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| Risk Assessment for: COVID 19        | Assessment Date: 07.09.20   | Review date due: as and when new information is issued |
| Location: <b>The Compass Academy</b> | Assessment completed by: Sentamu Academy Learning Trust Central Services in association with CEO/Heads/Principals | Version number: 6                                      |
| Who is at risk                       | – Staff, pupils, visitors, contractors  |  |


N.B. If you don't have access to the internet where links are shown for more information please contact the school office (parents) or Human Resources (staff) for more information. This document should be read in conjunction with the DfE Guidance for opening schools May 2020.

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>


| <b>Hazards</b>                         | <b>Current control measures in use</b>   | <b>Further Control measures</b>   | <b>Action</b>          | <b>Status</b> |
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| What are the specific sources of harm? | List the control measures actually used. | What further control measures are needed if the risk level is too high? | Who will act and when? |               |


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| <p><b>Spread of Covid 19</b></p> | <p><b>Raising Awareness</b></p> <p>To help reduce the spread of coronavirus (COVID-19) remind everyone of the public health and Government advice - <a href="https://www.publichealth.hscni.net/news/covid-19-coronavirus">https://www.publichealth.hscni.net/news/covid-19-coronavirus</a></p> <ul style="list-style-type: none"> <li>Regularly review public health/Government advice</li> <li>Clearly communicate any changes in work practice and use of the facilities to staff, parents, students and other potential visitors</li> <li>Encourage staff and students to avoid touching faces with unwashed hands.</li> </ul> <p>Hand Washing</p> <ul style="list-style-type: none"> <li>Hand washing/sanitising facilities available at strategic places including on arrive and exit of premises, toilets and where food will be eaten.</li> <li>Hand washing facilities with soap and water preferred but hand gel sanitisers (with a minimum) 60% alcohol can be used as an alternative and where washing facilities are not readily available.</li> <li>Hands should be washed/sanitised after sneezing or coughing, before and after handling food or going to the toilet.</li> <li>Stringent hand washing taking place. See hand washing guidance.</li> </ul> <p><a href="https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/">https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</a></p> <ul style="list-style-type: none"> <li>Drying of hands with disposable paper towels (preferred) or hand driers where soap and water is used.</li> <li>Appropriate disposal of paper towels encouraged (in bin containing a plastic bin bag)</li> <li>Staff and students encouraged to protect the skin by applying emollient cream regularly –</li> </ul> <p><a href="https://www.nhs.uk/conditions/emollients/">https://www.nhs.uk/conditions/emollients/</a></p> | <p>Posters, leaflets and other materials are available for display.</p> <p><a href="https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19">https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19</a></p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p>Issue Infection control policy to provide guidance to staff, parents, students (age specific) visitors and contractors.</p> <p>Hand wash stations to be clearly signposted. Staff and students are reminded on a regular basis to wash their hands for 20 seconds with water and soap and the importance of properly drying hands. Also reminded to catch coughs and sneezes in tissues – Follow Catch it, Bin it, and Kill it and to avoid touching your face, eyes, nose or mouth with unclean hands. Tissues will be made available throughout the workplace.</p> <p>Encourage staff and students to report any problems e.g. allergies to soap/hand gel and carry out skin checks as part of a skin surveillance programme</p> <p><a href="https://www.hse.gov.uk/skin/professional/health-surveillance.htm">https://www.hse.gov.uk/skin/professional/health-surveillance.htm</a></p> <p>Emollient creams will not be provided as shared use of such products may increase the spread of infection.</p> <p>Staff/student health and safety induction to take place to highlight key safety messages upon the return to school. Updates to be shared via link teachers/tutors.</p> | <p>GTH</p> <p>Posters to promote hand washing and catch it</p> <p>GTH</p> <p>SLT Lead/<br/>Lead teachers</p> |  |
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| <p><b>Mental Health</b></p> | <p>Management will promote mental health &amp; wellbeing awareness to staff and students during the Coronavirus outbreak and will offer whatever support they can to help.</p> <p>Consideration will be given to the impact on workload and staff wellbeing when planning changes in practice e.g. increased student attendance whilst also providing remote education to students not attending school.</p> <p>Staff and parents are encouraged to share any concerns about attending site</p> | <p>Line managers will offer support to staff who are affected by Coronavirus or has a family member affected</p> <p>Dedicated time has been allocated in staff training days for staff 'check ins' with line managers (at the request of staff).</p> <p>Regular communication of mental health information and open-door policy for those who need additional support.</p> <p>Regular contact with all staff and students to be maintained.</p> <p>Staff signposted to where they can find further support both in and out of the organisation. (See staff wellbeing paper)</p> | <p>SLT</p> |  |
