

## COVID-19 Risk Assessment

	<b>Name</b>	<b>Date</b>
Prepared by:	Lancot	12.7.20
Trust review:		4.1.21
Governor review:	Emma Reade	4.1.21
Trustee review:		

<b>Date amended</b>	<b>Update</b>
<b>21.9.20</b>	<b>Year 6 booster information</b>
<b>23.9.20</b>	<b>Face coverings on playgrounds</b>
<b>4.1.21</b>	<b>Tier 4 changes</b>
<b>31.1.21</b>	<b>Lateral Testing Introduction</b>

## COVID-19 Risk Assessment

**Lancot Challenger Academy**

This document has been prepared in line with the Health and Safety Executive (HSE) guidance “Working safely during the COVID-19 outbreak”. This document covers the controls implemented by the school to control COVID-19 risks. The full detail of controls will be communicated to all those affected.

Description of risk	Who might be harmed?	Controls	Additional actions	Action due date	Responsible person
Getting or spreading coronavirus by not washing hands or not washing them adequately	Students Staff Visitors Suppliers Contractors	<ul style="list-style-type: none"> <li>- Follow HSE guidance on cleaning, hygiene and hand sanitiser</li> <li>- Provide water, soap and drying facilities</li> <li>- Provide information on how to wash hands properly and display posters</li> <li>- Ensure adequate hand washing facilities</li> <li>- Provide hand sanitiser for occasions when people can't wash their hands.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring and supervision to ensure controls are followed</li> <li>- Communicate guidance on handwashing</li> <li>- Identify if additional hand washing facilities are needed</li> <li>- Monitor stocks of soap/hand sanitiser etc.</li> </ul>	In place and ongoing	Stock – SH, informed by teachers  SLT monitor and supervise
Getting or spreading coronavirus in common use high traffic areas such as canteens, corridors, toilet facilities, staff rooms, entry/exit	Students Staff Visitors Suppliers Contractors	<ul style="list-style-type: none"> <li>- Identify areas where people will congregate (e.g. canteens, staff rooms etc)</li> <li>- Identify where there are “pinch points” making social distancing more difficult (narrow corridors, doorways)</li> <li>- Identify areas where people touch the same surfaces (door handles, kitchen equipment etc)</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring and supervision to ensure controls are followed</li> <li>- Near-miss reporting to identify where controls cannot be followed or people are not doing what they should. Share in briefing</li> <li>- Parents and visitors will be</li> </ul>	In place and ongoing	MF leading cleaning team  SLT

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<p>points and other communal areas.</p>		<ul style="list-style-type: none"> <li>- Areas and surfaces which are frequently touched but are difficult to clean</li> <li>- Communal areas with less ventilation</li> <li>- Limit the number of people in rooms so that social distancing rules can be met, e.g. stagger break times, have maximum occupancy numbers for rooms</li> <li>- Reorganise facilities in communal areas such as spacing out tables in classrooms, canteens etc so social distancing rules can be met</li> <li>- Where possible put in place physical impervious barriers (eg Perspex in reception areas) to reduce contact</li> <li>- Put in place one-way systems in corridors to manage the flow of people moving around school and to allow social distancing rules to be met</li> <li>- Leave non-fire doors open to reduce the amount of contact with doors and also potentially improve ventilation</li> <li>- Keep surfaces in communal areas clear for people to sit and eat at to make cleaning easier</li> <li>- Provide washing facilities and hand sanitiser at accessible places near to where people will have contact with</li> </ul>	<p>asked to wear a face covering when on school grounds, including outside, unless medically exempt</p> <ul style="list-style-type: none"> <li>- Parents of pupils in Y1-6 will drop-off at the school gates at their staggered times and will not be allowed onto school premises</li> <li>- Staffroom is closed</li> <li>- No queuing for toilet facilities. Continue to be used by no more than two people at once.</li> </ul>		
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		<p>high traffic communal areas, eg sanitiser/washing facilities at the entrance/exit to canteens</p> <ul style="list-style-type: none"> <li>- Put signs up to remind people to wash and sanitise hands and not touch their faces</li> <li>- Put in place cleaning regimes to make sure high traffic communal areas are kept clean – consider frequency, level of cleaning and who should be doing it</li> </ul>			
Getting or spreading coronavirus by not completing Lateral Flow Testing correctly	Staff	<ul style="list-style-type: none"> <li>- Use the full guidance on procedures for testing</li> <li>- Share all documentation and templates that are provided from the Government, including testing logs, test kit logs, letters to staff</li> <li>- Make explicit the named members of staff responsible for the management of testing and test kits</li> </ul>	<ul style="list-style-type: none"> <li>- In a staff briefing, share the Step-by-Step guidance and the accompanying video to show the procedures for testing, from receiving the pack, completing the test and recording the results</li> <li>- All necessary documentation, including slides from briefing and video link to be made available centrally</li> <li>- Provide a follow-up briefing after one week for staff to discuss</li> </ul>	In place. testing to commence from 3.3.21	<p>JF to complete logs and lead briefing</p> <p>All SLT participated in Gov briefing</p>
Getting or	Students	<ul style="list-style-type: none"> <li>- Use the guidance on cleaning and</li> </ul>	<ul style="list-style-type: none"> <li>- Put in place monitoring and</li> </ul>	In place	MF leading

