

GRIFFIN - Covid-19 : Operational Risk Assessment: **February 2021**

NOTE : A risk assessment is a dynamic document that should be reviewed and adjusted regularly. This version identifies some changes to earlier versions to support full reopening from 8th March. All changes are coloured RED for ease of incorporation into your existing running operational risk assessment . YOU DO NOT NEED TO REWRITE THE WHOLE RISK ASSESSMENT

Relevant gov.uk documents: [Schools Coronavirus \(Covid-19\) - Operational Guidance Feb 21](#)
[Safe working in education](#) - preventing and controlling infection

System of Controls as defined in gov.uk guidance

Prevention:

- minimising contact with individuals who are required to self-isolate by ensuring they do not attend the school
- ensuring face coverings are used in recommended circumstances
- ensuring everyone is advised to clean their hands thoroughly more often than usual
- ensuring good respiratory hygiene for everyone by promoting the 'catch it, bin it, kill it' approach
- maintaining enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents
- consider how to minimise contact between individuals and maintain social distancing wherever possible
- keep occupied spaces well ventilated

Response to any infection:

- Promote and engage with NHS Test and Trace process
- Manage and report confirmed cases of Covid-19 amongst the school community
- Contain any outbreak by following local health protection team advice

GRIFFIN

Activity – Risk assessment for full opening. To be adapted by each Academy to reflect local specifics.
Document to be read in conjunction with the TEFAT Full Opening Guidance.
This is a dynamic risk assessment and will need to be reviewed by each Academy weekly.

CW = Carl Williams (Site Manager), LC = Luke Campbell (Deputy Head), AM = Abi McIvor (Head of School), KBS = Karen Bastick-Styles (Executive Head)

	Hazard	Control measures	Further Actions / school specific	Assessed by school Y/N By whom?
A	ROUTINE BUILDING RELATED TASKS FOLLOWING LONG PERIOD OF CLOSURE			
1.	Building safety issues	<p>Routine checks as would normally be followed after lengthy closure:</p> <ul style="list-style-type: none"> A. Legionella flushing, routine temperature testing and appropriate disinfection undertaken if necessary B. Fire doors, alarm call points, emergency lighting tested and functional C. Site and building safety checks D. Catering equipment checked and run on full clean cycle 		<p>A. Monthly checked carried out by Primec. Last visit: 03.2.21</p> <p>B. Checked - CW</p> <p>C. Ongoing daily sitecheck is being carried out - CW (key checks - LC)</p> <p>D. Continuous use through Spring Term. Last kitchen equipment check: 21.12.20</p>
2.	Fire safety issues	<ul style="list-style-type: none"> A. Pre opening fire safety checks completed (per above) B. Fire evacuation procedures reviewed & communicated C. Fire drills planned & executed D. Fire marshalls identified & trained on evacuation strategy 		<p>A. Checked - CW</p> <p>B. Fire Evacuation procedures ongoing - LC</p> <p>C. Fire evacuation completed during Lockdown 14th Jan. Scheduled for Mon 15th March</p> <p>D. Identified in policy - training up to date 2nd March '21</p>

B.	PRE OPENING ROOM PREPS			
1.	Infection Control	<p>Cleaning and Hygiene</p> <ul style="list-style-type: none"> A. Take water fountains out of use B. PPE Policy covering use, specification, disposal and storage of used face masks or coverings. C. All staff refresher of PHE PPE video D. PPE supplies, in line with TEFAT PPE policy E. Visitor sign in arrangements to be reviewed to ensure no shared pen & antiviral wipes for touchscreens F. Lidded bins provided across the school and a regime of regularly emptying G. Signage displayed in key areas reinforcing handwashing and respiratory hygiene <p>Social distancing measures</p> <ul style="list-style-type: none"> A. TEFAT Social Distancing Policy B. Assess spatial restrictions to be applied to office areas to achieve 2m distancing /non facing layouts C. Implement arrival and departure arrangements for parents/ carers to reduce simultaneous arrivals / departures to site - consider staggered timings, different routes in, parent/ carer drop off protocols D. Encourage parents/carers to wear face coverings when dropping off/collecting particularly where social distancing between parents/ carers is failing E. Communicate arrangements with staff and parents/ carers F. Establish visitor control protocol to minimise visits to essential only (encourage parents/ carers to phone/email with any issues) G. Configure reception desk to maintain social distancing. Temporary screen installed where no current provision 	<p>Site manager walk around to ensure all measures in place.</p>	<ul style="list-style-type: none"> A. Completed - CW B. In place - LC C. Communicated to staff in briefing notes and signed on declaration form (01.03.21) KBS D. PPE supplies stocked along with TEFAT PPE policy (checked 26.02.21) - LC E. In place - LC F. Checked & refresh 01.03.21 - LC G. Checked & refresh 01.03.21 - LC <ul style="list-style-type: none"> A. Social Distancing Policy shared with staff in briefing notes & Briefing 4th March - KBS B. Office areas compliant: 1 desk out of use. C. Arrival and departure arrangements set & communicated to staff & parents/carers 28.02.21 D. Included in communication to parents/carers 28.02.21 E. Communication sent on 28.02.21 F. Protocol established and communicated to community. Letter - 28.02.

