desks between “shifts”</p>	

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		<p>Decide which lessons or activities will be delivered.</p> <p>Consider which lessons or classroom activities could take place outdoors.</p> <p>Use the timetable and select the classroom or other learning environment to reduce movement around the academy or building.</p> <p>Stagger collective worship groups – individual groups in allocated classroom spaces.</p> <p>Stagger break times and lunch, so that all children are not moving around the academy at the same time.</p> <p>Children to clean their hands before lunch and to be brought their lunch to eat in their classroom or outside, but at all times within their bubble and maintaining social distancing.</p> <p>Ensure mixing is reduced by:</p> <ul style="list-style-type: none"> • Accessing rooms directly from outside where possible; • Considering one-way circulation, or place a divider down the middle of the corridors to keep groups apart as they move through the academy where spaces are accessed by corridors. • Ensuring that toilets do not become crowded by limiting the number of children who use the toilet facilities at one time 		

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		<ul style="list-style-type: none"> Noting that some children will need additional support to follow these measures (e.g. social stories to support them in understanding how to follow rules). <p>Review Behaviour policies and add an addendum to reflect new safety rules and routines and communicate to staff, parents and pupils (<i>see above under 'Poor behaviour from children'</i>).</p>		
Poor hand and respiratory hygiene leading to increased transmission of COVID 19	Pupils, staff, visitors, and the general public becoming infected with COVID-19:	<p>All academies have been instructed to:</p> <p>Clean surfaces that children are touching, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, more regularly than normal using standard products – see + below re: cleaning.</p> <p>Ensure that bins for tissues have lids and are emptied throughout the day.</p> <p>Where possible, ensure all spaces are well ventilated using natural ventilation (opening windows) or ventilation units.</p> <p>Prop doors open, but NOT fire doors, where safe to do so (bearing in mind safeguarding), to limit use of door handles and aid ventilation.</p> <p>Ensure there are sufficient supplies of soap, anti-bacterial gel and cleaning products.</p> <p>Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments.</p>	<p>Decide who will be responsible for the cleaning of various equipment and resources used.</p> <p>Purchase lidded bins if necessary.</p>	<p>Headteacher</p> <p>Headteacher</p>

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		<p>Ensure that all adults and children (including reminding visitors to do so):</p> <ul style="list-style-type: none"> • Frequently wash their hands more often than usual with soap and water for 20 seconds and dry thoroughly or use hand sanitiser ensuring that all parts of the hands are covered. See guidance on hand cleaning. • Clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing. • Are encouraged not to touch their mouth, eyes and nose. • Have good respiratory hygiene - promote the 'catch it, bin it, kill it' approach. Use a tissue or elbow to cough or sneeze and use bins for tissue waste. <p>Arrange for supervision/help for children who have trouble cleaning their hands independently to ensure they wash their hands for 20 seconds with soap and water (or hand sanitiser if soap is not available or feasible in the particular situation).</p> <p>Consider how to encourage young children to learn and practise these habits through games, songs and repetition.</p> <p>Adapt wearing of school uniform as deemed appropriate and advise parents and staff that, there is no need for anything other than normal personal hygiene and washing of clothes following a day in an academy.</p>		

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		<p>Assign staff to refill soap dispensers throughout the day.</p> <p>Consider children who may need extra support in all these things e.g. children with SEND.</p>		
Surfaces contaminated with COVID 19 – increased risk of COVID 19 via surface-face contact	Pupils, staff, visitors, and the general public becoming infected with COVID-19:	<p>Academies have been instructed to:</p> <p>Arrange for a thorough clean of the academy prior to reopening.</p> <p>+Arrange for the regular cleaning of points of contact such as door handles, push plates, code pads and WC leavers. <i>NB – Plumsun advice is to ensure that toilets are cleaned at least twice a day, mornings and lunchtime and ‘touch points’ more regularly than twice.</i></p> <p>Create and use a checklist of cleaning to ensure that all frequently used objects and items are cleaned to include:</p> <ul style="list-style-type: none"> • door handles • desks, table tops • toys • teaching equipment/resources • bannisters • light switches • books • toilets • sinks <p>Government guidelines to be followed when cleaning and disposable cloths to be used.</p> <p>Ensure cleaners (including where staff are undertaking cleaning</p>	If academies are unsure what is required – contact Plumsun.	Headteacher.

