

Risk Assessment re-opening sites (September)

Reference: Academies re-opening during or post COVID 19

Hazard ID	Identify significant hazards	Area of Concern	Groups at risk	Hazard & Likelihood with no control measures applied		Initial Risk Level	Risk Owner	Risk Response		Likelihood after control measures applied (Aim is to reduce to Medium or Low)	Residual Risk Level (Do not edit as this will update automatically)	Ongoing risk management required (if residual risk remains High)
				Impact: (Low, Medium or High)	Likelihood: (Low, Medium or High)			Potential control measures	Adopted Control Measures (Adopt any of the potential control measures by copying them across and add any extra controls of your own)			
1	Students don't adhere to contact reduction	Social Distancing	Students	Medium	High	High	Principal	<ul style="list-style-type: none"> <li>Review maximum class and group sizes (outline which how you are implementing 'bubbles')</li> <li>Introduce one way corridors</li> <li>Introduce timetable for WC usage</li> <li>Different entry and exit points allocated for different bubbles</li> <li>School zoned for different bubbles</li> <li>Classrooms re-modelled, with chairs and desks in place to allow for social distancing (secondary) with desks facing forward</li> <li>Remove furniture that is not required or may be an obstacle in settling up the room/class.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>Clear messaging to students on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games.</li> <li>Staff model social distancing consistently.</li> <li>The movement of students around the school is minimised.</li> <li>Large gatherings are avoided unless in 'bubble'</li> <li>The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, students and parents.</li> <li>Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>Messages to parents reinforce the importance of social distancing.</li> <li>Arrangements for social distancing of younger primary school children have been agreed and staff are clear on expectations.</li> <li>students are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Appropriate supervision levels are in place.</li> <li>Where relevant and possible windows to be kept open to improve air circulation.</li> <li>Operations team to adjust any mechanical ventilation systems to provide maximum fresh air flow where possible</li> <li>Put plan in place so detentions are held at 'bubble' level</li> </ul>	<ul style="list-style-type: none"> <li>Review maximum class and group sizes</li> <li>Year Group bubbles staircases</li> <li>Allocated toilets for year group bubbles</li> <li>Different entry and exit points allocated for different bubbles (Year 7 - 1st Floor English, Year 8 - Central staircase, Year 9 - Maths Staircase, Year 10 - West Terrace, Year 11 - East Terrace Shakespeare)</li> <li>School zoned for different bubbles (Year 7 - 2nd Floor English, Year 8 - 1st Floor English, Year 9 - 3rd Floor MFL, Year 10 - 1st Floor Maths, Year 11 - 3rd Floor Humanities)</li> <li>Classrooms re-modelled, with chairs and desks in place to allow for social distancing (secondary) with desks facing forward</li> <li>Remove furniture that is not required or may be an obstacle in settling up the room/class.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>Clear messaging to students on the importance and reasons for social distancing is reinforced throughout the school day by staff and through posters, electronic boards, and floor markings.</li> <li>Staff model social distancing consistently.</li> <li>The movement of students around the school is minimised.</li> <li>Large gatherings are avoided unless in 'bubble'</li> <li>The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to staff, students and parents.</li> <li>Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>Messages to parents reinforce the importance of social distancing.</li> <li>students are briefed regularly regarding observing social distancing guidance whilst circulating.</li> <li>Appropriate supervision levels are in place.</li> <li>Where relevant and possible windows to be kept open to improve air circulation.</li> <li>Operations team to adjust any mechanical ventilation systems to provide maximum fresh air flow where possible</li> <li>Put plan in place so detentions are held at 'bubble' level</li> <li>All lessons taught in home room classrooms except KS4 Options and practical subjects (Art, DT, Music, Drama, PE)</li> <li>All KS3 lessons taught in tutor groups</li> <li>All students advised to wear face coverings inside the building when transitioning between classrooms and communal areas</li> </ul>	Low	Medium	
2	The start and end of the school day create risks of breaching social distancing guidelines	Operational	Staff, students and parents	Medium	Medium	High	Principal/Operations	<ul style="list-style-type: none"> <li>Start and departure times are staggered.</li> <li>The number of entrances and exits to be used is maximised.</li> <li>Leadership gate supervision at the start and end of the school day</li> <li>Different entrances/exits are used for different groups.</li> <li>Staff and students are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating.</li> <li>Floor markings are visible where it is necessary to manage any queuing.</li> <li>Attendance patterns have been optimised to ensure maximum safety.</li> </ul>	<ul style="list-style-type: none"> <li>Start and departure times are staggered. (08:25 for Y7, Y9 and Y11 and 08:55 for Y8 and Y10)</li> <li>The number of entrances and exits to be used is maximised. (Loughborough Gate, Shakespeare Gate and minibus gate will all be fully opened)</li> <li>Leadership gate supervision at the start and end of the school day (rota in place)</li> <li>Different entrances/exits are used for different groups. (Y7 and Y8 - Loughborough east gate, Y9 and Y10 - Loughborough west gate, Y11 - Shakespeare gate)</li> <li>Staff and students are briefed and signage provided to identify which entrances, exits and circulation routes to use.</li> <li>A plan is in place for managing the movement of people on arrival to avoid groups of people congregating (line up and entrance to building to bubble)</li> <li>Floor markings are visible where it is necessary to manage any queuing. (in corridors and outside spaces)</li> <li>Morning arrival routines and line up in five separate spaces. Each Year Group has its own entrance/exit to the building</li> </ul>	Medium	Medium	
3	Excessive numbers of students grouping during transitions or breaktimes	Social Distancing	Staff and students	Medium	Low	Low	Principal	<ul style="list-style-type: none"> <li>Staggered breaks for small student groups to be set</li> <li>Playground to be marked out for different bubbles</li> <li>Briefings to students to minimise social contact games</li> <li>One-way systems are in operation where feasible.</li> <li>Corridors are divided where feasible.</li> <li>Circulation routes are clearly marked with appropriate signage.</li> <li>Any pinch points/bottle necks are identified and managed accordingly.</li> <li>Lesson change overs are staggered to avoid overcrowding.</li> <li>Staff supervision at transition points.</li> <li>Assess where signage should be located. Do dry runs with staff to see if they understand the signage in place.</li> </ul>	<ul style="list-style-type: none"> <li>Playground to be marked out for different bubbles (Year 7- East Terrace Loughborough &amp; Memorial Garden, Year 8 - East Muga &amp; TT area, Year 9 - West Muga &amp; TTarea, Year 10 - West Terrace Shakespeare &amp; West 3G &amp; Orchard, Year 11 - East Terrace Shakespeare &amp; East 3G &amp; orchard)</li> <li>Corridors are divided where feasible.</li> <li>Circulation routes are clearly marked with appropriate signage.</li> <li>Any pinch points/bottle necks are identified and managed accordingly.</li> <li>Lesson change overs are staggered to avoid overcrowding.</li> <li>Staff supervision at transition points.</li> <li>Assess where signage should be located. Do dry runs with staff to see if they understand the signage in place.</li> <li>All lessons taught in home room classrooms except KS4 Options and practical subjects (Art, DT, Music, Drama, PE)</li> <li>Stagger P4 end and P5 start for Y7. 5 mins later</li> <li>Music lesson start and finish will be staggered to avoid interaction between bubbles in Tech Block</li> </ul>	Low	Medium	
4	Large groupings of students undermines social distancing	Social Distancing	Staff and students	Medium	Low	Low	Principal	<ul style="list-style-type: none"> <li>Virtual assemblies or similar</li> <li>Broadcast assemblies to classrooms</li> <li>Assemblies take place in bubbles</li> <li>Staff supervision at transition points.</li> <li>Group activities to take place in larger spaces where social distancing can be implemented and maintained to bubbles</li> <li>Primarys the grouping should be set a class group as the maximum</li> <li>Secondaries the grouping should be set as a year group as the maximum</li> <li>Where possible in secondaries areas should be zoned for groups to avoid contamination between year groups</li> <li>Where possible in secondaries scheduling, keep pupils in one room for consecutive lessons</li> <li>Review and set a reasonable threshold on how many pupil groups you will allow to change lesson at one time in the school. If this is controlled within a zone and year grouping, this will be a lower risk, this about managing pupils who will move from different zones to a specialised teaching area</li> <li>Revised signage installed to reflect plans.</li> <li>Slagger start times, lesson times and break times.</li> </ul>	<ul style="list-style-type: none"> <li>Broadcast House assemblies to home rooms using MS Teams</li> <li>Assemblies take place in bubbles</li> <li>Staff supervision at transition points.</li> <li>Group activities to take place in larger spaces where social distancing can be implemented and maintained to bubbles</li> <li>Secondaries the grouping should be set as a year group as the maximum</li> <li>Where possible in secondaries areas should be zoned for groups to avoid contamination between year groups</li> <li>Where possible in secondaries scheduling, keep pupils in one room for consecutive lessons</li> <li>Review and set a reasonable threshold on how many pupil groups you will allow to change lesson at one time in the school. If this is controlled within a zone and year grouping, this will be a lower risk, this about managing pupils who will move from different zones to a specialised teaching area</li> <li>Revised signage installed to reflect plans.</li> <li>Slagger start times and departure times</li> </ul>	Low	Medium	
5	Toilets and handwashing risk non-compliance with social distancing measures	Social Distancing	Staff and students	Medium	High	High	Principal/Teaching staff	<ul style="list-style-type: none"> <li>Queuing zones for toilets and hand washing have been established and are monitored.</li> <li>Floor markings are in place to enable social distancing.</li> <li>Students only use the toilet one at a time.</li> <li>Students are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently.</li> <li>Monitoring ensures a constant supply of soap and working hand dryers in place with paper towels where hand dryers are not in place.</li> <li>Bins are emptied regularly.</li> <li>Students are reminded regularly on how to wash hands and young children are supervised in doing so.</li> <li>Set a rota/create a system to ensure pupils are washing their hands.</li> </ul>	<ul style="list-style-type: none"> <li>Toilets allocated to each year group bubble. Y7 and Y8 have shared facilities with additional disabled toilets.</li> <li>Floor markings are in place to enable social distancing.</li> <li>Students only use the toilet one at a time.</li> <li>Students are encouraged to access the toilet during class/throughout the day to help avoid queues.</li> <li>The toilets are cleaned frequently.</li> <li>Monitoring ensures a constant supply of soap and working hand dryers in place with paper towels where hand dryers are not in place.</li> <li>Bins are emptied regularly.</li> <li>Students are reminded regularly on how to wash hands and young children are supervised in doing so.</li> <li>Students are inducted on how to wash hands</li> </ul>	Medium	Medium	
6	Parents don't adhere to social distancing guidelines	Social Distancing	Parents	Medium	High	High	Principal	<ul style="list-style-type: none"> <li>School day staggered to minimise congestion at pick-up/ drop off times</li> <li>Leadership gate supervision at the start and end of the school day</li> <li>Communicate new rules/guidelines to parents - write to parents before school re-opens</li> <li>Notify of enforcement policy i.e. removed from site, banned from site, police enforcement</li> <li>2m markers set out at entrance to guide parents and staff monitoring.</li> <li>Signage at school gates indicating drop-off and collection points</li> <li>Potential weekly newsletters via social media, e mail or skype updating parents and reinforcing the academy rules.</li> <li>Parents can only attend meetings which have been pre-arranged/ booked</li> <li>Parents evenings and open days held virtually</li> </ul>	<ul style="list-style-type: none"> <li>School day staggered to minimise congestion at pick-up/ drop off times</li> <li>Leadership gate supervision at the start and end of the school day</li> <li>Communicate new rules/guidelines to parents - write to parents before school re-opens</li> <li>Notify of enforcement policy i.e. removed from site, banned from site, police enforcement</li> <li>2m markers set out at entrance to guide parents and staff monitoring.</li> <li>Signage at school gates indicating drop-off and collection points</li> <li>Potential weekly newsletters via social media, e mail or skype updating parents and reinforcing the academy rules.</li> <li>Parents can only attend meetings which have been pre-arranged/ booked</li> <li>Parents evenings and open mornings will be onsite and socially distanced</li> </ul>	Medium	Medium	
7	Clinically extremely vulnerable students not being identified	Vulnerable Groups	Students	Medium	Low	Low	Principal	<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>Parents have been asked to make the school aware of students' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>The school, and parents are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>Schools have a regularly updated register of students with underlying health conditions.</li> <li>MIS updated to ensure adequate record</li> </ul>	<ul style="list-style-type: none"> <li>Parents have been provided with clear guidance and this is reinforced on a regular basis.</li> <li>Parents have been asked to make the school aware of students' underlying health conditions and the school has sought to ensure that the appropriate guidance has been acted upon.</li> <li>The school, and parents are clear about the definitions and associated mitigating in strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>Schools have a regularly updated register of students with underlying health conditions.</li> <li>MIS updated to ensure adequate record</li> </ul>	Low	Medium	
8	Clinically extremely vulnerable staff not being identified	Vulnerable Groups	Staff	Medium	Low	Low	Principal	<ul style="list-style-type: none"> <li>All members of staff with underlying health issues, those within the clinically extremely vulnerable group and clinically vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school via a survey. Records are kept of this and regularly updated.</li> <li>Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Staff are clear about the definitions and associated mitigating strategies relation to people who are classed as clinically vulnerable and clinically extremely vulnerable.</li> <li>All staff with underlying health conditions that put them at increased risk from COVID-19 are working from home in line with national guidance. The guidance has been updated so more members of staff should be working in school, review staffing in line with new guidance.</li> <li>Current government guidance is being applied.</li> </ul>	<ul style="list-style-type: none"> <li>All members of staff with underlying health issues, those within the clinically extremely vulnerable group and clinically vulnerable groups or who are shielding have been instructed to make their condition or circumstances known to the school via a survey. Records are kept of this and regularly updated.</li> <li>Risk assessments in place for CV and ECV staff</li> <li>Members of staff with underlying health conditions have been asked to seek and act on the advice of their GP/consultant/midwife or current government advice.</li> <li>Current government guidance is being applied.</li> </ul>	Low	Medium	

