

Organisation: Marches Academy Trust
 School: The Marches School
 Date of Assessment: #####
 Name of Assessor: Andy Lowe Signature:
 Headteacher: Alison Pearson Signature:

Hazard is something with the **potential** to cause harm.
Risk is the likelihood of the hazard occurring multiplied by the **severity** of the occurrence
Level of Risk = Likelihood x Severity

Risk Matrix - This section is used for guidance to complete section C

Increasing consequence of severity	5	5 low	10 med	15 med	20 high	25 high	High 17 - 25 Unacceptable, STOP work or activity until immediate improvements can be made	
	4	4 very low	8 low	12 med	16 med	20 high		
	3	3 very low	6 low	9 low	12 med	15 med		
	2	2 very low	4 very low	6 low	8 low	10 med		Medium 10 - 16 Tolerable but need to improve within a reasonable time scale e.g. 1-3 months depending on situation
	1	1 very low	2 very low	3 very low	4 very low	5 low		Low 5 - 9 Adequate but look to improve by next review
		1	2	3	4	5	Very Low 1 - 4 Residual risk acceptable and no further action will be required whilst the control measures are maintained	
		Increasing likelihood or probability						

S	Likelihood / Probability	Description	S	Consequence / Severity	Description
5	Very Likely / Almost Certain	Event is expected to occur in most circumstances	5	Catastrophic / Severe / Fatal	Death or permanent disability
4	Likely	Event will probably occur in most circumstances	4	Major injury / ill health	Hospital admission required
3	Fairly likely / Possible	Event could occur at some time	3	Moderate (over 7 day injury)	Medical treatment required
2	Unlikely	Event is not likely to occur in normal circumstances	2	Minor injury / ill health	First aid is required
1	Very unlikely	Event may occur only in exceptional circumstances	1	Insignificant / no injury	Injuries not required first aid

Hazard #	Hazard Description	Persons at Risk	Current Mitigation	Severity / Impact	Likelihood	Risk Score
R1	Catching or spreading Coronavirus – General considerations	Staff Pupils Parents Wider Community	1. Minimising contact with individuals who are unwell by ensuring that those who have coronavirus symptoms, or who have someone in their household who does, do not attend childcare settings, schools or colleges 2. Ideally, adults should maintain a social distance of 2 metres from each other and children, where this is not possible, adults should minimise time spent within 1 metre 3. Cleaning hands more often than usual - wash and dry hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered a. Risk assess children who may not be able to perform this action separately 4. Ensuring good respiratory hygiene by	4	2	8

promoting the 'catch it, bin it, kill it' approach

a. bins

b. double bagging

5. Cleaning frequently touched surfaces often using standard products, such as detergents and bleach

a. Cleaning products are subject to a COSHH risk assessment

6. Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

7. Review fire safety arrangements including emergency evacuation routes to maintain social distancing where practicable

a. as a minimum, review the number of first aiders, fire marshals and Evac chair operators required if the building occupancy and use has changed. Additional measures may be required/implemented in view of staff shortages.

8. Ensure suitable levels of staff are maintained

9. Staff who are asymptomatic can remain at work or return to work immediately as long as they remain asymptomatic

Pregnant Members of Staff:

10. A separate pregnant members of staff risk assessment should be completed for all these staff, with involvement from occupational health, to determine whether women who are pregnant can continue working in public facing roles

			<p>a. members of staff that are pregnant fall into the clinically vulnerable group identified by the NHS and schools should endeavour to support staff to work from home. Those who are pregnant are strongly advised to follow the social distancing guidance</p> <p>b. if pregnant members of staff cannot work from home, they should be offered the safest available on-site roles, staying 2 metres away from others wherever possible. Schools will need to undertake a specific risk assessment for pregnant staff and decide whether or not such staff can safely return to the workplace</p> <p>11. School must take swift action when they become aware that someone who has attended has tested positive for Coronavirus (COVID-19). Schools should contact the Local Health Protection Team.</p>			
R2	Maintaining Social Distancing at School	Staff Pupils Parents Wider Community	<p>1. Lessons should be conducted from the front of the classroom and adults should avoid close face to face contact and minimise time spent within 1 metre of anyone.</p> <p>2. Organise classrooms and other learning environments such as workshops and science labs for those groups, maintaining space between seats and desks where possible. Seek further advice on spacing from CLEAPSS for practical lessons guidance documents GL344 for further advice on D&T (including food Tech) or GL345 guidance for science departments in a partially re-opened school</p>	4	2	8

3. Office space, try to minimise or prevent hot desking – designate separate spaces where practicable

4. Refresh the timetable:

a. decide which lessons or activities will be delivered

b. consider which lessons or classroom activities could take place outdoors

c. use the timetable and selection of classroom or other learning environment to reduce movement around the school or building

d. stagger assembly groups

e. stagger break times (including lunch), so that all children are not moving around the school at the same time

f. stagger drop-off and collection times

g. for secondary schools and colleges, consider how best to supplement remote education with some face to face support for students where needed

h. plan parents' drop-off and pick-up protocols that minimise adult to adult contact

