

Date: 22/05/2020

Review date: 19th June (Monthly) or light of new measures from Gov/Trust

Site: Springwell Academy Leeds East Site

Completed by: Shona Crichton (Associate Principal), Dave Roberts (Assistant Principal),

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 on site in school - Making sure PPE is available in each zone (S Jacques to secure from The Trust) 			<p>Emma Dodsworth Dave Roberts</p>

		<ul style="list-style-type: none"> - 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 staff from the class/pod/school being sent home and advised to isolate and the class/pod/school being closed. 			
2. Fire Procedures	<ul style="list-style-type: none"> - Pupils requiring RPI's to keep them and others safe 	<ul style="list-style-type: none"> - The school acts as on bubble so normal fire procedures can resume. - We operate mini-bubbles where possible so staff should stay in their own pod where possible - Staff should enter and exit through their own pod if they are pod based workers. - In the event of an RPI, see RPI section of this risk assessment. 			Emma Dodsworth Dave Roberts
3. Hygiene Procedures & Cross contamination	<ul style="list-style-type: none"> - People not following good hygiene protocols - 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 - Daytime cleaners to regularly clean surfaces including sports equipment between use, and door handles, sinks and toilets - Where possible, external meetings to be booked and held in the glass room at the front of school. 			Emma Dodsworth Dave Roberts
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. Shared spaces	<ul style="list-style-type: none"> - Cross-contamination between staff and pupils. - Outdoor equipment e.g. Climbing frames, trails can't be cleaned easily. - Well-being room is a small room. - School has several small meetings rooms. 	<ul style="list-style-type: none"> - The school will act as one bubble so the risk of cross-contamination is as reduced in lines with government guidance. - We operate mini-bubbles where possible so staff should stay in their own pod where possible - Staff should enter and exit through their own pod if they are pod based workers. - Students limited to 1 user at a time when using outdoor equipment - 1 person at a time in well-being room and coffee room on the top floor. - 2 people maximum in a small meeting room. 			Emma Dodsworth Dave Roberts
2. Use of Classrooms	<ul style="list-style-type: none"> - The classrooms are not conducive with COVID prevention. 	<ul style="list-style-type: none"> - Staff to remove soft furnishings - All dishes to be washed thoroughly in hot water and soap. No tea towels/Cloths to be used in class.(Use blue Roll) 			Emma Dodsworth Dave Roberts
Services					

	I.e. home-school and other transport, catering and food management, engagement with our estates and cleaning teams				
1. Catering	<ul style="list-style-type: none"> - Catering staff have to go into zones, increasing the risk to them 	<ul style="list-style-type: none"> - Catering staff to stay in the kitchen where possible. - Pod staff to collect and return the food. 			Emma Dodsworth Dave Roberts
2. Transport	<ul style="list-style-type: none"> - Leeds Local Authority organise transport and set their own measure for this. 	<ul style="list-style-type: none"> - Drivers and escorts to wear masks. - Pupils have the option to wear masks if they choose. 			Emma Dodsworth Dave Roberts
3. Cleaning	<ul style="list-style-type: none"> - QA processes managed by senior leaders on site with care taker and cleaning manager. 	<ul style="list-style-type: none"> - Regular site team meetings take place to quickly feedback concerns 			Stephen Boldy
Pupils					
1. RPI Prompt - (Lowest level of restriction) Any form of touch that redirects or prompts a child into action...Example open hand on upper arm	<ul style="list-style-type: none"> - Inability to follow social distancing therefore some increased risk of virus transmission 	<ul style="list-style-type: none"> - Touch to be kept to a minimum time with emphasis on verbal de-escalation - If pupil does not respond to simple prompt then consider option of encouraging/directing to an outside space - Staff to wash or sanitise hands regularly and following prompt/touch 			SLT
2. RPI - Guide & Escort - moving a child forward but they have the ability to leave you...Example caring c guide	<ul style="list-style-type: none"> - Inability to follow social distancing therefore increased risk of virus transmission. - Prolonged physical contact increasing risk of transmission of virus 	<ul style="list-style-type: none"> - Physical contact to be kept to a minimum with emphasis on verbal de-escalation - Consider use of outside space - pupil encouraged to self-regulate in open spaces - Side on escorts and guides used to prevent aerosol transmission. - Staff to wash or sanitise hands following RPI 			SLT
3. RPI – Control (moderate resistance) the child is not compliant and unable to move... Single person double elbow, 2 person single elbow.	<ul style="list-style-type: none"> - Inability to follow social distancing therefore increased risk of virus transmission. - Increased risk of exposure to spitting and biting 	<ul style="list-style-type: none"> - Small spaces (including designated 'quiet rooms or equivalent) to be avoided where possible - Incident requires extra staff supervision with the ability to 'swap' as required - Avoid face-to-face interactions - If staff are exposed to spitting then they will have the option to be immediately replaced and will wash and sanitise - Consider rotating staff to keep contact to a minimum - Consider rotating staff wearing visors in the case of repeated spitting - Team Teach Tutors to deliver 'refresher' training on 'bite-prevention' - Dialogue from staff involved directly in the RPI to be kept to a minimum with heads facing forwards if possible - De-escalation dialogue to be led by a third member of staff from 1m+ away. - Staff to revisit Positive Handling Plans to be familiar with those pupils with a history of spitting and biting 			SLT

		<ul style="list-style-type: none"> - External seating areas to be used (if possible) for seated holds. Staff to wash or sanitise hands following RPI - Staff to consider change of clothes if required - clothes should be placed in bag or in the on-site washing machine - Any seats and or other associated furniture to be cleaned following use 			
<p>4. RPI – Occasional Rigorous Resistance Restraint - (rigorous resistance) 'Physical control with the positive application of force with the intent of overpowering the client' - This is the actual definition that is recognised in a court of law</p> <p>Example.... Seated hold, Front Ground recovery</p>	<ul style="list-style-type: none"> - Inability to follow social distancing therefore increased risk of virus transmission. - Increased risk of exposure to spitting and biting - Potential for a prolonged exposure and close contact 	<ul style="list-style-type: none"> - Incident requires extra staff supervision with the ability to 'swap' as required - If staff are exposed to spitting then they will be immediately replaced and will wash and sanitise - Consider rotating staff to keep contact to a minimum - Team Teach Tutors to deliver 'refresher' training on 'bite-prevention' - Dialogue from staff involved directly in the RPI to be kept to a minimum with heads facing forwards if possible - De-escalation dialogue to be led by a third member of staff from 1m+ away. - Staff to revisit Positive Handling Plans to be familiar with those pupils with a history of spitting and biting - If a FGR is required then staff will make their best endeavours to do this in a large open space or outdoors. - External seating areas to be used (if possible) for seated holds - Staff to wash or sanitise hands following RPI - Staff to change clothes if required - clothes should be placed in bag or in the on-site washing machine - Monitor carefully and senior staff to consider 'early' use of Police intervention if lack of regulation and de-escalation is prolonged - Any seats and or other associated furniture to be cleaned following use 			SLT
5. Regular use of rigorous restraint with individual pupils	<ul style="list-style-type: none"> - Increased level of risk due to regular requirements for restraint 	<ul style="list-style-type: none"> - Individual risk assessment to be undertaken to look at EHCP and health and safety implications associated with pupil's individual needs. Review of education provision may be required. 			SLT