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| <p><b><u>Access/ egress to site</u></b></p> | <p>Each Academy to review and implement site specific solutions.</p> <p>Where possible, the following practices will be considered:</p> <p>Stop all non-essential visitors or on-site workers.</p> <p>Introduce staggered start and finish times to reduce congestion and contact at all times.</p> <p>Monitor site access points to enable social distancing – you may need to change the number of access points, either increase to reduce congestion or decrease to enable monitoring.</p> <p>Require all staff, students, visitors and workers to wash or clean their hands before entering or leaving the site.</p> <p>Upon arrival at the school reception area, visitors are directed to call the school office to ask if they are able to enter – this ensures only one person at a time is in the small foyer.</p> <p>Allow plenty of space (two metres) between people waiting to enter the site.</p> <p>Regularly clean common contact surfaces in reception, office, access control and delivery areas e.g. screens, telephone handsets, desks, particularly during peak flow times.</p> <p>Drivers should remain in their vehicles if the load will allow it and must wash or clean their hands before unloading goods and materials. Advise parents/carers that they should not gather at entrance gates or doors or enter the site without a pre-arranged appointment.</p> | <p>Arrival times of students will rely upon the LA transport system as the majority of students at Compass travel in taxi/minibus – therefore staggering start times may not be possible. Set out markers where queues might form (in the large quad area).</p> <p>If a child needs to be accompanied to the Academy only one parent should attend. <b>(No parent should enter the building without an appointment, advisory information should be shared in advance of appointments)</b></p> <p>Encourage visits via remote connection/ working where possible.</p> <p>Visitor arrangements will ensure social distancing and hygiene, for example, contactless signing in procedure, e.g. office staff to record name of visitor and arrival/ leave times – they will be given disposable badges/ labels.</p> <p>Appropriate signage will be in place, and visitors will be made aware of the procedures prior to attending the school.</p> <p>Conduct separate risk assessment for staff/practices where there will be increased exposure to visitors, delivery drivers and/or contractors.</p> <p>Inform contractors and suppliers regarding any changes that will affect them.</p> <p>Review emergency evacuation procedures and assembly points in line with social distancing measures where possible</p> | <p>SLT Lead</p> |  |
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| <p><b><u>Canteen/ breaks</u></b></p>                        | <p>Where possible staff/ students to stay on site once they have entered and not use local shops.</p> <p>Break times should be staggered to reduce congestion and contact at all times.</p> <p>Sit 2 metres apart from each other whilst eating and avoid all contact with others. Students 1 meter distancing can be implemented.</p> <p>Where catering is provided, it should be pre-prepared and wrapped food –If cooked meals are to be provided a separate risk assessment will be completed.</p> <p>Drinking water should be provided with enhanced cleaning measures of the tap mechanism introduced.</p> <p>Tables and chairs should be cleaned between each use.</p> <p>All rubbish should be put straight in the bin and not left for someone else to clear up.</p> <p>Hand sanitizers to be located at access and egress points particularly in food areas.</p> <p>Within the staffroom and other staff rest areas, notices will be on display reminding staff to wipe down taps, kettle, boiler, fridge doors etc (prior to hand washing).</p> | <p>Children will eat packed lunches/meals in the canteen, one tutor group at a time and socially distancing.</p> <p>All areas used for eating must be thoroughly cleaned at the end of each break and shift, including chairs and door handles.</p> <p>Stagger breaks and lunches so that all children are not moving around the school, and in the same areas at the same time.</p> <p>Where possible and safe to do so take breaks outdoors maintaining the 2m distance (consider if this needs to be marked out).</p> <p>Ensure the catering department has updated their HACCP (health analysis critical control point) to reflect COVID-19.</p> <p>Set tables up so that are side by side and not facing one another.</p> | <p>SLT Lead</p>  |  |
| <p><b><u>Use of changing facilities and showers</u></b></p> | <p>Introduce staggered start and finish times to reduce congestion and contact at all times.</p> <p>Based on the size of each facility, determine how many people can use it at any one time to maintain a distance of two metres.</p> <p>Provide suitable and sufficient rubbish bins in these areas with regular removal and disposal.</p>   | <p><b>With the exception of catering staff this should not occur on site(suitable storage should be provided to store clothes)</b></p>   | <p>JTH / LAL</p> |  |