				G. As above: 1 desk closed for used - CW
C.	OPERATIONAL - Infection Control			
1	Symptomatic people in school	<p>A. Reinforce protocols to staff and parents re not attending school if they, or a member of their household have Covid-19 symptoms, or have tested positive in the last 10 days</p> <p>B. Or if they have been contacted by the NHS Test and Trace system and advised to isolate</p> <p>C. All staff briefed on being vigilant to look out for symptoms in students arriving and through the day.</p> <p>D. Procedure in place for managing symptomatic adult or student in school as per TEFAT Infection Control Policy</p> <p>E. Identified ventilated hygiene / isolation spaces to “hold” symptomatic student pending collection</p>	<p>a) - c) To be included in Extra Staff Briefing 4th March & added to staff briefing notes 5.3.21. Email home to families on 28.2.21</p>	<p>d) & e) done - LC Isolation room set up for times when symptomatic student/staff member(s) cannot be outside.</p>
2	Asymptomatic testing of staff	<p>A. Staff briefed and encouraged to use LFDs for home testing, and kits regularly issued to support twice weekly testing</p> <p>B. Data on kits issued and results returned are held securely and confidentially</p>		<p>A. Completed in January during staff briefing and meeting with teachers.</p> <p>B. In place - test kit log and results log held by Exec Head, HoS and DH only.</p>

3	<p>Engagement with NHS Test & Trace process</p> <p><i>“Schools must ensure they understand the NHS T&T process”</i></p>	<p>A. Staff and parents/carers made aware of requirement to :</p> <p>B. book a test if symptomatic and follow stay at home guidance as appropriate</p> <p>C. Provide details of anyone they have been in close contact with if test positive</p> <p>D. Use the home testing kit supplied by the school in line with instructions</p> <p>E. self-isolate if they have been in close contact with someone who tests positive for coronavirus (COVID-19), or if anyone in their household develops symptoms of coronavirus (COVID-19)</p> <p>F. Inform school of results (evidence should not be requested) - and follow PHE guidance in respect of self isolation</p>		<p>A-F Communicated to parents/carers (28.02.21) and staff in staff briefings - 4th March '21</p>
4.	<p>Cleaning and Hygiene</p> <p><i>“Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products”</i></p>	<p>A. Refer to <u>TEFAT Cleaning Guidance</u></p> <p>B. Regular cleaning of spaces, sports/play equipment and teaching resources based upon an assessment of the cleaning needs for each space / item</p> <p>C. All teaching rooms have hygiene boxes and protocol displayed for “clean as you go”</p> <p>D. Protocol in place for daytime clean of toilet and other shared areas, including contact points</p> <p>E. Protocol in place for effective end of day routine clean (see guidance)</p> <p>F. Proactive arrangement for regular handwashing and good respiratory hygiene for all staff and student</p> <p>G. Protocol in place to manage risk of ingestion of hand sanitiser</p> <p>H. Protocol in place for student’s belongings (coats, bags, water bottle, etc)</p> <p>I. Lidded bins in all rooms for used tissues, emptied regularly</p> <p>J. Protocol established for managing potentially contaminated waste</p> <p>K. Windows and doors opened to increase air circulation</p>	<p>Cleaning staff working hours staggered to give daytime cover</p> <p>Place a copy of the COSHH data sheet for products in the Hygiene box for ease of reference</p> <p>Handwashing: On arrival Returning from breaks Changing rooms Before and after eating Before leaving</p>	<p>A-K: Cleaning and hygiene protocol continuing - CW & LC checking site. Communicated to staff in staff briefings from 4th March</p> <p>COSHH data sheets completed for 5th March</p> <p>All points in red conveyed and to be actioned by Class Teachers and CW from 8th March</p>