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<p>spreading coronavirus by not cleaning surfaces, equipment and workstations</p>	<p>Staff Visitors Suppliers Contractors</p>	<p>hygiene during the coronavirus outbreak</p> <ul style="list-style-type: none"> <li>- Identify surfaces that are frequently touched and by many people e.g. handrails, door handles, shared equipment etc and specify the frequency and level of cleaning and by whom</li> <li>- Reduce the need for people to move around school as possible. This will reduce the potential spread of any contamination through touched surfaces</li> <li>- Avoid sharing equipment by allocating it on personal issue or put cleaning regimes in place to clean between each user</li> <li>- Identify where you can reduce the contact of people with surfaces, e.g. by leaving open doors that are not fire doors, using electronic documents rather than paperwork</li> <li>- Identify other areas that will need cleaning to prevent the spread of coronavirus e.g. canteen, welfare facilities etc and specify the frequency and level of cleaning and who will do it.</li> <li>- Identify what cleaning products are needed and where they should be used</li> </ul>	<p>supervision to make sure people are following controls, ie are implementing the cleaning regimes implemented</p> <ul style="list-style-type: none"> <li>- Provide information telling people who needs to clean and when</li> <li>- Provide instruction and training to people who need to clean. Include information on: the products they need to use; precautions they need to follow; the areas they need to clean</li> <li>- Identify how cleaning products will be replenished</li> </ul>	<p>and ongoing</p>	<p>cleaning team  SLT</p>
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		<ul style="list-style-type: none"> <li>- Keep surfaces clear to make it easier to clean and reduce the likelihood of contaminating objects</li> <li>- Provide plenty of bins and ensure they are emptied often</li> <li>- Clean things like reusable boxes regularly</li> <li>- Put procedures in place to clean if someone develops symptoms of coronavirus at school</li> </ul>			
Mental health and wellbeing of staff affected through isolation or anxiety about coronavirus	Staff	<ul style="list-style-type: none"> <li>- Follow guidance on stress and mental health</li> <li>- Regular keep in touch meetings with people working from home</li> <li>- Talking openly with staff and ensuring they have an avenue to raise concerns and know who to talk to</li> <li>- Involve staff in completing risk assessments so they can help identify potential problems and solutions</li> <li>- Keep staff updated on what is happening so they feel involved and reassured</li> <li>- Discuss the issue of fatigue with staff and ensure they are managing their workload</li> </ul>	<ul style="list-style-type: none"> <li>- Meet with wellbeing lead to share requirements of action plan</li> <li>- Wellbeing leads to plan INSET</li> <li>- Share information and advice with staff about mental health and wellbeing</li> <li>- Consider an occupational health referral if personal stress and anxiety issues are identified</li> </ul>	14.7.20  Action plan due 1.8.20  Follow up meeting 10.8.20	MS and LJ in liaison with SLT