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| <p><b><u>Working within 2 metres of a working team</u></b></p> | <p>Always consider if the task can be performed differently without having to breach the 2m social distancing rule.</p> <p>Staff are to limit face to face working and work facing away from each other when possible.</p> <p>Limit the frequency of working within 2m to an absolute minimum and ensure it is for strictly low intensity, sporadic work where exposure to this distance is less than 15 mins</p> <p>Limit the number of people allowed in a space at any one time</p> <p>Consider introducing an enhanced authorisation process (permit to work) for activities where less than 2m distance may be required e.g. site facilities staff.</p> <p>Provide additional supervision to monitor distancing and teams not to be rotated.</p> <p>Continue to conduct dynamic risk assessments whilst completing the work and speak up if there is a safer way of completing the task.</p> <p>All equipment to be thoroughly cleaned prior and after using it.</p> | <p>Screening to be put in place wherever possible and where 2m rule cannot be implemented.</p> <p>Remind staff and students to not share work items such as pens etc.</p> <p>Each child to be provided with their own stationery and other equipment that they do not share with others.</p> <p>Maximum people limit clearly signposted.</p> <p>Schedule maintenance/contractor work outside the school day where possible.</p> <p>Work to be completed and marked online where possible to minimise the use of paper/books.</p> | <p>GTH</p> <p>SLT Lead</p> <p>Link teacher/tutor</p> |  |
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| <p><b>Transport arrangements for children continuing to attend educational settings</b></p> | <p>Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.</p> <p>The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:</p> <ul style="list-style-type: none"> <li>• how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school</li> <li>• use of hand sanitiser upon boarding and/or disembarking</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible</li> <li>• distancing within vehicles wherever possible</li> <li>• the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet</li> </ul> <p>Staff and students should avoid the use of public transport and sharing vehicles with members of another household where possible. Where this cannot be avoided please follow government travel guidelines: <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#contents">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#contents</a>.</p> | <p>A partnership approach between local authorities, schools, trusts, dioceses and others will be required. In particular, it is imperative that schools work closely with local authorities that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision. DfE will shortly publish new guidance to local authorities on providing dedicated school transport, based on the framework outlined here.</p> <p>Given the pressures on public transport services it may also be necessary to work with local authorities so that they can identify where it might be necessary to provide additional dedicated school transport services, including in places where these services do not currently operate. The government is currently evaluating this position and will set out next steps shortly..</p> <p>Schools should encourage parents, staff and students to walk or cycle to school if at all possible or work with their local authority to promote safe cycling routes.</p> | <p>DMU</p> |  |
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| <p><b><u>Class or group sizes</u></b></p> | <p>Whatever the size of the group social distancing should be encouraged.</p> <p>Staff can work across different groups in order to deliver the school timetable, but they should keep their distance from pupils and other staff as much as they can (ideally 2 metres apart).</p> <p>In all settings it is important to reduce contact between people as much as possible by only mixing in tutor groups and keeping away from other groups.</p> <p>We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p> | <p>Consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing</p> <p>Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously</p> <p>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</p> <p>Ideally, adults should maintain 2 metre distance from children. We know that this is not always possible, particularly when working with younger children. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.</p> | <p>SLT</p> <p>GTH</p> |  |
