

Risk Assessment for: COVID 19	Assessment Date: January 2021	Review date due: Ongoing
Location: ASA	Assessment completed by: Sentamu Academy Learning Trust Central Services in association with Academy Principal.	Version number: 3a (this risk assessment supersedes the previous risk assessment and is effective from 4.1.21)
Who is at risk:	Staff, pupils, visitors, contractors	

This document will evolve over time in line with DfE guidance

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. These documents 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>

Hazards	Current control measures in use	Further Control measures	Action	C o m p l e t e d D a t e
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?	
Spread of COVID 19 Covers section 1, 2, 3, 5, 6, 7, 8 and 9 of the government guidance.	<p><u>Raising Awareness</u></p> <p>To help reduce the spread of coronavirus (COVID-19) remind everyone of the public health and Government advice - https://www.publichealth.hscni.net/news/covid-19-coronavirus</p> <ul style="list-style-type: none"> Regularly review public health/Government advice 	<p>Posters, leaflets and other materials are available for display and education.</p> <p>https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19</p>		

	<ul style="list-style-type: none"> Clearly communicate any changes in work practice and use of the facilities to staff, parents, students and other potential visitors Encourage staff and students to avoid touching faces with unwashed hands. <p><u>Hand Washing</u></p> <ul style="list-style-type: none"> Hand washing/sanitising facilities available at strategic places including on arrive and exit of premises, toilets and where food will be eaten. 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. Hands should be washed/sanitised after sneezing or coughing, before and after handling food or going to the toilet. Stringent hand washing taking place. See hand washing guidance. <p>https://www.nhs.uk/live-well/healthy-body/best-way-to-wash-your-hands/</p> <ul style="list-style-type: none"> Drying of hands with disposable paper towels or hand dryers where soap and water is used. Appropriate disposal of paper towels encouraged (in bin containing a plastic bin bag) Staff and students encouraged to protect the skin by applying emollient cream regularly – <p>https://www.nhs.uk/conditions/emollients/</p>	<p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>Issue Infection control policy to provide guidance to staff, parents, students (age specific) visitors and contractors.</p> <p>Feedback from staff about new arrangements will be sought and considered</p> <p><u>Responses to questions from staff</u></p> <p>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, Kill it and to avoid touching your face, eyes, nose or mouth with unclean hands. Tissues will be made available throughout the academy.</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 https://www.hse.gov.uk/skin/professional/health-surveillance.htm</p> <p>Emollient creams will not be provided as shared use of such products may increase the spread of infection.</p>	<p>Generic draft to be adapted by each Academy</p> <p>Posters to promote hand washing and catch it...</p>	
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	<p>Cleaning See section below</p> <p>Social Distancing Social Distancing -Reducing the number of persons in any work area to comply with the 2-metre between adults and the students they are working with. 1 metre between students and bubbles of year group / class sizes.</p> <p>Interaction between groups and sharing of resources to be minimised as much as possible. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.</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>Taking steps to review work schedules including start & finish times/ working patterns, working from home etc. to reduce the number of workers on site at any one time. Also relocating workers to other tasks.</p> <p>Redesigning processes to ensure social distancing in place.</p> <p>Conference calls to be used instead of face to face meetings.</p> <p>Social distancing also to be adhered to in social areas and on the playground/field where possible.</p> <p>Staff to ensure that hands and personal belongings are cleaned safely on arriving at work. When they return home they are advised to change their clothes and wash them (storing them in a plastic bag if this is not possible straight away) and wash their hands, clean mobile phones etc. Contact with household members should be avoided until this has been completed.</p>	<p>Staff and students to be reminded on a daily basis of the importance of social distancing both in the academy and outside of it. Management checks to ensure this is adhered to.</p> <p>Cards available for those who can't wear masks. System in place for recording infractions on sims.</p> <p>Social distancing perimeters to be marked up where possible.</p> <p>Equipment should be cleaned frequently between bubbles, 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 bubbles.</p> <p>Tables and chairs to be set out side by side with all students facing forwards (not facing each other). Spaces in rows where possible. Two metre tape goes across all rooms to show where chairs are 'creeping forward'</p> <p>Individual work areas e.g. offices and classrooms and communal areas e.g. reception, eating areas etc. to be signed indicating the maximum number of people who can safely be in there in order to maintain social distancing (includes staff and students).</p> <p>Lifts - maximum occupancy to be displayed and marked up with priority going to high risk/disabled users.</p> <p>Allocate a chair per child and no sharing equipment where possible. If not possible this should be taken into account in the cleaning rota/schedule. Seating plans to be adhered to by staff and students.</p>		
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	<p>PPE <i>Public Health guidance on the use of PPE (personal protective equipment) to protect against COVID-19 relates to health care settings. In all other settings individuals are asked to observe social distancing measures and practice good hand hygiene behaviours.</i></p> <p>PPE will only be required in a very small number of cases, such as working with pupils who require intimate care needs and administering medication. PPE should not be worn by children, unless specifically requested by a parent / carer.</p> <p>Where PPE is a requirement for risks associated with the work undertaken the following measures will be followed-</p> <p><i>Plastic aprons, face visors , gloves and masks will be provided with appropriate guidance on their use.</i></p> <p>Wearing of Gloves Where Risk Assessment identifies wearing of gloves as a requirement of the job, an adequate supply of these will be provided e.g. to administer first aid, to carry out personal care tasks and cleaning tasks where potentially contaminated items may have to be handled.</p> <p>Staff will be instructed on how to remove gloves carefully to reduce contamination and how to dispose of them safely.</p> <p>Wearing of face masks/face shields Where Risk Assessment identifies wearing of a face mask or shield as a requirement of the job, an adequate supply of these will be provided. The general wearing a face covering or face mask in schools or other education settings is not recommended in non priority lockdown areas but is allowable for individuals who wish to wear one.</p>	<p>Uniforms should be worn students should not bring any items to school other than packed lunches, a bottle of water and/or medical items. Appropriate cleaning of items and clothes should be conducted daily. A mindful approach to non compliance in the case of parents facing financial difficulties.</p> <p>Consideration given to disposable gloves and eyewear to prevent and reduce potential contamination where a specific task RA identifies this. Staff wanting to wear PPE in other circumstances should discuss this with their Academy Principal and ensure that they follow guidelines for the safe use and cleaning or disposal of such items.</p> <p>Reusable PPE should be thoroughly cleaned after use and not shared between workers. These should be stored in suitable places</p> <p>Single use PPE should be disposed of in a bin, double bagged, so that it cannot be reused and to control potential contamination (waste removed by a responsible, approved contractor).</p> <p>Disposal of waste from people with symptoms of coronavirus (COVID-19), such as disposable cleaning cloths, tissues and PPE: put it in a plastic rubbish bag and tie it when full. Place the plastic bag in a second bin bag and tie it. put it in a suitable and secure place marked for storage for 72 hours</p>		