## Risk Assessment re-opening sites (September)

Reference: Academies re-opening during or post COVID 19

Academy name: Ark Evelyn Grace Academy

Completed by: Russell Dunscombe, Operations Manager

Completed on: 27-Aug-20

Overall impact from Coronavirus will be ever present. Residual risk based on changes to Likelihood.

Hazard ID	Identify significant hazards	Area of Concern	Groups at risk	Hazard & Likelihood with no control measures applied		Initial Risk Level	Risk Owner	Risk Response		Likelihood after control measures applied (Aim is to reduce to Medium or Low)	Residual Risk Level (Do not edit as this will update automatically)	Ongoing risk management required (if residual risk remains High)
				Impact: (Low, Medium or High)	Likelihood: (Low, Medium or High)			Potential control measures	Adopted Control Measures (Adopt any of the potential control measures by copying them across and add any extra controls of your own)			
9	Available capacity of the school is reduced when social distancing guidelines are applied	School capacity	Staff and students	Low	High	Medium	Principal	<ul style="list-style-type: none"> <li>Define groupings in accordance with the new guidelines</li> <li>Confirm capacity of the school to enable compliance with social distancing rules.</li> <li>Agreed timetable and arrangements confirmed for each bubble</li> <li>Arrangements in place to support pupils unable to attend school with remote learning at home.</li> </ul>	<ul style="list-style-type: none"> <li>Define groupings in accordance with the new guidelines</li> <li>Confirm capacity of the school to enable compliance with social distancing rules.</li> <li>Agreed timetable and arrangements confirmed for each bubble</li> <li>Arrangements in place to support pupils unable to attend school with remote learning at home.</li> </ul>	Low	Low	
10	Infection transmission within school due to staff/students (or members of their household) having undiagnosed Coronavirus	Infection control	Staff and students	High	Medium	Medium	Principal	<ul style="list-style-type: none"> <li>Remind parents that students are to remain at home if unwell - set this out as return to school expectation</li> <li>Ensure all staff are clear on protocols should pupil or staff fall ill, including the allocation of available test kits when provided by the government.</li> <li>The health status of staff is recorded and tracked</li> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and students and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> <li>Students, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply.</li> <li>A record of any COVID-19 symptoms in staff or students is reported to Ark and PHE</li> <li>Prepare a local contingency plan in the event of a local lockdown</li> <li>Engage with NHS, PHE and track and trace.</li> </ul>	<ul style="list-style-type: none"> <li>Remind parents that students are to remain at home if unwell - set this out as return to school expectation</li> <li>Ensure all staff are clear on protocols should pupil or staff fall ill, including the allocation of available test kits when provided by the government.</li> <li>The health status of staff is recorded and tracked</li> <li>Robust collection and monitoring of absence data, including tracking return to school dates, is in place.</li> <li>Procedures are in place to deal with any pupil or staff displaying symptoms at school. This includes the use of testing for both staff and students and appropriate action, in line with government guidance, should the tests prove positive or negative.</li> <li>Students, parents and staff are aware of what steps to take if they, or any member of their household, displays symptoms. This includes an understanding of the definitions and mitigating actions to take in relation to the terms clinically vulnerable and clinically extremely vulnerable should these apply.</li> <li>A record of any COVID-19 symptoms in staff or students is reported to Ark and PHE</li> <li>Prepare a local contingency plan in the event of a local lockdown</li> <li>Engage with NHS, PHE and track and trace.</li> <li>One week on and one week off timetable model where there is high staff absence</li> </ul>	Low	Medium	
11	Staff not following social distance guidelines	Social Distancing	Staff	Medium	Low	Low	Principal	<ul style="list-style-type: none"> <li>Staff meetings to be socially distanced or on teams</li> <li>Set a maximum occupancy limit of staff in the staff room</li> <li>Re-allocate shared offices unless social distancing can be implemented</li> <li>Discourage hot desking and label assigned desks</li> <li>Encourage staff to work from classrooms and faculty rooms as much as possible</li> <li>Staff to clean hands and face regularly</li> <li>Put a sign on each door denoting maximum occupation levels</li> <li>Increase the cleaning frequency in the staff room</li> <li>2m exclusion zone to be set up at the front of the classroom for teaching staff</li> <li>Staff are responsible for communicating the exclusion zone and policing it</li> <li>Outline expectations that staff are to maintain 2m social distancing from all staff members and pupils</li> <li>Staffroom and departmental offices are to be reviewed to maintain social distancing, removing un needed furniture, setting up a rota for the usage and labelling up maximum capacity</li> <li>Minimize face to face contact between staff and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meetings to be socially distanced or on teams</li> <li>Re-allocate shared offices unless social distancing can be implemented</li> <li>Discourage hot desking and label assigned desks</li> <li>Encourage staff to work from classrooms and faculty rooms as much as possible</li> <li>Staff to clean hands and face regularly</li> <li>Put a sign on each door denoting maximum occupation levels</li> <li>2m exclusion zone to be set up at the front of the classroom for teaching staff</li> <li>Staff are responsible for communicating the exclusion zone and policing it</li> <li>Outline expectations that staff are to maintain 2m social distancing from all staff members and pupils</li> <li>Departmental offices are to be reviewed to maintain social distancing, removing un needed furniture, setting up a rota for the usage and labelling up maximum capacity</li> <li>Minimize face to face contact between staff and pupils.</li> <li>Spare classrooms are allocated and working space with social distancing maintained.</li> <li>All students and staff advised to wear face coverings inside the building when transitioning between classrooms and communal areas. Staff will have two reusable face coverings provided.</li> </ul>	Low	Medium	
12	Risk to school vehicle drivers (including 3rd party vehicle drivers) and pupils being infected or spreading coronavirus	Infection control	Driver and passengers	Medium	Medium	Medium	Operations	<ul style="list-style-type: none"> <li>Do not use school minibuses for transporting pupils or staff</li> <li>If essential, review the requirements for using the mini bus. If essential then limit the numbers who may be permitted in a mini bus at one time ensuring 2 metre separation between passengers</li> <li>Review possible installation of Perspex glass to protect the driver.</li> <li>Increased cleaning in minibuses - clean after every use</li> <li>Request a risk assessment from the vehicle provider in the event of hiring a minibus, ensuring it is suitable and sufficient (Estates team can assist in verification)</li> </ul>	<ul style="list-style-type: none"> <li>Do not use school minibuses for transporting pupils or staff</li> <li>If essential, review the requirements for using the mini bus. If essential then limit the numbers who may be permitted in a mini bus at one time ensuring 2 metre separation between passengers</li> <li>Review possible installation of Perspex glass to protect the driver.</li> <li>Increased cleaning in minibuses - clean after every use</li> <li>Request a risk assessment from the vehicle provider in the event of hiring a minibus, ensuring it is suitable and sufficient (Estates team can assist in verification)</li> </ul>	Low	Medium	