			<p>Supervision during use of sanitiser, or use skin cleaning wipes instead</p> <p>Open windows and doors fully periodically throughout the day - ideally every 90mins for at least 15 minutes</p> <p>Review uniform requirements to support student wearing an extra layer, enabling windows to remain open</p>	
5.	<p>Social Distancing</p> <p><i>“Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum”</i></p>	<p>A. Bubbles : Establish consistent student groupings, staffing arrangements, activities to maintain distancing, with no switching between groups</p> <p>B. Minimise staff movement between bubbles and where unavoidable, maintain 2m distancing if possible</p> <p>C. Where social distancing between adults is not possible, staff and adult visitors are recommended to wear face coverings</p> <p>D. Avoid gatherings of more than one group</p> <p>E. Staggered start / finish times: Meet and greet arrangements : staff / students / parents</p> <p>F. School transport arrangements achieve social distancing compliance / encourage to walk/cycle</p> <p>G. Staggered lunch and break times</p> <p>H. Staffroom provision dispersed to minimise numbers using one space</p>	<p>C. To be added to staff briefing & notes 5.3.21 - large site means we do not have areas where staff cannot distance by 2m. Dismissal is only time masks may be needed.</p> <p>NOTE: Face visors or shields should not be worn as an alternative to face coverings (they</p>	<p>A. Year Group Bubbles in place</p> <p>B. Set up as far as possible</p> <p>C. Shared info with staff</p> <p>D. Done</p> <p>E. In place - emailed to parents/carers 28.2.21</p> <p>F. N/A</p> <p>G. In place - lunch times and canteen use staggered. Each bubble uses a separate playground.</p> <p>H. Staff continue to use designated staff rooms in accordance with maximum room occupancy guidelines.</p>

			may protect against droplet spread but are unlikely to be effective in reducing aerosol transmission when used without a face covering	
6.	<p>Arriving and departing the school site</p> <p><i>“..schools should consider staggered starts or adjusting start and finish times to keep groupings apart”</i></p>	<p>A. Stagger arrival and departure times</p> <p>B. Implement measures to avoid parent/ carers gathering in one area and encourage parents to wear face coverings when dropping off/collecting particularly where social distancing between parents is failing</p> <p>C. Local protocols for safe removal and storage or disposal of individuals’ face coverings used for travelling to and from school</p>		A-C See school owned summary for details. Communicated to parents/carers on 28.02.21
7.	<p>Classroom arrangements</p> <p><i>“Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face contact...”</i></p>	<p>A. Social distancing applied <u>where possible</u>:</p> <p>B. Adults 2m distance from each other and from student</p> <p>C. Adults avoid close face-to-face contact and minimise the time spent within 1m of anyone.</p> <p>D. Support student to maintain distance and not touch staff and their peers</p> <p>E. Adapt seating to avoid face to face</p> <p>F. Maximise ventilation as much as the space permits by keeping a number of windows open at all times and opening all available doors and windows at regular (90minute) intervals throughout the day</p> <p>G. Frequently used equipment such as pens/ pencils should not be shared</p> <p>H. Resources such as books and games can be shared within a bubble but should be cleaned frequently</p>		<p>A-H & J-L . Protocol in place for classroom practice.</p> <p>I. Communicated to parents/carers 28.02.21</p>

	<p><i>“.. there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting.”</i></p>	<ul style="list-style-type: none"> I. Students to limit the amount of equipment they bring into school to essentials such as a lunch box, coat, book, stationery, this can be in a bag J. PE : prioritise outdoor sport K. Indoor PE in large spaces to maximise distancing L. Music : singing, playing brass or wind instruments to be outside or, if inside, in small groups of less than 15 and arranged to avoid face to face. Instruments not to be shared. 	Useful guidance here from Music Mark	
8.	<p>Use of PPE</p> <p><i>“The majority of staff .. will not require PPE beyond what they would normally need for work.”</i></p>	<ul style="list-style-type: none"> A. PPE Policy aligns with gov.uk guidance and is updated to reflect recommendation that adult visitors and staff who are unable to socially distance (eg in communal areas) should wear face coverings B. Staff refresh / trained (via PHE Video) on safe use of PPE C. Ensure adequate PPE supplies maintained on site D. Local protocols for safe removal and storage or disposal of individuals’ face coverings 		A-D PPE policy reshared with staff and refresher PHE Video - LC
9.	<p>Managing toilets</p> <p><i>“Different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and students.. Encouraged to clean their hands ...”</i></p>	<ul style="list-style-type: none"> A. Designated toilets per group or groups where possible (not essential) B. Regime of regular cleaning pre, post and during school day C. Consider displaying a log of cleaning in the space 		<ul style="list-style-type: none"> A. Bathroom use per key stage B. Cleaning regime in place with Site Manager & support staff during the day. C. In place.