In addition, childcare settings or early years groups in school should:

5. Consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing

6. Consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously

			consider how children and young people arrive at the education or childcare setting, and reduce any unnecessary travel on coaches, buses or public transport where possible. Read the Coronavirus (COVID-19): safer travel guidance for passengers			
R3	Reduce mixing within education or childcare setting by:	Staff Pupils	<p>1. Some children and young people will need additional support to follow these measures- Individual risk assessments required (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)</p> <p>2. Accessing rooms directly from outside where possible</p> <p>3. Considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors</p> <p>4. Staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time</p> <p>5. Staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms</p> <p>6. Staff who are allocated a group should, as observe 2m social distancing as much as</p>	4	2	8

they can during breaks or lunchtime

a. staff room to have measures put in place for social distancing – access to facilities, comfy fabric covered seats, safe space to relax and take time out

7. Ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time

8. Noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules)

Use outside space:

a. for exercise and breaks

b. for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff

although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously.

[Read COVID-19: cleaning of non-healthcare settings](#)

For shared rooms:

a. use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity

b. stagger the use of staff rooms and offices to limit occupancy

[If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix \(and especially do not play sports or games together\) and adequate cleaning between groups is in place, following the \[COVID-19: cleaning of non-healthcare settings guidance\]\(#\)](#)

Reduce the use of shared resources:

a. by limiting the amount of shared resources that are taken home and limit exchange of take-home resources between children, young people and staff

b. by seeking to prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently.

c. children could be asked to bring in own stationery (or have packs of stationery labelled with their name on)

d. tubs of resources for individuals if needed, e.g. maths cubes, etc.

e. although practical lessons can go ahead if equipment can be cleaned thoroughly and the classroom or other learning environment is occupied by the same children or young people in one day, or properly cleaned between cohorts

N.B. Seek further advice from CLEAPSS for practical lessons, guidance documents GL344 for further advice on D&T (including food Tech) or GL345 guidance for science departments in a

			<p><i>partially re-opened school</i></p> <p>9. Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'.</p>			
R4	<p>Managing Customers, Contractors and Visitors</p>	<p>Staff Pupils Parents Wider Community</p>	<p>Contractors</p> <ol style="list-style-type: none"> 1. Encouraging visits via remote connection / working where this is an option 2. Where site visits are required, site guidance on social distancing and hygiene should be explained to visitors on or before arrival 3. Limiting the number of visitors at any one time 4. Limiting visitor times to a specific time window and restricting access to required visitors only 5. Determining if schedules for essential services and contractor visits can be revised to reduce interaction and overlap between people, for example, carrying out services at night 6. Maintaining a record of all visitors, if this is practical 7. Revising visitor arrangements to ensure social distancing and hygiene, for example, where someone physically signs in with the same pen in receptions <p>Customers and Visitors-</p> <ol style="list-style-type: none"> 1. Providing clear guidance on social distancing and hygiene to people on arrival, for example, signage or visual aids and before 	4	2	8

			<p>arrival, for example, by phone, on the website or by email</p> <p>2. Establishing host responsibilities relating to COVID-19 and providing any necessary training for people who act as hosts for visitors</p> <p>3. Reviewing entry and exit routes for visitors and contractors to minimise contact with other people</p> <p>4. Only necessary visits to assist the running of the school during the virus and lock down should be allowed in school</p> <p>5. No visitors or contractors during drop off and pick up times</p> <p>6. All visitors to provide contact details in the event that visitors have been in contact with a Positive Case.</p>		
R5	Workplace and furniture contamination	Staff Pupils	<p>1. Remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere</p> <p>2. Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)</p> <p>3. Where possible, limiting or restricting use of high-touch items and equipment, for example, printers or whiteboards</p> <p>Hygiene: handwashing, sanitation facilities and toilets</p> <p>4. Using signs and posters to maintain personal hygiene standards and build awareness of good handwashing technique, the need to increase handwashing frequency</p> <p>5. Ensure that all adults and children: frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review</p>		

[the guidance on hand cleaning](#)

a. clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing

b. are encouraged not to touch their mouth, eyes and nose

c. use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it')

d. ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments

e. setting clear use and cleaning guidance for toilets to ensure they are kept clean and social distancing is achieved as much as possible

6. Enhance cleaning for busy areas

7. Provide more waste facilities and more frequent rubbish collection

8. Where possible, providing paper towels as an alternative to hand dryers in handwashing facilities

[follow the COVID-19: cleaning of non-healthcare settings guidance](#)

9. Clean surfaces that staff, children and young people are touching, such as toys, books, desks, chairs, doors, handles, sinks, toilets, light switches, bannisters, more regularly than normal

10. Ensure that help is available for children and young people who have trouble cleaning their hands independently

11. Consider how to encourage young children to learn and practice these habits through games, songs and repetition

12. Ensure that bins for tissues are emptied throughout the day with regular emptying of tissues and regular cleaning of lids where they are present

13. Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units

14. Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation

15. Use your local suppliers for proportionate supplies of soap, anti-bacterial gel and cleaning products if needed there is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting