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	<p>Staff have been instructed on the use and removal of face coverings to reduce contamination.</p> <p><u>Increasing the flow of fresh air around the Academy</u></p>	<p>This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours.</p> <p>Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances.</p> <p>Staff to be reminded that wearing of gloves is not a substitute for good hand washing</p> <p>Staff should wear a face covering if commuting to work via public transport and this is their only option of getting to work. It should be removed and stored safely on arrival at work prior to entering the building.</p> <p>All classrooms have the door open and windows open slightly to allow a flow of air around the Academy. If cold students are allowed to wear their coats.</p> <p>Signs placed at entry points or staff greeting students to ask them. Non-touch thermometers may also be used to identify a fever in some people but should not be relied on as a test for Covid-19</p> <p>The latest Government advice for members of the public with symptoms can be found at: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p>		
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	<p><u>Symptoms of Covid-19</u></p> <p><u>Anyone entering the academy should be asked if they are suffering with any symptoms of covid-19 as defined by the Government and refused entry if they do.</u></p> <p>If anyone (staff or student) becomes unwell with</p> <ul style="list-style-type: none"> • a new continuous cough or • a high temperature • or a loss of, or change in, normal sense of taste or smell (anosmia) they will be advised to stay at home or be sent home and advised to follow the stay at home guidance. This applies to the rest of their household <p>If a member of staff or student becomes unwell whilst at the academy arrangement should be made for them to leave as soon as possible, if there is a delay they should be removed to the designated isolation room, with a closed door, ideally with an open window for ventilation and the use of designated toilet until arrangements can be made to leave the building.</p> <p>Active engagement in track and trace - anyone with symptoms must self isolate for 7 days and arrange for a test. The results of this test should be communicated to the Academy Principal. Details should be provided of anyone they have been in contact with should they test positive. Members of their household should self isolate for 14 days.</p> <p>Line managers will maintain regular contact with staff members during this time.</p> <p>If advised that a member of staff or public has developed Covid-19 and were recently on our premises (including where a</p>	<p>Education and childcare workers, including support and teaching staff are classed as essential workers and as such have priority access to covid-19 testing, details of how to do this can be found at: https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested#arrange-a-test-if-youre-an-essential-worker</p> <p>Anyone over the age of 5 can request a test, students' parents who are not classed as essential workers can do this via the NHS website. https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/ask-for-a-test-to-check-if-you-have-coronavirus/</p> <p>Staff or students should continue to report unplanned absences via the normal absence reporting procedures confirming whether or not they are having to self-isolate due to having symptoms of or have been confirmed as having Covid-19.</p> <p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>PPE packs to be readily available for those risks identified.</p>		
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	<p>member of staff has visited other workplace premises such as domestic premises), the Principal or Vice Principal will contact the Public Health Authority to discuss the case, identify people who have been in contact with them and will take advice on any actions or precautions that should be taken. https://www.publichealth.hscni.net/</p> <p>If a child, young person or other learner becomes unwell with symptoms of coronavirus whilst in the Academy and needs direct personal care until they can return home, a face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the child or young person is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If a risk assessment determines that there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection or a face visor should also be worn.</p> <p><u>Drivers</u></p> <p>Persons should not share vehicles or cabs, where suitable distancing or use of PPE cannot be achieved.</p>	<p>Colleagues will use their judgment on this matter and will treat the concerns of others with respect.</p>		
<p><u>Mental Health</u></p>	<p>Management will promote mental health & 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 encourage 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>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><u>Access/ egress to site</u></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>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.</p> <p>Advise parents/carers that they should not gather at entrance gates or doors or enter the site without a pre-arranged appointment.</p>	<p>Stagger drop off and collection times and minimise adult to adult contact. Set out 2 metre markers where queues might form.</p> <p>If a child needs to be accompanied to the Academy only one parent/carer per family should attend</p> <p>Encourage visits via remote connection/ working where possible.</p> <p>Revise visitor arrangements to ensure social distancing and hygiene, for example, where someone physically signs in with the same pen in receptions.</p> <p>Put appropriate signage in place, make visitors 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><u>Canteen/ breaks</u></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>Where catering is provided, cooked meals are to be provided a separate risk assessment will be completed.</p> <p>Payments should be taken by contactless card wherever</p>	<p>All areas used for eating must be thoroughly cleaned at the end of each break and shift, including chairs, door handles, vending machines and payment devices.</p> <p>Stagger breaks and lunches so that all children are not moving around the school or going outside at the same time.</p> <p>Where possible and safe to do so take breaks outdoors maintaining the 2m distance for staff from students. (consider if this needs to be marked out).</p>		