10.	Managing circulation areas	<p>A. Timetabling to ensure minimal need to move between class base and other areas</p> <p>B. Implement one way system along corridors, where appropriate / achievable</p>		<p>A. Students remain in classrooms and timetabled outdoor spaces.</p> <p>B. In place in corridors and staircases.</p>
11.	Managing teaching resources / equipment	<p>A. No sharing of frequently used equipment eg pens, pencils</p> <p>B. Shared resources (books, games etc) to be regularly cleaned</p> <p>C. Sports equipment cleaned between uses</p> <p>D. Resources shared between bubbles to be meticulously cleaned or taken out of use for 48 hours (72 hours for plastics) between use by different bubbles</p>		A-D All in place - frequent reminders to staff/students ensure this is followed.
12.	<p>Managing school meals</p> <p><i>“..kitchens will be fully open from the start of the autumn term..”</i></p>	<p>A. Consider lunchtime timings and arrangements to avoid bubbles conflicting</p> <p>B. Cleaning regime for dining room after each bubble serving</p>		<p>A. EYFS 11.40am Y1 - 12.15pm Y2 - 12.25pm Y3 - 12.30pm Y4 - 12.40pm Y5 - 12.50pm Y6 - 13.00pm</p> <p>Bubble separation through use of opposite hall space</p> <p>B. Clearing regime in place for dinner hall. Staff reminded in staff briefing each week!</p>
13.	<p>Managing Wraparound care</p> <p><i>“Schools should consider resuming any breakfast and after-school provision, where possible..”</i></p>	A. Students to be kept within their bubble if possible or establish small consistent groups		A. Small consistent bubble for breakfast club. Social distancing in place within BC easy to maintain due to large space - AM
14.	Visitors, Visiting Professionals and Contractors on site	<p>A. Maintain record of all visitors to site</p> <p>B. Minimise to essential & pre arranged only - No entry without prior agreement</p>		All covered as part of pre-visit documentation sent to contractors and other visitors and

	<i>“Supply staff and other temporary workers can move between schools, but ...minimise the number of visitors where possible”</i>	<ul style="list-style-type: none"> C. Instructions given <u>in advance</u> on site specific arrangements covering social distancing, face coverings, entry hygiene arrangements, avoiding contact with bubbles D. Arrival and departure times to fall outside of student timings where possible E. Check contractor company Covid-19 risk assessments and method statements and align with academy operational risk assessment - Trust review and approval of contractor risk assessments required F. Normal safer recruitment requirements for contractors/regular visitors apply 		reminders given during sign in procedure. LC
15.	Contaminated Waste Management	<ul style="list-style-type: none"> A. Follow gov.uk guidance: B. Designated space established for storing of potentially contaminated waste, pending testing results C. Confirmed contaminated waste held for 72 hours before normal disposal 		A-C: Archive room space provided. Managed by Site Manager or LC/ AM.
16.	Emergency evacuation / lockdown	<ul style="list-style-type: none"> A. Fire escape doors operational and emergency exits unobstructed B. Whilst social distancing should be observed as much as possible, in an emergency, the priority is to instigate the prescribed process (evacuation or lockdown) as quickly as possible C. Evacuation and lockdown processes refined to take account of revised class organisation and site adjustments D. Fire drills take place periodically E. PEEPs revised and adapted to suit revised fire strategy 		A-E - all completed and planned for and communicated with staff. Weekly review.
17.	First Aid	<p>Administering first aid to students whilst ensuring social distancing:</p> <ul style="list-style-type: none"> A. Where appropriate, students should be supported from a 2m distance to address their own first aid needs (applying cold pack, antiseptic wipe, plaster etc) B. Where younger students are involved, or greater invention is required resulting in 2m distancing not being achievable, first aider to work side by side not face to face with student, appropriate PPE to be used dependent upon situation. C. Where student is symptomatic, full PPE of disposable apron, 		A-E. Continuation of ongoing first aid protocols under Covid-19. Communicated to staff - 4th March '21