13	Contamination from shared equipment	Equipment	Staff and students	Medium	High	High	Operations	<ul style="list-style-type: none"> <li>Staff should use assigned equipment and not share. They are responsible for ensuring it is cleaned regularly to control possible infection route</li> <li>Discourage hot desking as much as possible.</li> <li>Staff are to wipe down the chair arms, adjuster, mouse and keyboard after each use of a shared PC</li> <li>Students to be assigned individual devices</li> <li>Pupil devices cleaned between uses</li> <li>Classroom resources reviewed to ensure that only easily cleanable equipment is used</li> <li>Increased cleaning in classrooms</li> <li>Staff handling deliveries, marking books or handling pupil work etc. should wash their hands or use hand sanitisers immediately afterwards and avoid touching their face until they have done so.</li> <li>Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously and always between groups, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different groups.</li> <li>All desks within the classroom are set forward facing, including the teaching desk.</li> </ul>	<ul style="list-style-type: none"> <li>Staff should use assigned equipment and not share. They are responsible for ensuring it is cleaned regularly to control possible infection route (Gratnell boxes will be issued to each teacher for belongings while moving around the building)</li> <li>Discourage hot desking as much as possible.</li> <li>Staff are to wipe down the chair arms, adjuster, mouse and keyboard after each use of a shared PC</li> <li>Pupil devices cleaned between uses</li> <li>Classroom resources reviewed to ensure that only easily cleanable equipment is used</li> <li>Increased cleaning in classrooms</li> <li>Staff handling deliveries, marking books or handling pupil work etc. should wash their hands or use hand sanitisers immediately afterwards and avoid touching their face until they have done so.</li> <li>Resources that are shared between groups, such as sports, art and science equipment should be cleaned frequently and meticulously and always between groups, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different groups.</li> <li>All desks within the classroom are set forward facing, including the teaching desk.</li> </ul>	Medium	Medium	
14	Unable to follow guidelines on priority to clean hands	Infection control	Staff and students	Medium	High	High	Operations	<ul style="list-style-type: none"> <li>Schedule specific hand washing times for students</li> <li>Communicate hand washing and face washing procedures to staff</li> <li>Install hand sanitising stations throughout school</li> <li>Install additional hand sanitiser throughout the school</li> <li>Ensure visitors wash/ sanitise hands upon arrival at school</li> <li>Monitor stock to ensure new procedures can be achieved</li> <li>Research substitutes for stock shortages. Contact Ark Procurement for assistance if required</li> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day and that hand dryers are working.</li> <li>Academy is responsible in ensuring SEN pupils who may need assistance have washed their hands in line with the school system/rota</li> </ul>	<ul style="list-style-type: none"> <li>Communicate hand washing and face washing procedures to staff</li> <li>Install hand sanitising stations throughout school</li> <li>Install additional hand sanitiser at entrances to all classrooms</li> <li>Ensure visitors wash/ sanitise hands upon arrival at school</li> <li>Monitor stock to ensure new procedures can be achieved</li> <li>Research substitutes for stock shortages. Contact Ark Procurement for assistance if required</li> <li>An audit of handwashing facilities and sanitiser dispensers is undertaken before the school reopens and additional supplies are purchased if necessary.</li> <li>Monitoring arrangements are in place to ensure that supplies of soap, hand towels and sanitiser are maintained throughout the day and that hand dryers are working.</li> <li>Academy is responsible in ensuring SEN pupils who may need assistance have washed their hands and sanitise hands</li> <li>Hand sanitiser located outside every classroom</li> <li>Non-touch hand dryers can be used</li> </ul>	Low	Medium	
15	Key virus and risk management information is not properly shared with staff	Communication	Staff	High	Medium	High	Principal/Operations	<ul style="list-style-type: none"> <li>Read the Ark Principals Bulletin and Operations bulletin and circulate information to staff</li> <li>Key information team set up in each academy who will be in charge of checking for updates and distributing the relevant information to staff locally</li> <li>Ensure regular staff briefings are scheduled for both on and off-site staff to share latest guidance and information</li> <li>Ensure email circulation lists are all up to date to ensure information is sent out to the correct staff</li> <li>Responsibility of academy to share the risk assessment with all staff members and union reps as a focus.</li> </ul>	<ul style="list-style-type: none"> <li>Read the Ark Principals Bulletin and Operations bulletin and circulate information to staff</li> <li>Key information team set up in each academy who will be in charge of checking for updates and distributing the relevant information to staff locally - TDA, RDU, JRO and DMC</li> <li>Ensure regular staff briefings are scheduled for staff to share latest guidance and information</li> <li>Ensure email circulation lists are all up to date to ensure information is sent out to the correct staff</li> <li>Responsibility of academy to share the risk assessment with all staff members and union reps as a focus.</li> </ul>	Low	Medium	
16	Kitchen and catering provision is a potential transmission area	Catering	Catering staff, students and academy staff	Medium	High	High	Catering	<ul style="list-style-type: none"> <li>Review of cleaning frequency in the kitchen, kitchen office and canteen area</li> <li>Mark out areas in the kitchen where each role is restricted to (dedicated work areas)</li> <li>Catering companies to provide new procedures to adhere to social distancing guidelines</li> <li>Standard kitchen hygiene requirements apply but review this area and revise requirements as required</li> <li>Ensure catering staff are using appropriate PPE as needed</li> <li>Review the catering service operations including any associated risk assessments in line with updated government guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Review of cleaning frequency in the kitchen, kitchen office and canteen area</li> <li>Mark out areas in the kitchen where each role is restricted to (dedicated work areas)</li> <li>Standard kitchen hygiene requirements apply but review this area and revise requirements as required</li> <li>Ensure catering staff are using appropriate PPE as needed (two visitors will be issued to each member of the team for use during service)</li> <li>Review the catering service operations including any associated risk assessments in line with updated government guidance.</li> </ul>	Low	Medium	
17	Lunchtimes and provision of meals undermine social distancing	Catering	Catering staff, students and academy staff	Medium	High	High	Catering	<ul style="list-style-type: none"> <li>Review the service operation and consider revising menu to allow the use of grab bags and disposable wood cutlery if necessary</li> <li>Lunch delivered to bubbles and eaten in classrooms / playground</li> <li>Staff supervision and monitoring.</li> <li>Staggered meal times</li> <li>Guidance has been issued to parents and students on packed lunches (e.g. the use of disposable bags instead of lunch boxes).</li> <li>Eating areas are cleaned after lunch.</li> <li>Notify parents of what can be bought into the academy</li> </ul>	<ul style="list-style-type: none"> <li>Lunch in dining zones (partitions in 1st floor and 3rd floor hall). Students walked to lunch by their period 4 teacher. Go straight to queue up and then take their food to their family dining area. Then go down to social zone.</li> <li>Y7 - Lunch - 1st floor hall east (Eng/Bus 2nd floor) - eat second sitting/exit via Science internal staircase and via Loughborough east terrace at end of P4 - enter dining hall from East terrace Loughborough at 13:05 line-up on running track halfway through lunch</li> <li>Y8 - Lunch - 1st floor hall east (Eng 1st floor) - eat first sitting - eat east side - dismissed from lunch at 13:05 - exit via central staircase to social zone</li> <li>Y9 - Lunch - 3rd floor hall west (MFL) KS4 - partition in the corridor to keep them separate</li> <li>Y10 - Lunch - 1st floor hall west (Maths)</li> <li>Y11 - Lunch - 3rd floor hall east (Hums)</li> <li>Staff on duty on a rota basis</li> <li>Moving from lunch zone to outdoor zone: Students individually go from lunch zone to social zone as and when they are ready. Duty on the corridor/stairwells.</li> </ul>	Low	Medium	
18	Supply issues not allowing schools to provide meals	Operational	Staff and students	Medium	Low	Low	Principal/Operations	<ul style="list-style-type: none"> <li>Regular meetings with catering manager over stock and deliveries</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings with catering manager over stock and deliveries</li> </ul>	Low	Medium	
19	Possible transmission from sharing water fountains / jugs and the filling of water bottles	Infection control	Staff and students	Medium	Medium	Medium	Principal/Operations	<ul style="list-style-type: none"> <li>Allocate member of staff to fill water bottles - ensure hygienic standards followed</li> <li>Create timetable for students to fill water bottles</li> <li>Wipe Down and disinfect Water Fountains on a regular basis.</li> </ul>	<ul style="list-style-type: none"> <li>External water coolers to be available on social zones for each bubble</li> </ul>	Low	Medium	

Risk Assessment re-opening sites (September)

Reference: Academies re-opening during or post COVID 19

Academy name:	Ark Evelyn Grace Academy
Completed by:	Russell Dunscombe, Operations Manager
Completed on:	27-Aug-20

Overall impact from Coronavirus will be ever present. Residual risk based on changes to Likelihood.