	<p>possible.</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>Ensure the catering department has updated their HACCP (health analysis critical control point) to reflect COVID-19.</p> <p>Perspex screens in place on all tables.</p>		
<u>Use of changing facilities and showers</u>	<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>Students can wear PE kits on days they have PE. This must be the ASA PE kit.</p>		
<u>Working within 2 metres of a working team</u>	<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>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>Maximum people limits clearly signposted.</p> <p>Schedule maintenance/contractor work outside the school day where possible.</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><u>Transport arrangements for children continuing to attend educational settings</u></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"> • how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school • use of hand sanitiser upon boarding and/or disembarking • additional cleaning of vehicles • organised queuing and boarding where possible • distancing within vehicles wherever possible • 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 <p>Staff and students should avoid the use of public transport and sharing vehicles with members of other households where possible. Where this can not be avoided please follow government travel guidelines:</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 work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others.</p>		

	https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#contents			
<u>Class or group sizes</u>	<p>Academies will conduct their own individual assessment of class sizes and practical working spaces and consideration will be given to the facilities available.</p> <p>Secondary schools - the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects. However, if smaller groups can be achieved then this is advised.</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 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>Post 16 Science experiments can go ahead as long as the following safeguard are in place:</p> <p>The experiment is central to 6th form studies</p>	<p>Consider how to keep groups of children together throughout the day and to avoid groups of children mixing</p> <p>Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</p> <p>Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</p> <p>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>The Science technician will set the experiment up and will be present at all times.</p>		

