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Site: Springwell Academy Leeds North Site

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Risk Area	Hazards	Mitigation	Red, Amber, Green	Recording	Responsible Employee
<p>This builds on the <i>Future Planning Considerations</i> document.</p> <p>By structuring your considerations in to these broad themes, your planning, monitoring and responding activities will be easier.</p>	<p>Think about the Hazards associated with Covid-19 and safe operation</p> <p>How might employees, pupils, visitors be harmed?</p> <p>Use this to engage with employees at the appropriate point. What are their views</p>	<p>How likely is it that harm will occur?</p> <p>Detail mitigations you have designed/implemented to minimise the likelihood of occurrence.</p> <p>Be clear – other than the most extreme risks, it is not practicable to eradicate risk, particularly re Covid-19.</p> <p>Our responsibility is to minimise the likelihood of harm caused by the identified hazards.</p> <p>If you identify extreme risks you cannot control – you have identified a reason to stop what you are planning to do.</p> <p>Different ways of working are the tools we have here. A simple example is, it is extremely unsafe to re-open to all pupils. So we are not doing so. This represents a departure from normal practice to mitigate an extreme risk.</p> <p>Be practical and pragmatic.</p>	<p>Engagement with staff and stakeholders is supported by simple visual aids.</p> <p>Highlight your initial Hazards in a R, A or G and then highlight your Mitigation in the same way.</p> <p>You should see more R and A in your Hazard section, and only A and G in your Mitigation section.</p> <p>If you are left with R in your Mitigation section, you have identified an unacceptable 'residual risk' which we then need to think differently and creatively about.</p> <p>This should be a helpful process to support your planning, not a bureaucratic exercise.</p> <p>It is also a very useful communication and engagement tool.</p>	<p>This document will help you to plan, monitor and respond to the risks Covid-19 is presenting.</p> <p>It is good practice to record material incidents or amendments to your Mitigations over time.</p> <p>You could simply use this box to keep a track/chronology, with any material incidents reported via usual channels/processes.</p>	<p>It is worth structuring your risk management activities.</p> <p>Use this box to record the member of staff responsible for planning, monitoring, responding and reviewing the specific Hazard(s) and Mitigation(s) identified.</p> <p>This gives structure, clarity and avoids you being responsible for thinking about and doing everything.</p> <p>This is common-sense.</p>

General Health and Safety

	<p>I.e. sanitisation of building, sanitisation practices of occupants, H&S and behaviour protocols, availability of safety equipment / supplies</p>				
<p>1. First Aid</p>	<ul style="list-style-type: none"> - Injuries (close physical contact) - Someone falls ill with symptoms of Covid-19 	<ul style="list-style-type: none"> - Making sure there is a First Aider in every team – where not possible, there is a minimum of 2 First Aiders on site. - Making sure PPE is available in each zone (S Jacques to secure from Local Resilience Forum) - All First Aiders are clear on isolating to First Aid Room procedures. - All staff maintain good hygiene following any contact - Any person reporting symptoms is encouraged to take a Covid-19 test. In the case of a positive test result - consideration to be given to the pupils and 			<p>MR, PQ, AH</p>

		staff from the class/pod being sent home and advised to isolate and the class/pod being closed.			
2. Fire Procedures	<ul style="list-style-type: none"> - Some Fire Wardens may not be in the available workforce if isolating - Everyone congregating in the usual fire point would break social distancing measures - 	<ul style="list-style-type: none"> - Each zone identifies a Fire Warden on a daily basis, if there is not a trained Fire Warden in the zone on any specific day - Signing in sheets are kept in each zone – to be used in an evacuation. - Update fire evacuation procedures and communicate with all staff on changes to assembly points 			PQ, AH
3. Hygiene Procedures & Cross contamination	<ul style="list-style-type: none"> - People not following good hygiene protocols - Colleagues and staff mixing with the wider school - People touching surfaces that are not regularly cleaned - Parents and external visitors on site 	<ul style="list-style-type: none"> - Maintaining handwashing and sanitiser on entry in each zone and ensure this is available throughout the day - The majority of staff are grouped into 4 separate workforces and any shared workspaces (e.g. sports hall) are cleaned regularly (each team has a separate entrance and exit) - Staff who move across pods will be briefed with additional measures to maintain hygiene guidelines - Daytime cleaners to regularly clean surfaces including sports equipment between use, and door handles, sinks and toilets - Refreshments are available for staff in each zone – reducing the use of a shared staff room - No entry permitted to the building for visitors – intercom will be used by reception staff. 			MR, Craig Robinson
Physical Environment					
	I.e. social distancing requirements, maximum occupancy/capacity, use of entrances, corridors etc, drop off/collection protocols, common space management, toilet use and availability, quarantine facilities				
1. Time for Cleaning	<ul style="list-style-type: none"> - Enhancing pupil numbers decreases the time for regular cleaning and sanitising - As capacity increases for children, the building becomes busier 	<ul style="list-style-type: none"> - Pupils are off site for 200 pm and the majority of staff soon after. Staff on in for testing on Fridays - Staff to ensure spaces are cleared and able to be cleaned fully at the end of each day 			Craig Robinson MR
2. Shared spaces	<ul style="list-style-type: none"> - There is cross contamination from one zone to another - Outdoor equipment e.g. Climbing frames, trails can't be cleaned easily 	<ul style="list-style-type: none"> - Cleaners follow guidance in cleaning multi-use rooms. Staff to adjust curriculum offer to reduce use of shared resources (e.g. music equipment) - Staff and students allocated to a zone to reduce cross contamination 			MR, PQ
3. Use of Classrooms	<ul style="list-style-type: none"> - The classrooms are not conducive with social distancing 	<ul style="list-style-type: none"> - Times changes so only a maximum of four students in each class as anyone time 			MR, PQ
Staffing					
	I.e. workforce availability, ratios, rotas, staff prioritisation, resilience, communication				

1. Staffing	- If staff have to regularly go into isolation due to track and trace app	<ul style="list-style-type: none"> • Liaise with PHE for any confirmed case • Encourage access to testing for staff and students 			MR, PQ
Services					
	I.e. home-school and other transport, catering and food management, engagement with our estates and cleaning teams				
1. Catering	- Catering staff have to go into zones, increasing the risk to them	- Allocated staff member in each zone to collect the food prior to lunch and breakfast, and each person self-serves			AH
2. Transport	- Currently children use private hire taxis	<ul style="list-style-type: none"> - Leeds Transport have deemed use of arrow taxi as falling with in government guidance. - Older student will be encouraged to wear masks in taxis and on public transport - All taxi drivers will be expected to wear masks 			AH, Craig Robinson
3. Cleaning	- QA processes are not able to be as robust	- Regular site team meetings take place to quickly feedback concerns			Craig Robinson
Pupils					
1. RPI	- Pupils become dysregulated/anxious – as a result require RPI, placing themselves and others at risk	<ul style="list-style-type: none"> - Phased transition in September will reduce risks of RPI as students return to school in larger numbers - Trust RA in place to address concerns and risks raised for RPI including follow hygiene procedures. - PPE will be available should guide or restraint be needed - Shower facilities available for staff following RPI - Testing encouraged if spitting incident occurs 			SLT
2. External Risks	- Pupils and staff place themselves at risk in the community by not following social distancing guidelines	- Having regular contact with families and staff to communicate our expectations			SLT
3. Social Distancing	- Pupils do not understand the concept of social distancing	- Regular communication with families and explanation on admission at PRD with pupils around the requirements			SLT