Hazard ID	Identify significant hazards	Area of Concern	Groups at risk	Hazard & Likelihood with no control measures applied		Initial Risk Level	Risk Owner	Risk Response		Likelihood after control measures applied (Aim is to reduce to Medium or Low)	Residual Risk Level (Do not edit as this will update automatically)	Ongoing risk management required (if residual risk remains High)
				Impact: (Low, Medium or High)	Likelihood: (Low, Medium or High)			Potential control measures	Adopted Control Measures (Adopt any of the potential control measures by copying them across and add any extra controls of your own)			
20	Cleaning regime does not reflect additional requirements to enable the safe management during covid-19 outbreak	Infection control	Staff and students	High	Medium	High	Operations/Cleaning company	<ul style="list-style-type: none"> <li>Risk assessed cleaning strategy to be created with high touch points being the priority</li> <li>Cleaners to be inducted on new procedure</li> <li>Reassess the use of changing rooms</li> <li>Review use of changing rooms by teachers</li> <li>Identify high risk areas (Reception, early years, changing rooms, canteen, staff room, early years toys, toilets, sanitising stations, medical rooms, isolation rooms)</li> <li>Review impact of target cleaning in academies i.e. does this mean some areas are cleaned less</li> <li>New cleaning procedures put in place and documented checks done</li> <li>Cleaners' hours are increased to reflect new requirements</li> <li>Additional lidded bins added in areas along with regular programme of cleaning and emptying</li> <li>Each room has access to a supply of tissues for the use of occupants</li> <li>Ask for ongoing feedback from all staff on how measures are being implemented</li> <li>Additional cleaning requirements to be set where usage of classrooms or areas is across groupings</li> </ul>	<ul style="list-style-type: none"> <li>Risk assessed cleaning strategy to be created with high touch points being the priority</li> <li>Cleaners to be inducted on new procedure</li> <li>Reassess the use of changing rooms</li> <li>Review use of changing rooms by teachers</li> <li>Identify high risk areas (Reception, canteen, staff room, toilets, sanitising stations, medical rooms, isolation rooms)</li> <li>Review of impact of target cleaning in academies i.e. does this mean some areas are cleaned less</li> <li>New cleaning procedures put in place and documented checks done</li> <li>Cleaners' hours are increased to reflect new requirements</li> <li>Each room has access to a supply of tissues for the use of occupants</li> <li>Ask for ongoing feedback from all staff on how measures are being implemented</li> <li>Additional cleaning requirements to be set where usage of classrooms or areas is across groupings</li> </ul>	Low	Medium	
21	Mobile/multi-site workers and visitors are not managed, potentially being infected when visiting school	Infection control	Staff and students	Medium	Medium	Medium	Principal	<ul style="list-style-type: none"> <li>Limit visitors to site, risk assess the requirement for the visitor attending.</li> <li>Review calendar to identify visitors on a week-by-week basis</li> <li>Look into possible pre visit surveys for transient workers and visitors before they visit an academy</li> <li>Essential workers will have to follow a certification process</li> <li>Using system such as InVentry to set up visitor database. This could involve transient workers, contractors, parents, supply teachers, external coaches. All would have to be questioned the day before attending.</li> </ul>	<ul style="list-style-type: none"> <li>Limit visitors to site</li> <li>Review calendar to identify visitors on a week-by-week basis (CCA and Reception)</li> <li>Look into possible pre visit surveys for transient workers and visitors before they visit an academy</li> <li>Essential workers will have to follow a certification process</li> <li>Using system such as EntrySign to set up visitor database. This could involve transient workers, contractors, parents, supply teachers, external coaches. All would have to be questioned the day before attending.</li> <li>Staff inviting visitors onsite will be required to use Visitor Notification System</li> <li>All mobile/multi-site workers will receive a site induction from the Premises team before they commence work on site</li> </ul>	Low	Medium	
22	Contamination by not washing departmental PPE	Operational	Premise staff and departmental staff along with students who wear PPE for lessons	Medium	High	High	Operations and heads of departments	<ul style="list-style-type: none"> <li>Set clear guidance in department handbooks on how often PPE should be cleaned and then set up monitoring of this.</li> <li>Review curriculum to minimise PPE requirement.</li> <li>Review what premises tasks will be undertaken when the academy opens. Review relevant risk assessments against these tasks and amend as required, including any PPE that will be required.</li> <li>Review HSE, Ark and manufactures advice on cleaning PPE.</li> <li>Academies with a washing machine should set up a rota to allow each department to clean PPE and bibs etc...</li> </ul>	<ul style="list-style-type: none"> <li>Set clear guidance in department handbooks on how often PPE should be cleaned and then set up monitoring of this. (aprons, bibs, goggles)</li> <li>Review curriculum to minimise PPE requirement.</li> <li>Review what premises tasks will be undertaken when the academy opens. Review relevant risk assessments against these tasks and amend as required, including any PPE that will be required.</li> <li>Review HSE, Ark and manufactures advice on cleaning PPE.</li> <li>Academies with a washing machine should set up a rota to allow each department to clean PPE and bibs etc... (aprons, bibs, goggles)</li> </ul>	Low	Medium	
23	Contractors attending site without having risk assessed against new requirements	Operational	Operations staff	Medium	Medium	Medium	Contractors/ Premises/ Operations	<ul style="list-style-type: none"> <li>Contractors to issue new RAMS or addendums. This is to be checked by the premises/operations teams using the safe management of contractors procedure. If the contractor is using the constructor leadership council covid-19 procedures, these must be referenced in the RAMS.</li> </ul>	<ul style="list-style-type: none"> <li>Contractors to issue new RAMS or addendums. This is to be checked by the premises/operations teams using the safe management of contractors procedure. If the contractor is using the constructor leadership council covid-19 procedures, these must be referenced in the RAMS.</li> <li>Contractors will receive a site induction from the Premises team before they commence work on site</li> </ul>	Low	Medium	
24	Build-up of waste, potential rise in rodents and disease due to waste not being collected	Infection control	Operations staff	Low	Low	Low	Operations	<ul style="list-style-type: none"> <li>Liaise with bin collection frequency and where delays will be in place, ensure bags are left in a secure area and not left outside attracting wildlife.</li> <li>This may involve double bagging or holding some stock at collection points inside.</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with bin collection frequency and where delays will be in place, ensure bags are left in a secure area and not left outside attracting wildlife.</li> <li>This may involve double bagging or holding some stock at collection points inside.</li> </ul>	Low	Low	
25	Poor signage externally and throughout the academy on new procedures	Operational	Staff, students and visitors	Medium	Medium	Medium	Principal/Operations	<ul style="list-style-type: none"> <li>Put up signage based on circulated templates</li> <li>Send out template signage to academies to print and laminate</li> <li>Walk the site to determine if sufficient and clear signage in place. Review signage for corridors, classrooms, playgrounds, reception etc in accordance with the updated guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Put up signage based on circulated templates</li> <li>Send out template signage to academies to print and laminate</li> <li>Walk the site to determine if sufficient and clear signage in place. Review signage for corridors, classrooms, playgrounds, reception etc in accordance with the updated guidance.</li> </ul>	Low	Medium	
26	Reception area does not promote social distancing	Social Distancing	Reception staff	Medium	Medium	Medium	Principal/Operations	<ul style="list-style-type: none"> <li>Review the feasibility of one-way systems at reception</li> <li>Mark out appropriate seating and waiting areas</li> <li>Install signage showing 2m waiting spots</li> <li>Review sign-in process for visitors</li> <li>Outline process for deliveries</li> <li>Review public access to reception.</li> <li>Include in drawn up plan.</li> <li>Parents need to book any appointments in advance</li> </ul>	<ul style="list-style-type: none"> <li>Mark out appropriate seating and waiting areas</li> <li>Install signage showing 2m waiting spots</li> <li>Review sign-in process for visitors</li> <li>Outline process for deliveries</li> <li>Review public access to reception.</li> <li>Include in drawn up plan.</li> <li>Parents need to book any appointments in advance</li> </ul>	Low	Medium	
27	Medical arrangements are no longer sufficient	Medical	Administering medication staff and first aiders	High	Medium	High	Principal/Operations	<ul style="list-style-type: none"> <li>Create a risk assessment for first aid treatment and for administering medication along with specific PPE requirements.</li> <li>Amend the risk assessment to include storage and use of testing kits.</li> <li>Review medical care plans and assess if provision is suitable</li> <li>Make provision for the storage of testing kits, when they are supplied</li> <li>Medical rooms and isolation rooms to be equipped with the appropriate PPE and hand sanitisation products.</li> </ul>	<ul style="list-style-type: none"> <li>Create a risk assessment for first aid treatment and for administering medication along with specific PPE requirements.</li> <li>Amend the risk assessment to include storage and use of testing kits.</li> <li>Review medical care plans and assess if provision is suitable</li> <li>Make provision for the storage of testing kits, when they are supplied</li> <li>Medical rooms and triage rooms to be equipped with the appropriate PPE and hand sanitisation products.</li> </ul>	Low	Medium	
28	Insufficient staff levels	Operational	Staff and students	Medium	Low	Low	Principal/Operations	<ul style="list-style-type: none"> <li>Re-Establish rota for onsite staff based on and in line with the revised guidance, particularly in relation to staff who were shielding.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>Full use is made of testing to inform staff deployment</li> <li>Reduce number of year groups on site</li> <li>Clear communication protocol for staff absence frequently shared.</li> <li>Review staff leave arrangements, taking into account an isolation or quarantine requirements that may be required with travel abroad.</li> </ul>	<ul style="list-style-type: none"> <li>Re-Establish rota for onsite staff based on and in line with the revised guidance, particularly in relation to staff who were shielding.</li> <li>Flexible and responsive use of teaching assistants and pastoral staff to supervise classes is in place.</li> <li>Full use is made of testing to inform staff deployment</li> <li>Reduce number of year groups on site (is staffing levels become too low), cohort A and B, one week on, one week off timetable</li> <li>Clear communication protocol for staff absence frequently shared.</li> <li>Review staff leave arrangements, taking into account an isolation or quarantine requirements that may be required with travel abroad.</li> </ul>	Low	Medium	
29	Staff unaware of where they should be	Operational	Staff and students	Medium	Low	Low	Operations	<ul style="list-style-type: none"> <li>Establish rota for onsite staff</li> <li>Ensure staff transitions are carefully planned</li> <li>Ensure robust staff communications are in place</li> </ul>	<ul style="list-style-type: none"> <li>Establish rota for onsite staff</li> <li>Ensure staff transitions are carefully planned</li> <li>Ensure robust staff communications are in place</li> </ul>	Low	Medium	
30	Risk of infection as a result of deliveries to the school	Infection control	Staff	Medium	Medium	Medium	Operations	<ul style="list-style-type: none"> <li>Deliveries to be booked or not permitted onto site.</li> <li>Request on orders, that delivery drivers call a half hour before delivery.</li> <li>Delivery drivers are to drive to the drop off point.</li> <li>Tell delivery drivers to open the delivery and unload to a specified point and then get back into the vehicle.</li> <li>Premises to check delivery and then undertake sign off procedure.</li> <li>Premises or catering staff are to put on available PPE and move into a non-facial touching period and the delivery will be loaded into the building.</li> <li>Once delivery is taken to the storage area the premises or catering staff should move into hand and face washing.</li> <li>The same process should be used for distribution around the building. Where items will remain boxed such as paper, staff who open the box are to wash their hands after doing so, in line with hand washing guidance.</li> <li>Where wrapping is removed, the same process of hand washing is to be observed after touching or disposing of the wrapping.</li> <li>Where the delivery will need to be dropped in to reception, the person in charge of reception will be responsible for ensuring any staff or members of the public are moved to put social distancing in place.</li> <li>Where items need to be signed off, the sign form or pad, should be placed on the counter, the delivery driver steps back 2m and the signee will sign and step back 2m.</li> <li>Where staff at reception cannot maintain 2m distance, the should wait until the delivery person has left the reception before handling the delivery and then wash their hands immediately afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>Deliveries to be booked or not permitted onto site.</li> <li>Request on orders, that delivery drivers call a half hour before delivery.</li> <li>Delivery drivers are to drive to the drop off point.</li> <li>Tell delivery drivers to open the delivery and unload to a specified point and then get back into the vehicle.</li> <li>Premises to check delivery and then undertake sign off procedure.</li> <li>Premises or catering staff are to put on available PPE and move into a non-facial touching period and the delivery will be loaded into the building.</li> <li>Once delivery is taken to the storage area the premises or catering staff should move into hand and face washing.</li> <li>The same process should be used for distribution around the building. Where items will remain boxed such as paper, staff who open the box are to wash their hands after doing so, in line with hand washing guidance.</li> <li>Where wrapping is removed, the same process of hand washing is to be observed after touching or disposing of the wrapping.</li> <li>Where the delivery will need to be dropped in to reception, the person in charge of reception will be responsible for ensuring any staff or members of the public are moved to put social distancing in place.</li> <li>Where items need to be signed off, the sign form or pad, should be placed on the counter, the delivery driver steps back 2m and the signee will sign and step back 2m.</li> <li>Where staff at reception cannot maintain 2m distance, the should wait until the delivery person has left the reception before handling the delivery and then wash their hands immediately afterwards.</li> </ul>	Low	Low	
31	Governors are not fully informed of key decisions	Governance	Staff and students	Low	Medium	Low	Principal	<ul style="list-style-type: none"> <li>Online meetings are held regularly with governors.</li> <li>Governing bodies are updated on key decisions on reopening.</li> <li>Governors are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>	<ul style="list-style-type: none"> <li>Online meetings are held regularly with governors.</li> <li>Governing bodies are updated on key decisions on reopening.</li> <li>Governors are briefed regularly on the latest government guidance and its implications for the school.</li> </ul>	Low	Low	
32	Existing operational policies/procedures and risk assessment are no longer fit for purpose in the current circumstances and will need to be reviewed.	Operational	Staff and students	High	Medium	High	Principal/Heads of department/operations	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, students, parents and governors have been briefed accordingly.</li> <li>All roles (including operational roles) are risk assessed with measures put in place</li> </ul>	<ul style="list-style-type: none"> <li>All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school.</li> <li>Staff, students, parents and governors have been briefed accordingly.</li> <li>Communications: key documents available in other languages</li> </ul>	Low	Medium	

