

RISK ASSESSMENT



Title:	Risk Rated Assessment for Full Opening				
Academy:	Herons' Moor	Department:		Number of staff/students:	450
Name of Assessor:	Shane Hawkings	Position:	Operations Manager	Date of Assessment:	07/07/2020
CLF H&S Advisor:	Jo Crickson, James Lewington & Owen Dukes				
Annual Review: <i>To take place sooner should a significant change or incident occur</i>	This Document must be reviewed weekly and read in conjunction with COVID 19 Full Opening Risk Assessment template.				

The below risk identification and mitigations respond to the risk of not having adequate controls in place to minimise the transmission of Covid-19 between pupils, staff, visitors, parents/carers and contractors.

All Academies need to consider and implement their local arrangements within their buildings to support social distancing strategies in order to limit the contacts with staff and pupils, to minimise the potential for transmission

The first two sections have been filled in to model the process of risk calculation. The academy needs to develop this further outlining the controls suitable for your environment. As the government guidance states *this cannot be a one size fits all approach*.

Each academy will have a different layout, width of corridors, room dimensions, behaviour standards and availability of staff etc.

Possible Hazards	Level of risk			What is being done to alleviate risk?				Further Action Required
	Pre Control Measures				Post Control Measures			
	Probabil ity	Impact	Severity		Probab ility	Impact	Severity	
<p>Corridors</p> <p>Increased close contact between pupils and staff both within and between bubbles due to:</p> <p>High volume of use at any single point in time, resulting in congestion</p> <p>Use of two-way systems</p> <p>Narrow corridors</p> <p>Inadequate behaviour management in corridors</p>	5	5	Very High 25	<p><i>Pupil movement-Floor markings have been placed centrally along corridors and pupils will be advised that they must walk on the left-hand side. Only the rear stair well of the building will be used by HMA, with the front stairwell exclusively for Baytree.</i></p> <p><i>Above two- way system is implemented and adhered to by both pupils and staff</i></p> <p><i>Signage in place to act as a reminder of above and about 2-meter distancing wherever possible</i></p> <p><i>Corridor rules and expectations are communicated to pupils and staff on a regular basis</i></p> <p><i>Teachers to check corridors are clear before letting pupils out</i></p> <p><i>All excess furniture has been removed from corridors to increase width</i></p>	3	3	Medium 9	Instruct all users of the building on procedures, continue to monitor, supervise
<p>Zoning</p> <p>Inadequate separation between different bubbles (for example shared classrooms and cross over between classes) resulting in close</p>	5	5	Very High 25	<p><i>Zoning of classrooms to minimise contact of less than 2-metres between teachers, TA's and pupils</i></p> <p><i>Reception to be a single year group bubble as the building layout will make class bubbles logistically problematic.</i></p>	3	3	Medium 9	

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contact between bubbles or cross contamination in shared use spaces.				<p><i>Ideally adults will maintain two metre social distancing. We know that is not always possible particularly in EYFS. Staff should therefore avoid close face to face contact and minimise time spent within one metre of anyone. Whilst it has been necessary to keep Reception as a year group bubble, (due to the layout of the site and the shared space they require), steps will be taken to ensure the whole space is used (including outside) to ensure the children can be kept further apart and in smaller groups within the bubble where possible.</i></p> <p><i>Zoning of playground to ensure bubbles do not mix during break and lunchtimes. Nursery will use fenced off area outside of nursery classroom during break time. Reception will use the rear playground. Year 1-6 will use the front playground, which will be marked out into zones.</i></p>				
<p>Lunch and break times</p> <p>Insufficient staggered times between bubbles</p>	5	5	Very High 25	<p>Staggered times in place to prevent bubbles mixing and to allow for cleaning to take place</p> <p><u>Break times:</u> - Nursery-Nursery play area as required. Reception-rear playground as required Years 1-2-Front playground 1015-1030 Years 3-4 Front playground 1030-1045</p>	3	3	Medium 9	

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<p>Insufficient indoor and outdoor space to allow students to stay within their bubbles during lunch and break times</p> <p>Pupils using furniture which has not been wiped down after being used by another bubble</p> <p>Arrangements for collecting hot meals</p>				<p>Years 5-6 Front playground 1045-1100</p> <p>Lunchtime: Nursery 1200-1300 Hot food to be collected by Nursery staff member and taken to Nursery classroom and eaten there.</p> <p>Reception, KS1 and year 3 1130-1230 in two half hour sittings with the other half hour used for play. Packed lunches to be eaten in classrooms. Dining hall to be zoned for bubbles to sit in same seats daily. Cleaning to take place after each sitting. LSUPs to be allocated specific bubbles. Corridors to be staffed by teachers to supervise packed lunch children and toilet use.</p> <p>Children to be seated and be directed to queue as a bubble to collect food</p> <p>KS2 (apart from Yr 3) 1230-1330 in two half hour sittings with the other half hour used for play. Packed lunches to be eaten in classrooms. Dining hall to be zoned for bubbles to sit in same seats daily. Cleaning to take place after each sitting. LSUPs to be allocated specific bubbles. Corridors to be staffed by teachers to supervise packed lunch children and toilet use.</p> <p>In all cases priority will be given to vulnerable pupils who may need longer. 1:1 supervision in place where required but less than 2 metre</p>				