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		<p>duties – see below) are briefed on what is expected – <i>see Cleaning Task Cards sent out by NCC for some helpful guidance.</i></p> <p>Arrange for additional cleaning capacity through use of teaching and support staff.</p> <p>Outdoors Maximise opportunities for learning outdoors.</p> <p>Where used by different groups of children, ensure sanitiser is used by staff to wipe down bikes and other such things.</p> <p>Not to use outdoor fixed equipment.</p> <p>Kitchen Arrange for the Caterers to deep clean the kitchen prior to reopening before food preparation resumes.</p> <p>Disinfect and clean all areas and, if necessary, utilise pest control for insect infestations, particularly in the kitchen and/or food preparation areas.</p> <p>Arrange for hand drying to be by way of disposable towels or air dryers only, i.e. no shared towels.</p> <p>Arrange for bins in toilets to be emptied daily and to review this with emptying increased more frequently if required.</p>		
Intimate care, first aid and minimising the	Pupils, staff, visitors, and the general public	<p>Academies have been instructed as follows:</p> <p><i>*Staff/pupil interaction where distance of 2m can be maintained</i></p>		

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risk of COVID 19 - intimate care, first aid procedures leading to increased transmission of COVID 19	becoming infected with COVID-19:	<p><i>throughout (e.g. teacher/TA working within a classroom environment where social distancing can be adhered to):</i></p> <ul style="list-style-type: none"> • Close adherence to hand and respiratory hygiene protocols. • No additional PPE required beyond what would usually be worn for any given task <p><i>*Staff/pupil interaction where momentary physical contact is required or cannot maintain 2m distance e.g. administering medication where it cannot be self- medicated, administering first aid when self-administration (e.g. putting a plaster on) is not possible</i></p> <ul style="list-style-type: none"> • Close adherence to hand and respiratory hygiene protocols as referred to throughout • Surgical facemask to be worn <p><i>*Intimate care with a child is required (this includes when administering first aid as a result of serious injury):</i></p> <ul style="list-style-type: none"> • PPE to be used in accordance with protocol set out in academy specific risk assessments. • Clinical waste to be disposed of appropriately i.e. bagged and disposed of in a lidded bin followed by close adherence to handwashing protocol. <p><i>*All cases:</i></p> <ul style="list-style-type: none"> • Advise staff to increase their level of self-protection, such 		

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		<p>as minimising close contact (where appropriate), cleaning frequently touched surfaces and carry out more frequent handwashing when undertaking personal care support.</p> <ul style="list-style-type: none"> • Ensure that supplies of PPE are stored centrally and can be accessed by all staff members as and where required in exceptional circumstances. <p>Site specific risk assessments have drawn attention to:</p> <p>*A protocol for the use of PPE.</p> <p>*If, following the guidelines, staff feel use of PPE is appropriate, careful judgement should be used to consider risk and also any impact on child's well-being / consequential child behaviours as a result of PPE being worn.</p> <p>*The wearing of PPE unless carefully removed in itself can add increased risk - therefore it is expected that in educational settings it will only be required for momentary use and not for a long period of time.</p>		
Required essential travel in a vehicle— sharing a vehicle where social distancing is not possible leading to increased transmission of	Pupils, staff, visitors, and the general public becoming infected with COVID-19:	<p>Site specific risk assessments have drawn attention to the following:</p> <p>If travel is for business related matters/purposes – only do this if travel is essential.</p> <p>When using a private vehicle to make a journey – cars only to be shared by members of the same household.</p>		

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COVID 19		<p>Staff should only share a vehicle with a pupil as an absolute last resort (e.g. emergency response) and follow car travel protocols already in place.</p> <p>If a vehicle did have to be shared with another staff member – wipe down the car after visit has taken place e.g. steering wheel, handbrake, door handles etc. with an antibacterial wipe (dispose of wipes by double bagging) and open windows.</p>		
Managing the risk if an individual displays symptoms - proximity to a person displaying COVID 19 symptoms	Pupils, staff, visitors, and the general public becoming infected with COVID-19:	<p>Academies have been instructed as follows:</p> <p>If anyone becomes unwell at the academy with a new, continuous cough or a high temperature they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection</p> <p>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 of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, they should be moved to an area which is at least 2 metres away from other people.</p> <p>If contact with the child is necessary or a distance of 2 metres cannot be maintained, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn.</p>		