Risk Assessment re-opening sites (September)

Reference: Academies re-opening during or post COVID 19

Academy name:	Ark Evelyn Grace Academy
Completed by:	Russell Dunscombe, Operations Manager
Completed on:	27-Aug-20

Overall impact from Coronavirus will be ever present. Residual risk based on changes to Likelihood.

Hazard ID	Identify significant hazards	Area of Concern	Groups at risk	Hazard & Likelihood with no control measures applied		Initial Risk Level	Risk Owner	Risk Response		Likelihood after control measures applied (Aim is to reduce to Medium or Low)	Residual Risk Level (Do not edit as this will update automatically)	Ongoing risk management required (if residual risk remains High)
				Impact: (Low, Medium or High)	Likelihood: (Low, Medium or High)			Potential control measures	Adopted Control Measures (Adopt any of the potential control measures by copying them across and add any extra controls of your own)			
33	Key stakeholders are not fully informed about changes to policies and procedures due to COVID-19	Communication	Key stakeholders	Medium	Medium	Medium	Principal/Heads of department/operations	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place:                             <ul style="list-style-type: none"> <li>Staff</li> <li>students</li> <li>Parents</li> <li>Governors/Trustees</li> <li>Local authority</li> <li>Professional associations</li> <li>Other partners</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Communications strategies for the following groups are in place:                             <ul style="list-style-type: none"> <li>Staff (bi-weekly briefing and weekly bulletin, termly union meetings)</li> <li>students (induction and assemblies)</li> <li>Parents (letters and weekly newsletter)</li> <li>Governors/Trustees (weekly bulletin and newsletter and LGBs)</li> <li>Local authority (local heads meetings)</li> <li>Professional associations (PIXL)</li> <li>Other partners (BLC meetings)</li> </ul> </li> </ul>	Low	Medium	
34	Staff are not trained in new procedures	Operational	Staff and students	Medium	Medium	Medium	Principal/Heads of department/operations	<ul style="list-style-type: none"> <li>Detailed staff induction takes place, staff will need to be inducted each time the guidance and procedures are revised : This will cover                             <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management, routes, groupings, procedures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Detailed staff induction takes place, staff will need to be inducted each time the guidance and procedures are revised : This will cover                             <ul style="list-style-type: none"> <li>Infection control</li> <li>Fire safety and evacuation procedures</li> <li>Constructive behaviour management</li> <li>Safeguarding</li> <li>Risk management, routes, groupings, procedures</li> </ul> </li> </ul>	Low	Medium	
35	<b>This hazard is no longer applicable:</b> Free school meals students eligible do not continue to receive vouchers on the days that they are not in school	FSM	Students				Principal	<ul style="list-style-type: none"> <li>A member of the school's administrative team is tasked with ensuring that students eligible for free school meals receive free meals when in school and continue to receive vouchers/school meals when not in school.</li> </ul>	Schools to populate this area with their revised control measures, some of which may be copied directly from your existing Risk Assessment	N/A	Low	Estates Note: This hazard has been flagged as N/A rather than deleting it in case we need to reinstate at a future date
36	Changes to bus schedules and operating procedures as a result of COVID-19 adversely affect students' attendance and punctuality and do not align with staggered start and departure times	Attendance	Staff and students	High	Medium	High	Principal	<ul style="list-style-type: none"> <li>Effective liaison with bus companies is used as a basis for planning staggered start and departure times.</li> <li>Academy to regularly check TTL and other local public transport operators etc. for updated guidance and information.</li> </ul>	Share information provided by Lambeth and TFL.	Low	Medium	
37	Not wearing clean clothes each day may increase the risk of the virus spreading	Infection control	Staff and students	Medium	Medium	Medium	All staff	<ul style="list-style-type: none"> <li>Policies are agreed prior to the school opening on the wearing of uniforms by students and business dress by staff to minimise risks. It is advised that school uniforms are reinstated in the autumn term, in line with the latest guidance.</li> <li>Expectations and guidance are communicated to parents.</li> </ul>	<ul style="list-style-type: none"> <li>Policies are agreed prior to the school opening on the wearing of uniforms by students and business dress by staff to minimise risks. It is advised that school uniforms are reinstated in the autumn term, in line with the latest guidance.</li> <li>Expectations and guidance are communicated to parents.</li> </ul>	Low	Medium	
38	The use of fabric chairs may increase the risk of the virus spreading	Infection control	Staff and students	Medium	Medium	Medium	Operations and teachers	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	<ul style="list-style-type: none"> <li>Take fabric chairs out of use where possible.</li> <li>Where that is not possible then ensure chairs are limited to single person use.</li> </ul>	Low	Medium	
39	Testing is not used effectively to help manage staffing levels, support staff wellbeing and spread of virus	Infection control	Staff and students	Medium	Low	Low	Principal/Operations	<ul style="list-style-type: none"> <li>Guidance on getting tested has been published, this must be communicated to staff.</li> <li>The guidance has been explained to staff as part of the induction process.</li> <li>Post-testing support is available for staff through the school's health provider.</li> <li>Schools must actively engage with NHS track and trace.</li> <li>Staff to be trained on the procedures around test kits, once they have been provided to the academies.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance on getting tested has been published, this must be communicated to staff.</li> <li>The guidance has been explained to staff as part of the induction process.</li> <li>Post-testing support is available for staff through the school's health provider.</li> <li>Schools must actively engage with NHS track and trace.</li> <li>Staff to be trained on the procedures around test kits, once they have been provided to the academies.</li> </ul>	Low	Medium	
40	Staff, students and parents are not aware of the school's procedures (including on self-isolation and testing) should anyone display symptoms of COVID-19	Communication	Staff and students	High	Low	Medium	Principal/Operations	<ul style="list-style-type: none"> <li>Staff, students and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and students as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Staff, students and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school.</li> <li>This guidance has been explained to staff and students as part of the induction process.</li> <li>Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.</li> </ul>	Low	Medium	
41	The lack of availability of designated First Aiders and Designated Safeguarding Leads	First Aiders and DSLs	Staff and students	Medium	Low	Low	Principal/Operations	<ul style="list-style-type: none"> <li>First Aid certificates extended until the end of September 2020.</li> <li>The government has clarified that DSLs or deputies who have been trained will continue to be classed as a trained DSL (or deputy), even if they miss their refresher training</li> <li>A programme for training additional staff is in place.</li> <li>Collaborative arrangements for sharing staff with other schools in the locality have been agreed.</li> <li>Revise the first aid rota to reflect the full capacity of the academy. Reviewing the ratios.</li> </ul>	<ul style="list-style-type: none"> <li>First Aid certificates extended until the end of September 2020.</li> <li>The government has clarified that DSLs or deputies who have been trained will continue to be classed as a trained DSL (or deputy), even if they miss their refresher training</li> <li>A programme for training additional staff is in place.</li> <li>Collaborative arrangements for sharing staff with other schools in the locality have been agreed.</li> <li>Revise the first aid rota to reflect the full capacity of the academy. Reviewing the ratios.</li> </ul>	Low	Medium	
42	Isolation rooms are not adequately equipped or configured to maintain infection control	Social distancing / Operational	Staff and students	High	Medium	High	Operations	<ul style="list-style-type: none"> <li>Social distancing provisions are in place for isolation rooms</li> <li>Additional rooms are designated for students and staff with suspected COVID-19 whilst collection is arranged, these rooms should ideally have a window to allow for this to be opened while a pupil is isolating</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>Make provision for the storage of testing kits, when they are supplied.</li> <li>Medical rooms and isolation rooms to be equipped with the appropriate PPE and hand sanitisation products.</li> </ul>	<ul style="list-style-type: none"> <li>Social distancing provisions are in place for isolation rooms</li> <li>Additional rooms are designated for students and staff with suspected COVID-19 whilst collection is arranged</li> <li>Procedures are in place for medical rooms to be cleaned after suspected COVID-19 cases, along with other affected areas, including toilets.</li> <li>Make provision for the storage of testing kits, when they are supplied.</li> <li>Medical rooms and isolation rooms to be equipped with the appropriate PPE and hand sanitisation products.</li> <li>Ensure you have a handling of contaminated waste procedure, suggestions are:                             <ul style="list-style-type: none"> <li>It should be put in a plastic rubbish bag and tied when full</li> <li>The plastic bag should then be placed in a second bin bag and tied</li> <li>It should be kept separate from other waste in a suitable secure place for 72 hours before being placed in the main waste bin as normal</li> <li>Wash your bins and lids with mild disinfectant after emptying</li> </ul> </li> </ul>	Low	Medium	
43	Parents and carers are not fully informed of the arrangements for the reopening of the school	Communication	Staff and students	High	Medium	High	Principal/Operations	<ul style="list-style-type: none"> <li>Parents are kept up to date with information, guidance and the school's expectations on a weekly basis using a range of communication tools.</li> <li>A COVID-19 section on the school website is created and updated.</li> <li>Parent and pupil briefings delivered /remotely for parents).</li> </ul>	<ul style="list-style-type: none"> <li>Parents are kept up to date with information, guidance and the school's expectations on a weekly basis via letters and newsletter</li> <li>A COVID-19 section on the school website is created and updated.</li> <li>Parent and pupil briefings delivered /remotely for parents).</li> </ul>	Low	Medium	
44	Provision of PPE for staff where required is not sufficient	Operational	Staff and students	Medium	Medium	Medium	Operations/Heads of department	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>Liaise with Ark Procurement to secure additional supplies if required</li> <li>Review what tasks will be undertaken when the academy opens.</li> <li>Review relevant risk assessments against these tasks and amend as required, including any PPE that will be required.</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> </ul>	<ul style="list-style-type: none"> <li>Government guidance on wearing PPE is understood, communicated and sufficient PPE has been procured.</li> <li>Liaise with Ark Procurement to secure additional supplies if required</li> <li>Review what tasks will be undertaken when the academy opens.</li> <li>Review relevant risk assessments against these tasks and amend as required, including any PPE that will be required.</li> <li>Those staff required to wear PPE (e.g. SEND intimate care; receiving/handling deliveries; cleaning staff) have been instructed on how to put on and how to remove PPE carefully to reduce contamination and also how to dispose of them safely.</li> <li>Staff are reminded that wearing of gloves is not a substitute for good handwashing.</li> <li>Risk assessment to be undertaken to determine if specific tasks/ roles require PPE (e.g. 1:1 staff).</li> <li>All staff advised to wear face coverings inside the building when transitioning between classrooms and communal areas and while on duty. Staff will have two reusable face coverings provided.</li> </ul>	Low	Medium	
45	The use of public transport by staff and students poses risks in terms of social distancing	Transport/ Travel	Staff and students	High	High	High	Principal	<ul style="list-style-type: none"> <li>Guidance is in place for students and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if students are travelling by any form of public transport or communal transport.</li> <li>All staff have one to one discussions with a senior leader in which they are asked individually about their circumstances, whether they have any underlying health conditions and if they have any concerns/anxieties about returning to work</li> <li>Academies should review the use of walking buses</li> <li>Academies should encourage and make storage arrangements for the use of bikes, scooters etc.</li> </ul>	<ul style="list-style-type: none"> <li>Guidance is in place for students and parents on how social distancing can be observed on public and school transport. This includes advice on the use of face coverings if students are travelling by any form of public transport or communal transport.</li> <li>All staff with underlying health conditions will have RA completed following discussion with line managers returning to work</li> <li>Academies should encourage and make storage arrangements for the use of bikes, scooters etc.</li> </ul>	Low	Medium	
46	Students' mental health has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	Mental Health	Staff and students	High	Medium	High	Principal	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support students with mental health issues.</li> <li>There is access to designated staff for all students who wish to talk to someone about wellbeing/mental health.</li> <li>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger students to help talk about feelings).</li> <li>Resources/websites to support the mental health of students are provided.</li> <li>Plans are in place for all students to have 1:1 meeting when they return to school</li> <li>School to provide extra mental health support for pupils in accordance with revised government guidance</li> </ul>	<ul style="list-style-type: none"> <li>There are sufficient numbers of trained staff available to support students with mental health issues.</li> <li>There is access to designated staff for all students who wish to talk to someone about wellbeing/mental health.</li> <li>Wellbeing/mental health is discussed regularly in PSHE/virtual assemblies/pupil briefings (stories/toy characters are used for younger students to help talk about feelings).</li> <li>Resources/websites to support the mental health of students are provided.</li> <li>Plans are in place for vulnerable students to have 1:1 meeting when they return to school</li> <li>School to provide extra mental health support for pupils in accordance with revised government guidance</li> </ul>	Low	Medium	
47	The mental health of staff has been adversely affected during the period that the school has been closed and by the COVID-19 crisis in general	Mental Health	Staff	High	Medium	High	Principal	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> <li>School to provide extra mental health support for teachers/staff in accordance with revised government guidance</li> </ul>	<ul style="list-style-type: none"> <li>Staff are encouraged to focus on their wellbeing.</li> <li>Line managers are proactive in discussing wellbeing with the staff that they manage, including their workload.</li> <li>Staff briefings and training have included content on wellbeing.</li> <li>Staff briefings/training on wellbeing are provided.</li> <li>Staff have been signposted to useful websites and resources.</li> <li>School to provide extra mental health support for teachers/staff in accordance with revised government guidance</li> </ul>	Low	Medium	
48	Students and staff are grieving because of loss and separation of friends or family	Mental Health	Staff and students	Medium	Medium	Medium	Principal	<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary</li> <li>DSLs have taken part in the training delivered by Healthy Minds</li> </ul>	<ul style="list-style-type: none"> <li>The school has access to trained staff who can deliver bereavement counselling and support.</li> <li>Support is requested from other organisations when necessary</li> <li>DSLs have taken part in the training delivered by Healthy Minds</li> <li>All DDSLs had safeguarding training in Jan 2020 - lasts for 12 months. CWA has attended Ark training re Covid 19 and trauma response - which has been shared with staff. Bereavement tracker up and running and referral process for support from HJI and CAMHS set up. All staff safeguarding training from Ark in September.</li> </ul>	Low	Medium	