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Bubbles mixing when queueing for toilets				<p>distancing will be no longer than 15 minutes at a time.</p> <p>Floor markings have been put in place for queueing in order to maintain social distancing.</p> <p>Nursery/Reception, KS1 and KS2 each have allocated toilet blocks.</p>				
<p>Staggered entrance/exit</p> <p>Lack of entrances/ exit resulting in bubbles mixing at the start and end of the school day</p> <p>Insufficient gaps in staggered times resulting in bubbles mixing</p> <p>Pupils arrive late or early from the agreed</p>	5	5	<p>Very High</p> <p>25</p>	<p>A site audit has been carried out to establish suitable entrance/ exits</p> <p>Bubbles will know which exit and entrance to use and the time to use it. Supervision in place to control entry of children onto school site at the start of the day</p> <p>Staggered times with a suitable gap are in place to minimise the risk of bubbles mixing</p> <p>Parent and pupils are reminded of the importance of arriving at the correct time.</p> <p>Supervision in place to ensure pupils leave site immediately at the end of the day</p> <p>Arrival/Departure details: The rear gate will be used for Nursery and Reception children with staggered start times. Reception children will arrive 0845-0900 and</p>	2	3	<p>Medium</p> <p>6</p>	

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<p>start time for its bubble</p> <p>Pupils staying on site at the end of the school day</p> <p>Conflict with arrival of Baytree children</p>			Very high	<p>Nursery children 0900-0915. Nursey children will leave by 1500 and Reception children 1500-1515.</p> <p>The side gate will be used by KS2 and the front gate by KS1.This way there will be no cross-over of routes to classrooms. Again, start and finish times will be staggered. Years 1,3 and 5 will arrive 0830-0845 and leave at 1500. Years 2,4, and 6 will arrive 0845-0900 and leave at 1515.</p> <p>Children who arrive late must wait until all other children have entered. If the gate is already closed they should go to the front office. Parents/Carers with more than one child and who have different allocated start/finish times should arrive towards the end of the first allocated 15 minute period so they are minimising the time they need to wait.</p> <p>Children will not be allowed onto the site before the allocated times.</p> <p>HMA children will arrive and finish at times that will not clash with Baytree children</p>			Medium	
<p>Use of staff room</p> <p>Touch points not being cleaned after use</p>	5	5	Very high 25	<p>Touch points are cleaned before and after use e.g microwave, zip boiler). Touch points will be cleaned as part of the daily enhanced clean</p>	3	3	9	

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<p>Cups, plates, cutlery etc not being cleaned after use</p> <p>Staff not keeping 2 metres distance from each other</p> <p>Lack of ventilation (door is normally kept shut for security)</p>				<p>Cleaning materials and hand sanitiser in permanent supply</p> <p>Staff to bring in their own cups, plates cutlery etc and be responsible for washing them after use. The dishwasher, toaster and kettle are out of use.</p> <p>Two metre distancing to be maintained</p> <p>Two allocated staff rooms (art room temporarily converted)</p> <p>Staggered use of the staff room in line with break and lunchtimes</p> <p>Tables and chairs measured out to maintain 2 metres distance</p> <p>Soft furnishing removed or taken out of use.</p> <p>Windows opened</p> <p>Door wedged open when the room is occupied.</p> <p>Plastic seating to be sanitised after use.</p>				

Risk Management:

RISK ASSESSMENT MATRIX

RISK						
Impact	5	5 (Y)	10 (O)	15 (O)	20 (R)	25 (R)
	4	4 (G)	8 (Y)	12 (O)	16 (O)	20 (R)
	3	3 (G)	6 (Y)	9 (Y)	12 (O)	15 (O)
	2	2 (G)	4 (G)	6 (Y)	8 (Y)	10 (O)
	1	1 (G)	2 (G)	3 (G)	4 (G)	5 (Y)
G - Green Y - Yellow O - Orange R - Red		1	2	3	4	5
		<u>Likelihood</u>				

The aim is to reduce the risk by prevention or control measures so far as is reasonably practicable.

SCORING GUIDANCE

Impact – consider the potential harm	
5	Critical / catastrophic (fatalities, long term hospitalisation, long term school shutdown)
4	Major injury/issue (multiple injuries requiring professional treatment, temp. school closure)
3	Moderate injury/issue (injury requiring hospital treatment, significant disruption in school)
2	Minor injury/issue (only requiring basic first aid intervention, low level disruption in school)
1	Negligible impact / insignificant (No injury or treatment required, school day not affected)

LIKELIHOOD – how likely is it?	
5	Almost Certain (reasonable to expect it will happen, possibly frequently, and within the current year)
4	Probable (event is likely to occur but is not a persisting issue)
3	Possible (has potential to occur but little likelihood)
2	Remote (unlikely to happen / event not expected)
1	Very unlikely (not foreseeable / exceptional event)

Explanatory note:

RED

Very high risk.
Stop the activity and make improvements.

AMBER

High Risk.
Additional measures required.

YELLOW

Medium Risk.
Tolerable, subject to monitoring.

GREEN

Low Risk.
Acceptable