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| <p><b>Moving around buildings</b></p> | <p>Reducing movement by discouraging non-essential trips within buildings and sites, for example, restricting access to some areas, encouraging use of radios or telephones, where permitted, and cleaning them between use.</p> <ol style="list-style-type: none"> <li>1. Restricting access between different areas of a building.</li> <li>2.</li> <li>3. Reducing job and location rotation.</li> <li>4. Introducing more one-way flow through buildings where possible.</li> <li>5.</li> <li>6. Regulating use of high traffic areas including corridors and walkways to maintain social distancing.</li> </ol> <p>Reduce the number of people on site at any one time so that social distancing can be maintained. Smaller sites may identify a maximum safe number of occupants.</p> | <p>Relevant signage to be put in place to enforce and highlight this.</p> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits.</p> <p>Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> | <p>SLT Lead</p> |  |
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| <p><b>Cleaning</b></p> | <p>The school caretaker and cleaners will read and apply the following government advice where appropriate <a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak</a></p> <ol style="list-style-type: none"> <li>1.</li> <li>2. Frequently cleaning and disinfecting objects and surfaces that are touched regularly particularly in areas of high use such as door handles, light switches, reception area using appropriate cleaning products and methods</li> <li>3.</li> <li>4. Frequent cleaning of work areas and equipment between uses, using usual cleaning products.</li> <li>5.</li> <li>6. Frequent cleaning of objects and surfaces that are touched regularly, such as door handles and keyboards, and making sure there are adequate disposal arrangements.</li> <li>7.</li> <li>8. Clearing workspaces and removing waste and belongings from the work area at the end of a shift.</li> <li>9.</li> <li>10. Limiting or restricting use of high-touch items and equipment, for example, printers, telephones, keyboards or whiteboards</li> <li>11.</li> <li>12. If you are cleaning after a known or suspected case of COVID-19 then you should refer to: <a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</a></li> </ol> | <p>Each Academy to identify an appropriate cleaning rota for daily and weekly cleaning</p> <p>A cleaner to be present on site where possible for the duration of building opening hours to be called upon for such instances. This will control the use of COSHH. Where this isn't an option cleaning supplies to be issued with relevant safety data/ COSHH sheets and training.</p> <p>Cleaners also on site at the end of a school day.</p> <p>Identify high usage areas to allow enhanced cleaning.</p> <p>Cleaning procedures to be implemented for goods coming in.</p> <p>Introduce cleaning procedures for academy vehicles.</p> <p>Remove equipment or items not in use as much as possible to assist with cleaning.</p> <p>Fogging of highly used areas to take place at least twice weekly. Preference can be discussed at a local level.</p> | <p>JTH/GTH/<br/>ZMC</p> |  |
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| <p><b>Clinically extremely vulnerable/clinically vulnerable</b></p> | <p>13. We will follow the government guidelines for clinically extremely vulnerable and clinically vulnerable and have asked staff to confirm if they fall within the following three categories:</p> <p>1: Classed as 'clinically extremely vulnerable' and as such have received a letter from the NHS or your GP</p> <p>2: Live with someone who is classed as 'clinically extremely vulnerable', confirmed in writing as above.</p> <p>3: Classed as 'clinically vulnerable' (as defined by the Government below or click on link) but have not received a letter from the NHS <a href="https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people">https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</a></p> <p><b>Black, Asian and minority ethnic staff</b></p> <p>Emerging evidence that is currently being reviewed by Public Health England shows that black, Asian and minority ethnic (BAME) communities are disproportionately affected by COVID-19. This concerning evidence suggests that the impact may also be higher among men and those in the higher age brackets.