Risk Assessment re-opening sites (September)		Academy name:		Ark Evelyn Grace Academy		Completed by:		Russell Dunscombe, Operations Manager		Completed on:		27-Aug-20		Overall impact from Coronavirus will be ever present. Residual risk based on changes to Likelihood.		
Reference: Academies re-opening during or post COVID 19																
Hazard ID	Identify significant hazards	Area of Concern	Groups at risk	Hazard & Likelihood with no control measures applied		Initial Risk Level	Risk Owner	Risk Response		Likelihood after control measures applied (Aim is to reduce to Medium or Low)	Residual Risk Level (Do not edit as this will update automatically)	Ongoing risk management required (if residual risk remains High)				
				Impact: (Low, Medium or High)	Likelihood: (Low, Medium or High)			Potential control measures	Adopted Control Measures (Adopt any of the potential control measures by copying them across and add any extra controls of your own)							
49	No longer required: Priority group (key worker and vulnerable children) integration into full capacity academy.	Operational	Staff and students				Principal	<ul style="list-style-type: none"> <li>Current government guidance is being followed.</li> <li>Liaison is continuing with parents who are key workers and the parents of vulnerable children to agree required provision.</li> <li>The facility for full-time attendance is available where required (even if their peers are only attending part-time).</li> <li>Arrangements are in place to ensure that this cohort is tracked and supported effectively.</li> <li>Arrangements are in place where supervision for children of key workers needs to be extended beyond the normal school day.</li> <li>Arrangements are in place to supervise children of key workers and vulnerable children over any holiday periods in-line with current government guidance.</li> <li>Key worker and vulnerable groups are kept separate from bubbles</li> </ul>		N/A	Low	Estates Note: This hazard has been flagged as N/A rather than deleting it in case we need to reinstate at a future date				
50	Fire procedures are not appropriate to cover new arrangements	Operational	Staff and students	High	Medium	high	Operations	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required</li> <li>Review provision of fire marshals in terms of availability and number</li> <li>Apply social distancing rules during evacuation and at muster points</li> <li>Introduce additional muster point to enable social distancing where required</li> <li>Introduce a staff rota for fire marshals to cover any absences and staff have been briefed accordingly</li> <li>Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> <li>Staff and students have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>Fire drill is planned for first week back</li> </ul>	<ul style="list-style-type: none"> <li>Fire procedures have been reviewed and revised where required</li> <li>Review provision of fire marshals in terms of availability and number (all SLT will complete Fire Warden training)</li> <li>Apply social distancing rules during evacuation and at muster points</li> <li>Introduce additional muster point to enable social distancing where required</li> <li>Introduce a staff rota for fire marshals to cover any absences and staff have been briefed accordingly</li> <li>Plans for fire evacuation drills are in place which are in line with social distancing measures.</li> <li>Staff and students have been briefed on any new evacuation procedures.</li> <li>Incident controller and fire marshals have been trained and briefed appropriately.</li> <li>Fire drill is planned for first week back</li> </ul>	Low	Medium					
51	Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	Governance	Staff and students	Low	Low	Low	Principal	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>The governing body continues to meet regularly via online platforms.</li> <li>The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation.</li> <li>The Principal's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19.</li> <li>Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place.</li> <li>Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.</li> </ul>	Low	Low					
52	Provisional analysis from the ONS has shown that the risk of death involving Covid-19 among some ethnic communities is significantly higher than that of those of White ethnicity. The exact reasons for the apparent increased risk in BAME communities are not known, and there are a number of factors that could underlie it. As a result, we need to be especially sensitive to the needs and worries of BAME members of staff, BAME parents and BAME pupils	Physical & Mental Health	Staff and Students	Medium	Medium	Medium	Principal	<ul style="list-style-type: none"> <li>Staff all have one to one conversation with HR Manager in which they are asked individually about their circumstances, whether they have any underlying health conditions, how they travel to work and if they have concerns about returning to work;</li> <li>Ask for ongoing feedback from all staff on how measures are being implemented, including via the daily classroom cleanliness checklist</li> <li>All roles (including ops roles) are risk assessed and measures are put in place that specifically address safety in each role</li> <li>Parent communication makes safety measures clear, shares the conditions that would make a student CV or ECV, and ensures parents understand that attendance is encouraged but that they can keep their child at home if they prefer to</li> <li>Ask Central to keep abreast of the BAME research and feedback regularly to senior leadership</li> <li>Train key staff in managing the transition back into work and ensure regular welfare check ins with staff</li> <li>Train key staff in supporting the mental health of students</li> <li>Control measures to be reviewed and applied as and when additional guidance made available.</li> </ul>	<ul style="list-style-type: none"> <li>Staff all have one to one conversation with Line Manager in which they are asked individually about their circumstances, whether they have any underlying health conditions, how they travel to work and if they have concerns about returning to work;</li> <li>Ask for ongoing feedback from all staff on how measures are being implemented, including via the daily classroom cleanliness checklist</li> <li>All roles (including ops roles) are risk assessed and measures are put in place that specifically address safety in each role</li> <li>Parent communication makes safety measures clear, shares the conditions that would make a student CV or ECV, and ensures parents understand that attendance is encouraged but that they can keep their child at home if they prefer to</li> <li>Ask Central to keep abreast of the BAME research and feedback regularly to senior leadership</li> <li>Train key staff in managing the transition back into work and ensure regular welfare check ins with staff</li> <li>Train key staff in supporting the mental health of students</li> <li>Control measures to be reviewed and applied as and when additional guidance made available.</li> </ul>	Medium	Medium					
53	Additional social distancing control issues introduce as a result of the reintroduction of breakfast and after school clubs	Social Distancing	Staff and Students	Medium	Low	Low	Principal	<ul style="list-style-type: none"> <li>Review maximum group sizes</li> <li>Review groupings to minimise mixing between bubbles</li> <li>Remove furniture that is not required or may be an obstacle in settling up the room/class.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>Appropriate supervision levels are in place.</li> <li>Where relevant and possible windows to be kept open to improve air circulation.</li> <li>Operations team to adjust any mechanical ventilation systems to provide maximum fresh air flow where possible</li> <li>Clubs take place in bubbles</li> <li>Staff supervision at transition points.</li> <li>Group activities to take place in larger spaces where social distancing can be implemented and maintained to bubbles</li> <li>Revised signage installed to reflect plans.</li> <li>Queuing zones for serveries and hand washing have been established and are monitored.</li> <li>Floor markings are in place to enable social distancing.</li> <li>Bins are emptied regularly.</li> <li>Students are reminded regularly on how to wash hands and young children are supervised in doing so.</li> <li>Set a rota/create a system to ensure pupils are washing their hands.</li> </ul>	<ul style="list-style-type: none"> <li>Review maximum group sizes</li> <li>Review groupings to minimise mixing between bubbles</li> <li>Remove furniture that is not required or may be an obstacle in settling up the room/class.</li> <li>Clear signage displayed in classrooms promoting social distancing.</li> <li>Senior leaders monitor areas where there are breaches of social distancing measures and arrangements are reviewed.</li> <li>Appropriate supervision levels are in place.</li> <li>Where relevant and possible windows to be kept open to improve air circulation.</li> <li>Operations team to adjust any mechanical ventilation systems to provide maximum fresh air flow where possible</li> <li>Clubs take place in bubbles</li> <li>Staff supervision at transition points.</li> <li>Group activities to take place in larger spaces where social distancing can be implemented and maintained to bubbles</li> <li>Revised signage installed to reflect plans.</li> <li>Bins are emptied regularly.</li> <li>Students are reminded regularly on how to wash hands</li> <li>Breakfast club will not be reinstated.</li> <li>Enrichment for KS3 on Tuesdays kept in year group bubbles</li> </ul>	N/A	Low					