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<p>Mental health and wellbeing of students affected through isolation or anxiety about coronavirus</p>	<p>Students</p>	<ul style="list-style-type: none"> <li>- Follow guidance on stress and mental health</li> <li>- Talking openly with students and ensuring they have an avenue to raise concerns and know who to talk to</li> <li>- Keep students updated on what is happening so they feel involved and reassured</li> </ul>	<ul style="list-style-type: none"> <li>- Share information and advice with students about mental health and wellbeing</li> </ul>		
<p>Contracting or spreading the virus by not social distancing</p>	<p>Students Staff Visitors Suppliers Contractors</p>	<ul style="list-style-type: none"> <li>- Follow guidance on social distancing</li> <li>- Identify places where, under normal circumstances, it would not be possible to maintain social distancing</li> <li>- Identify how to enforce social distancing rules in the first instance (e.g. marker tape on floor, one-way systems, staggered start/finish and break times, limiting external visitors, using all available space, providing facilities to help people walk or cycle to school).</li> <li>- Where it isn't possible to meet social distancing then additional measures should be put in place (e.g. physical screens and splash barriers, enhanced cleaning regimes, increased hand washing, limiting the amount of time spent on a task, improving ventilation).</li> </ul>	<ul style="list-style-type: none"> <li>- Put in place monitoring and supervision to make sure social distancing rules are followed</li> <li>- Provide information and instruction so people understand what they need to do</li> <li>- Provide signage and ways to communicate to external visitors what they need to do to maintain social distancing.</li> <li>- Face masks to be worn by all external visitors</li> <li>- Face masks to be worn in all communal areas at all times by staff, including when on the</li> </ul>		

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		<ul style="list-style-type: none"> <li>- Display signs to remind people to socially distance</li> </ul>	<p>playground</p> <ul style="list-style-type: none"> <li>- Visors to be worn by all staff when teaching</li> <li>- Class bubbles</li> <li>- Office closed to staff - communication via email or the telephone only</li> <li>- The Green Room closed to staff - communication via email or telephone only</li> </ul>		
Increased risk of infection and complications for vulnerable people	Staff Students	<ul style="list-style-type: none"> <li>- Identify who falls into the following categories: clinically extremely vulnerable; self isolating; with symptoms of coronavirus</li> <li>- Discuss with the staff member/parent/guardian what the personal risks are and what needs to be done in each case</li> <li>- Identify how and where work or learning will work in line with current guidance</li> <li>- If people are coming to school identify</li> </ul>	<ul style="list-style-type: none"> <li>- Put systems in place so people know when to notify you that they fall into one of these categories</li> </ul> <p>Update risk assessments where required</p> <p>Update risk assessments for staff and pupils following Tier 4 announcement</p> <p>Handling plans for pupils who require them will include details of required actions following potential breach of</p>	In place and ongoing	CJ LT SLT



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		how you will protect them through social distancing and hygiene procedures	covid regulations.		
Exposure to workplace hazards because it isn't possible to get normal personal protective equipment (PPE)	Staff Students	<ul style="list-style-type: none"> <li>- Follow HSE guidance on PPE</li> <li>- Identify which tasks require PPE and the right protection factor needed for these tasks</li> <li>- (Please note – face coverings are not PPE and are not required to be worn at school).</li> </ul>	<ul style="list-style-type: none"> <li>- Put systems in place to keep PPE supplies under review so action can be taken before supplies run out.</li> </ul>	In place and ongoing	
Risk of contamination by children mixing outside of bubbles	Students Staff	<ul style="list-style-type: none"> <li>- Identify risk points where mixing is more likely, i.e end of day, library use etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to remain in class bubbles</li> <li>- Library timetable in place</li> <li>- Staggered entry and exit</li> <li>- For Yr 6 intervention, children from across the year group can mix to allow for quality teaching. Social distancing must be in place. Well ventilated classroom used. Cleaning procedures to take place before and after the session i.e. equipment, tables, chairs to be cleaned. Children</li> </ul>	In place and ongoing	

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			must wash hands on entry and exit.		
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