</p> <p>Principals should ensure that this is taken into consideration when planning the deployment of staff and placement of students. Sensitive and comprehensive conversations with any BAME staff or parents should take place, to include the identification and discussion of any existing underlying health conditions that may increase the risks for them. The feelings of BAME staff and students particularly with regard to their safety and their mental health should also be considered.</p> | <p>Update: From 1st August 2020 Clinically Extremely Vulnerable staff and students will be able to attend the academy for work/education providing that suitable covid safe measures are in place e.g. strict social distancing can be maintained, frequent hand washing and cleaning of frequently touched surfaces. Priority for staff in category one should be given to working from home where possible or for the safest available roles on site, even if this means a change of role or adjusting work patterns temporarily. An individual risk assessment should be completed for each CEV person to identify if additional safety measures are needed.</p> <p>Staff and students who fall in category 2 or 3 will be able to attend the academy if social distancing can be adhered to. If they have to spend time within 2 metres of other people, the Head/Principal must carefully assess what additional measures can be implemented and discuss with them or their parents whether this involves an acceptable level of risk. An electronic record of such discussions must be kept</p> <p>PHE guidance to be reviewed on a regular basis and any risk assessments or policies to be updated accordingly</p> | <p>SLT</p> |  |
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| <p><b>Safeguarding</b></p>                   | <p>14. The safeguarding of students both on and off site will continue to be a significant focus of all staff.</p> <p>Student and staff ratios will be monitored on a daily basis and student places may have to be withdrawn with little or no notice if we feel unable to provide a safe environment for staff and students.</p> <p>Parents have been informed that for the safety of all, If children cannot follow the social distancing rules, we may need to withdraw the offer of a place in school.</p> | <p>Reference should be made to the child protection and safeguarding policy: COVID-19 addendum that can be found on the school website.</p> <p>Contingency plans for staff absences are in place. Having staff working in link teacher/tutor bubbles enables us to ensure that we have the capacity to cover any absences.</p> <p><b>Record any decisions using the defensible decision log</b></p> | <p>LAL</p>   |  |
| <p><b>Risk assessments/<br/>Policies</b></p> | <p>1. The following policies have been amended to reflect COVID19:<br/>Child Protection Policy</p> <p>15. Consider updating / adapting risk assessments – food tech,</p>  | <p>Special Education Needs Policy and Information Report Addendum updated March 2020.</p> <p>Food tech risk assessment completed to reflect COVID-19</p> <p>Safeguarding policy- COVID19 addendum</p> <p>Positive behaviour policy Reintegration RA</p>   | <p>CHO</p> <p>NST</p> <p>LAL</p> <p>LAL</p> <p>CHO/LAL</p> |   |

Further information and guidance can be found:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak>

**Resources list summary**

- Soap
- Paper towels
- Hand gel/sanitiser (60%)
- Tissues

- Gloves
- Plastic aprons
- Cleaning products for use by staff
- Face masks
- Visors
- Bins with lids (Government guidance 24/05/20), preferably with foot pedal – MW concern is that this increases touch points)

**Communication summary**

- Policy document (MW drafting)
- Posters – Catch it bin it
  - Handwashing
  - Use of masks
- At site entrances/external doors
- Signs for classrooms/communal areas – max no. of people allowed at any time
- 2 metre signage/measurements – particularly anywhere where a queue might form

**Further risk assessments:**

- First aid
- Reception
- Cleaning – one for general staff guidance, one for cleaners (where extra care to be taken e.g. tissues/paper towels) one for bodily fluids.
- Deliveries?
- Positive handling
- visitors on site



September 7th 2020