		<p>disposable gloves and face mask to be worn. Visor / goggles to be worn if first aider is at risk of bodily fluids entering eyes.</p> <p>D. First Aider to wash hands for at least 20 seconds following contact</p> <p>E. All surfaces / contact points to be antiviral cleaned</p>		
18.	Managing educational visits	<p>A. No residential visits</p> <p>B. Non residential visits to be subject to specific risk assessment</p>		<p>A. Staff aware</p> <p>B. Trips on hold until further notice and to be pre-agreed with AM</p>
19.	Student behaviour / needs	<p>A. Identify amendments to existing risk assessments that need to be in place for identified students</p> <p>B. Ensure recently identified 'vulnerable students' have a risk assessment in place which is shared with appropriate staff and subject to regular review</p> <p>C. Where possible allocating dedicated staff to care for individual students where personal care is needed</p>	Complete and regularly review: Generic Risk Assessment for Vulnerable Students	All RAs updated by 5.3.21 for EHCP, CIN, CP and other vulnerable students.
20.	Staffing availability	<p>A. Identify staff requirements and availability</p> <p>B. Refer to Staff Health & Circumstances Guidance Feb 21 for guidance on which employees must work from home and which are higher risk to be to work and steps required</p> <p>C. Ensure you ask every staff member to advise you if they receive notification they are on the new Shielders List or have any additional risks associated with their health or circumstances using the definitions on page 1 of the employee risk assessment for guidance</p> <p>D. Complete an individual risk assessment for each employee with any additional risks using the employee risk assessment form or review and update the original risk assessments noting that the guidance for individuals previously advised to shield has been paused</p> <p>E. Remind all staff to update you of any changes to their health or circumstances on an ongoing basis</p> <p>F. Ensure you discuss and complete an employee risk assessment in advance for any new staff joining you or for staff returning from maternity leave, long term sick leave etc</p>	NB - essential sufficient leadership, first aiders, fire marshalls, DSLs, SENDCo, premises team, cleaners	<p>A-C. 2 staff members shielding and working from home.</p> <p>D. Risk Assessments completed by 02.03.21</p> <p>E-F. Communicated to staff. Briefings and Notes - w/c 22nd Feb & 1st March</p>

21.	Staff communications	<p>A. Ensure all staff attending school are aware of arrangements in advance of opening and any revisions to arrangements on an ongoing basis</p>	<p>UPDATED COVID-19 Guidance Acknowledgement Form</p> <p>Include contract cleaners / caterers in site specific training, protocols, policies etc</p>	<p>Updates given via staff briefings (1.3.21 and 5.3.21) and notes for reference.</p>
22.	Staff wellbeing	<p>A. Use of Trust guidance for supporting students in school Bereavement Guidance and Resources Pack</p> <p>B. Access to safeguarding supervision through the Safeguarding SIG (case study discussions) or individual supervision (external source)</p> <p>C. Regional SEND support for SENCos - Lon and WM regional role, EA Education Psychologist</p> <p>D. Coaching to be provided for middle leaders focussed on leadership skills to support teams</p> <p>E. Online wellbeing resources available</p> <p>F. Use of established wellbeing champions and HR leads in schools</p>		<p>A. Shared with staff</p> <p>B and C. Accessed by SENDCo/DDSL and DSL</p> <p>D. Sessions offered to Middle Leaders</p> <p>E. Via EAP and monthly email sent to staff</p> <p>F. Felicity, Kelly & Alison</p>
23.	Student wellbeing	<p>A. Trust guidance for supporting students in school Bereavement Guidance and Resources Pack</p> <p>B. Strategies and ideas for supporting students shared at Safeguarding SIG and Vulnerable Student SIG</p> <p>C. Regional SEND support for SENCos - Lon and WM regional role, EA Education Psychologist</p> <p>D. Individual student risk and mitigation for safety and learning identified through: Generic Risk Assessment for Vulnerable Students</p> <p>E. Vulnerable student safe and well checks in place following guidance: TEFAT Safeguarding Risk Assessment - Home Visits</p>		<p>A. Shared on Google Drive</p> <p>B. Shared via briefing notes - AM</p> <p>C. Accessed by SENDCo and DSL</p> <p>D. Updates W/C 1.3.21</p> <p>E. In place (updated priority watchlist)</p>

Signed on behalf of the Academy

Name: Karen Bastick-Styles

A handwritten signature in black ink, appearing to read 'Karen Bastick-Styles' with a stylized flourish at the end.

Date: 2nd March '21

Signed on behalf of TEFAT

Name: Hugh Greenway

A handwritten signature in black ink, appearing to read 'H Greenway' with a long horizontal stroke at the end.

Date: 4th March '21