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		<p>PPE should 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) – see below re: PPE.</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>If they need to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet area should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>If a member of staff has helped someone who was unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves (and in which case, a test is available) or the child subsequently tests positive (see below).</p> <p>They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.</p> <p>Cleaning the affected area with normal school disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance</p> <p>Where a child or staff member tests positive, the rest of their class / group within the academy should be sent home and advised to self-isolate for 14 days or until tested.</p>		

What are the hazards/risks?	Who might be harmed and how?	What is already being done?	Does anything else need to be done to manage this risk?	Action by whom?
		<p>The other household members of that wider class / group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.</p> <p>PPE The government guidance is that wearing a face covering or face mask in schools/academies by staff or children is not recommended (other than as stated above in relation to intimate care / first aid*) and the Trust is following this guidance.</p> <p>Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission.</p> <p>PPE is only needed in a very small number of cases as outlined above*</p> <p>All academies have been supplied with PPE and are to notify the CET if stock needs replenishing.</p>		
Deliveries and maintenance on academy sites – increased number of people onsite	Pupils, staff, visitors, and the general public may sustain greater injury through inadequate	<p>Academies have been instructed that:</p> <p>Only the following contractors/delivery people should be allowed on site:</p> <ul style="list-style-type: none"> those involved in the provision of food at lunchtimes, 		

What are the hazards/risks?	Who might be harmed and how?	What is already being done?	Does anything else need to be done to manage this risk?	Action by whom?
leading to increased transmission of COVID 19	support and treatment	<ul style="list-style-type: none"> those delivering supplies cleaning hygiene grounds maintenance some building contractors. <p>Grounds maintenance contractors should access the site when no children are on site, wherever possible.</p> <p>Building contractors should only be allowed on site where additional risk assessments can demonstrate that there is no risk to the children and staff.</p>		
Recommissioning – if academy has been closed for a considerable time, items may require recommissioning	Pupils, staff, visitors, and the general public becoming infected with COVID-19.	<p>Academies have been advised that if they have been closed:</p> <p>Carry out the following checks:</p> <ul style="list-style-type: none"> gas heating water supply mechanical and electrical systems catering equipment all fire doors are operational fire alarm system and emergency lights are operational <p><i>See and follow advice NCC sent from Northamptonshire Fire and Rescue Service, including their 'Returning to work Fire Safety Checklist'.</i></p> <p>Commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems (including drinking water) and certify the water system is safe before the</p>		

What are the hazards/risks?	Who might be harmed and how?	What is already being done?	Does anything else need to be done to manage this risk?	Action by whom?
		buildings are reoccupied.		
Return of children with SEND that could increase their risk or other children/staff's risk to COVID-19	Pupils, staff, visitors, and the general public becoming infected with COVID-19.	<p>Academies have been instructed to:</p> <p>Undertake new risk assessments Trust has provided for children with an EHCP/SEND, as appropriate to assess risk and mitigation (in consultation with LA and parents/carers) prior to potential return to the academy.</p>		
Emerging evidence that BAME colleagues (on an individual basis) may be at greater risk from the virus, particularly where they fall into an older age group and have underlying health conditions and/or are clinically vulnerable.	BAME staff becoming infected with COVID-19	<p>Protection of staff which includes risk assessments.</p> <p>Engagement with staff.</p> <p>Representation in decision making.</p> <p>Bespoke and continuing health and wellbeing support throughout and beyond the crisis.</p>	<p>Engagement with relevant networks.</p> <p>Increased sensitivity to the needs and worries of BAME staff in the absence of clear understanding about the potential greater risk to them of the virus, discussing with them if any additional measures or reasonable adjustments may need to be put in place to mitigate concerns.</p>	CEO
Lack of sufficient resources to ensure safeguarding	Pupils may be more vulnerable during times of uncertainty, stress,	<p>Academies have been instructed to ensure the following:</p> <p>Academy has robust safeguarding measures in place with a Designated Safeguarding Lead who is available.</p>	Each academy's DSL should be in school and available	Headteacher

What are the hazards/risks?	Who might be harmed and how?	What is already being done?	Does anything else need to be done to manage this risk?	Action by whom?
	or financial strain and hence require greater safeguarding.	All staff have had safeguarding training. Staff have been reminded of the importance to look out and note changes to “normal” behaviours of pupils and report any concerns immediately		

I have read and understood this guidance

Signature of Headteacher:

Date review required:	Date review required:	Date review required:
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