54	Failure to comply with the appropriate guidance following the relaxation of external visits	Social Distancing	Staff and Students	Medium	Medium	Medium	EVC	<ul style="list-style-type: none"> <li>Communicate to staff the reinstatement of limited domestic off-site visits</li> <li>External overnight and non-domestic visits are not permitted</li> <li>Offsite visits to be arranged in accordance with Ark Off-Site Visit guidance</li> </ul>	<ul style="list-style-type: none"> <li>The only school trips permitted will be those essential to the curriculum (e.g. Geography, Drama)</li> <li>School trip authorisation will remain the same but RA template will be amended to include additional risks and control measures (public transport, social distancing, regular hand washing)</li> </ul>	Medium	Medium					
55	Hazards arising from the re-implementation of a full academy curriculum in higher risk departments such as technologies, art, science, music, PE and games.	Operational	Staff and Students	Medium	Medium	Medium	Heads of department	<ul style="list-style-type: none"> <li>Technologies, Science, Art, Music, PE, and any departments which utilise specialist spaces such as Food Technology will need to review their departmental policies, lesson plans and risk assessments with reference to COVID-19. Amending these documents where required or preparing a COVID-19 specific curriculum risk assessment and a policy amendment.</li> <li>Implement strict controls over the use of shared equipment in these curriculum settings</li> <li>Undertake department staff training to ensure all members of the department have been briefed on the new policies, procedures, and risk assessments</li> <li>Ensure Science and Art/Technology staff actively engage with CLEAPSS and follow their guidance</li> <li>Music Teachers to actively engage with Music Mark, follow their guidance and complete the COVID-19 supplementary risk assessment provided by them.</li> <li>PE may like to consider the following controls:</li> <li>Ensure PE/Sport staff actively engage with BAALPE and follow their guidance</li> <li>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups and contact sports such as football &amp; rugby avoided.</li> <li>Outdoor sports should be prioritised where possible and large indoor spaces only used where it is not maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>Resources that are shared between groups should be frequently and meticulously cleaned between groups or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different groups.</li> <li>Students to arrive to school wearing PE or another specialist kit</li> <li>Changing requirements and procedures are in place</li> <li>Rules on usage of equipment have been set up</li> <li>Specific department PPE and cleaning requirements are in place</li> <li>PE changing to take place within 15 minutes</li> <li>PE lessons for a bubble to be timetabled for the same day</li> </ul>	<ul style="list-style-type: none"> <li>Technologies, Science, Art, Music, PE, and any departments which utilise specialist spaces such as Food Technology will need to review their departmental policies, lesson plans and risk assessments with reference to COVID-19. Amending these documents where required or preparing a COVID-19 specific curriculum risk assessment and a policy amendment.</li> <li>Implement strict controls over the use of shared equipment in these curriculum settings</li> <li>Undertake department staff training to ensure all members of the department have been briefed on the new policies, procedures, and risk assessments</li> <li>Ensure Science and Art/Technology staff actively engage with CLEAPSS and follow their guidance</li> <li>Music Teachers to actively engage with Music Mark, follow their guidance and complete the COVID-19 supplementary risk assessment provided by them.</li> <li>PE may like to consider the following controls:</li> <li>Ensure PE/Sport staff actively engage with BAALPE and follow their guidance</li> <li>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups and contact sports such as football &amp; rugby avoided.</li> <li>Outdoor sports should be prioritised where possible and large indoor spaces only used where it is not maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene.</li> <li>Resources that are shared between groups should be frequently and meticulously cleaned between groups or rotated to allow them to be left unused for a period of 48 hours (72 hours for plastics) between use by different groups.</li> <li>Students to arrive to school wearing PE or another specialist kit</li> <li>Changing requirements and procedures are in place</li> <li>Rules on usage of equipment have been set up</li> <li>Specific department PPE and cleaning requirements are in place</li> <li>PE changing to take place within 15 minutes</li> <li>PE lessons for a bubble to be timetabled for the same day</li> </ul>	Medium	Medium					
56	Pupil behaviour requires specific intervention which has implications with regards to social distancing and infection control	Operational	Staff and Students	Medium	Medium	Medium	Principal	<ul style="list-style-type: none"> <li>Review the Covid 19 Addendum to Behaviour and Exclusion Policy and ensure staff are aware of the policy with regards to behaviour.</li> <li>Review any current EHCP's with the SENCO and one to one member of staff to see if they are sufficient.</li> <li>Review and identify any possible behaviours that may lead to Covid 19 transmission; if this is assessed as being possible or even likely ensure the requirement for possible PPE and a change of clothes are recorded in the risk assessment.</li> <li>Ensure staff who are on duty or are in transition have a mask and gloves with them, if on duty (playground etc.....) these are advised to be worn.</li> <li>Advise staff if they are to engage with close contact between students, such as breaking up an altercation they may want to put on their PPE first.</li> <li>Staff have had close contact with students, they must follow hygiene procedures and wash their hands after.</li> <li>The academy should engage with proactive communications with parents around any changes to the behavioural policy and/or their child's reactions in school</li> <li>If a student is removed from a learning environment for behaviour reasons, the intervening member of staff must limit their 1:1 contact time with them to a maximum of 15 minutes. If there is a repeat with the same student, then this will need to be escalated and look to possible removal from the academy.</li> <li>Ensure any rooms used for short term exclusions are cleaned before being used again. If this was limited to one desk and chair for example, along with the door handle, this will need to be communicated to operations/premises to target the cleaning of that area.</li> </ul>	<ul style="list-style-type: none"> <li>Review the Covid 19 Addendum to Behaviour and Exclusion Policy and ensure staff are aware of the policy with regards to behaviour.</li> <li>Review any current EHCP's with the SENCO and one to one member of staff to see if they are sufficient.</li> <li>Review and identify any possible behaviours that may lead to Covid 19 transmission; if this is assessed as being possible or even likely ensure the requirement for possible PPE and a change of clothes are recorded in the risk assessment.</li> <li>Ensure staff who are on duty or are in transition have a mask and gloves with them, if on duty (playground etc.....) these are advised to be worn.</li> <li>Advise staff if they are to engage with close contact between students, such as breaking up an altercation they may want to put on their PPE first.</li> <li>Staff have had close contact with students, they must follow hygiene procedures and wash their hands after.</li> <li>The academy should engage with proactive communications with parents around any changes to the behavioural policy and/or their child's reactions in school</li> <li>If a student is removed from a learning environment for behaviour reasons, the intervening member of staff must limit their 1:1 contact time with them to a maximum of 15 minutes. If there is a repeat with the same student, then this will need to be escalated and look to possible removal from the academy.</li> <li>Ensure any rooms used for short term exclusions are cleaned before being used again. If this was limited to one desk and chair for example, along with the door handle, this will need to be communicated to operations/premises to target the cleaning of that area.</li> <li>All students and staff advised to wear face coverings inside the building when transitioning between classrooms and communal areas. Staff will have two reusable face coverings provided.</li> </ul>	Medium	Medium					