	<p>Students are briefed about safe expectations before, during and after the experiment</p> <p>A CLEAPSS trained technician must be in the room at all times.</p>	<p>Students need to be aware of their responsibility and where issues arise with regard to safety they are asked to leave the classroom.</p>		
<p><u>Moving around buildings</u></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> <p>Restricting access between different areas of a building.</p> <p>Reducing job and location rotation.</p> <p>Introducing more one-way flow through buildings where possible.</p> <p>Reducing maximum occupancy for lifts, providing hand sanitiser for the operation of lifts and encouraging use of stairs wherever possible.</p> <p>Making sure that people with disabilities are able to access lifts.</p> <p>Regulating use of high traffic areas including corridors, lifts, turnstiles and walkways to maintain social distancing.</p> <p>Reduce the number of people on site at any one time so that social distancing can be maintained. Smaller sites may wish to 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. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p> <p>Limit use of lifts to those that need to use them, ensure lifts are cleaned on a regular basis specifically lift buttons.</p>		
<p><u>Cleaning</u></p> <p>Covers section 4 of the government guidance.</p>	<p>Site facilities teams will read and apply the following government advice where appropriate https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak</p>	<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</p>		

	<p>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</p> <p>Frequent cleaning of work areas and equipment between uses, using usual cleaning products.</p> <p>Frequent cleaning of objects and surfaces that are touched regularly, such as door handles and keyboards, and making sure there are adequate disposal arrangements.</p> <p>Clearing workspaces and removing waste and belongings from the work area at the end of a shift.</p> <p>Limiting or restricting use of high-touch items and equipment, for example, printers, telephones, keyboards or whiteboards</p> <p>If you are cleaning after a known or suspected case of COVID-19 then you should refer to: https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p>	<p>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>Limit or rotate areas used to allow cleaners to be able to keep up with deep cleans.</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 and in key classrooms where different years groups are timetabled.. Preference can be discussed at a local level.</p>		
<p><u>Clinically extremely vulnerable/clinically vulnerable</u></p>	<p>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 https://www.gov.uk/government/publications/staying-alert-and</p>	<p>Update: Check whether 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. These are updated and staff encouraged to approach their LM with any concerns</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 Principal must carefully assess what additional measures can be implemented and discuss with them or their parents</p>		

	<p><u>-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people</u></p> <p>Black, Asian and minority ethnic staff</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>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>		
<u>Safeguarding</u>	<p>The safeguarding of students both on and off site will continue to be a significant focus of all staff.</p>	<p>Contingency plans for staff absences in place (what will these be – if agency staff are being considered the guidance says only to use them for a week not odd days) Who are key staff, at what point would a class or school close? Consider first aiders, SENCo, Head, cleaners, catering etc</p>		
<u>Testing for Coronavirus</u>	<p>In line with Government expectations Academies will set up testing centres</p>	<p>A separate risk assessment will be drawn up. All procedures set out in various DfE and NHS documents will be read and adhered to. The MAT will sign off the testing centres or give further guidance where necessary. Various documents to show preparation for testing will be available.</p>		

<u>Risk assessments/ Policies</u>	Consider updating policies such as – Child Protection Policy			
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Signed: Chay Bell

Academy Principal

January 2021

Useful documents

Defensible Decision
Log.docx.xlsx

Deep Cleaning
Checklist.docx

SSoW - COVID 19
school general.docx

Safe System of Work
- COVID 19 Cleaners

37 SALT Crisis
Management and Crit

Risk Assessment
Blank.xlsx

Individual RA
Template.doc