Academy name:	Ark Evelyn Grace Academy
Completed by:	Russell Dunscombe, Operations Manager
Completed on:	27-Aug-20

Overall impact from Coronavirus will be ever present. Residual risk based on changes to Likelihood.

Hazard ID	Identify significant hazards	Area of Concern	Groups at risk	Hazard & Likelihood with no control measures applied		Initial Risk Level	Risk Owner	Risk Response		Likelihood after control measures applied (Aim is to reduce to Medium or Low)	Residual Risk Level (Do not edit as this will update automatically)	Ongoing risk management required (if residual risk remains High)
				Impact: (Low, Medium or High)	Likelihood: (Low, Medium or High)			Potential control measures	Adopted Control Measures (Adopt any of the potential control measures by copying them across and add any extra controls of your own)			
57	Reintroduction of lettings leads to an increased risk of infection	Infection control	Staff and Students	Medium	Medium	Medium	Operations	<ul style="list-style-type: none"> <li>Ensure the academy has a risk assessment for any resumed activities on campus and have the means to terminate non-compliant arrangements. This will likely require additional provisions in your hire terms.</li> <li>When reviewing hire terms and conditions, schools should consider matters such as:                             <ul style="list-style-type: none"> <li>Imposing responsibility on the hirer for compliance with COVID restrictions – making sure there is an agreement from the hirer to comply</li> <li>Implications of breach of COVID restrictions by the hirer.</li> <li>Who will pay for extra cleaning, especially in the case of a positive test being returned by someone who attended the school as part of a third-party group and deep cleaning being required before the facilities can be used?</li> <li>Whether there is a liability risk for the school if an attendee contracts COVID at the event</li> <li>All other usual requirements including child safety.</li> </ul> </li> <li>Ensure a COVID-19 risk assessment is obtained from all companies that will undertake letting, on behalf of the school</li> <li>Any community sporting club or group using school facilities must agree to comply with current Gov.UK advice in relation to sport and exercise, including the type(s) of activity permitted and the maximum number of participants</li> <li>School facilities should not be used by local sporting clubs or community groups within 30 minutes of the start or end of the school day. This is to avoid unnecessary mixing with other members of the school community</li> <li>Multiple sessions will be run back to back, there must be a break of at least 15 minutes between each session to avoid congregation of multiple groups on a school site. For this reason, participants must also be advised that they must not arrive prior to their scheduled start time or remain after the scheduled end time.</li> <li>Access to outdoor facilities should be arranged so that participants do not encounter any staff or students remaining on the school premises, for example, for out-of-hours school care programs.</li> <li>Only one group of participants is permitted to use a single facility at a time (e.g. basketball court or pitch)</li> <li>Changing room facilities cannot be used (except for toilets). Where toilets are used, they must be cleaned prior to the next school day.</li> <li>Any sporting equipment that is property of the school cannot be used. Community and sporting groups should use their own equipment, and this should be maintained in accordance with Gov.UK advice.</li> <li>Register of individuals in attendance at each session must be kept by the Letting agent and provided to the school so that it can be passed to NHS Track and Trace if required. This should include individuals' name, contact phone number, and dates and times they were present.</li> <li>When hiring out its facilities, a school needs to be able to clearly articulate its requirements, ensure those</li> </ul>	Lettings activities on hold. Will be reviewed after September opening	N/A	Low	