Changing rooms and showers:

16. Where shower and changing facilities are required, setting clear use and cleaning guidance for showers, lockers and changing rooms to ensure they are kept clean and clear of personal items and social distancing is achieved as much as possible

17. Introducing enhanced cleaning of all facilities regularly during the day and at the end of the day

Handling goods, merchandise and other materials, and onsite vehicles if appropriate:

			<p>18. Cleaning procedures for goods and merchandise entering the school site</p> <p>19. Cleaning procedures for vehicles if appropriate e.g. Minibuses, lawn mowers</p> <p>20. Social distancing will be a problem in vehicles. Only one person to use at a time and vehicle cleaned thoroughly before and after each use</p>			
R6	Use of Personal protective equipment (PPE) in School settings against COVID -19	Staff Pupils	<p>1. Wearing a face covering or face mask in schools or other education settings is not recommended</p> <p>2. Schools and other education or childcare settings should not require staff, children and learners to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus</p> <p>3. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. Face masks or any form of medical face covering will impair normal breathing of children.</p> <p>The majority of staff in education settings will not require PPE beyond what they would normally need for their work, even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</p>	4	2	8

a. children, young people and students whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way

b. if a child, young person or other learner becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A fluid-resistant surgical 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 disposable gloves, a disposable apron and a fluid-resistant surgical 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 should also be worn

4. Education, childcare and children's social care settings and providers should use their local supply chains to obtain PPE

5. Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings

			in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.			
R7	Catering facilities	Staff Pupils Catering Staff	1. Consult with the catering company if separate from school staff, seek assurances regarding: <ul style="list-style-type: none"> a. practicality of providing food for pupils and staff b. ability to achieve social distancing in the kitchen c. are separate sittings viable for reduced numbers d. what additional time is needed to clean areas between sittings e. use of disposable plates, cups and cutlery 	4	2	8
R8	First Aid	Staff Pupils	1. First aiders need additional support and training in use of additional PPE if close contact with a patient is required. E.g. changes to EAV/CPR due to Covid19. <i>First Aiders must be aware of the new protocols with regard to Covid19</i> 2. PEEPS (Personal Emergency Evacuation Plan) – may need reviewing for disabled people/people with assistance dogs/use of lifts due to changes in social distancing or evacuation routes 3. Check numbers of First Aiders in view of staff shortages 4. <i>Ensure adequate first aid and associated provision is made at all times</i>	4	2	8

			<p>5. Ensure adequate PPE if provided for use of staff in all emergencies including first aid and fire</p> <p>6. Provide all necessary means of cleaning equipment following any type of emergency</p> <p>7. All occasions when CPR is required this will be carried out in accordance with current protocols from the Resuscitation Council the F/A needs assessment will identify any additional equipment and training needs</p> <p>8. Where there is a possible risk of infection all necessary precautions must be followed face, and eye protection and contact with the casualties airway must be avoided. Chest compressions and defibrillations must be applied while waiting for the ambulance and advance lifesaving care</p> <p>9. For a Paediatric casualty – There is an acceptance that doing rescue breaths will increase the risk of transmitting the COVID-19 virus, either to the rescuer or the child/infant. However, this risk is small compared to the risk of taking no action as this will result in certain cardiac arrest and the death of the child. The advice from the Resuscitation Council (UK) is that rescue breaths should be undertaken as ventilations are crucial to the child's chances of survival</p>			
R9	Accidents\Incidents	Staff	<p>1. School must take swift action when they become aware that someone who has attended has tested positive for Coronavirus (COVID-19). Schools should contact the Local Health Protection Team.</p>	4	2	8

			<p>2. Reporting of COVID-19 cases to Health & Safety Team. (RIDDOR 2013 requirements for HSE reporting)</p> <p>3. Consider looking at high risk activities to minimise the potential for accidents and the need for staff to assist children\students</p>			
R10	Emotional distress of the staff - including anxiety	Staff	<p>1. At least one SLT member of staff on site every day for staff to share concerns with</p> <p>2. Staff to be including with the decision making, risk assessments</p> <p>3. Review staff work and rest rooms to ensure social distancing can be achieved</p> <p>4. Have details of counselling available</p> <p style="padding-left: 20px;">a. make details of counselling available to staff e.g. NOSS</p> <p style="padding-left: 20px;">b. share other contacts/sources of information such as MIND</p> <p>5. Open door policy</p> <p>6. Appoint mental health first aiders to support staff</p> <p>7. Regular briefings to discuss phased returns and changes to processes. Consultation with staff to address concerns</p> <p>8. Review staff work and rest rooms to ensure social distancing can be adhered to</p> <p style="padding-left: 20px;">a. staff should be provided with an allocated space such as staff room or alternative rooms where they can go for break times. A safe space for staff to relax and rest between sessions should be made available</p> <p style="padding-left: 20px;">b. staff break and lunchtimes must be rotated into the school day</p>	4	2	8

	Emotional distress of the pupils	Pupils	<p>9. Referral to Occupational Health for clarity on circumstances someone in school should be working under depending on health</p> <p>10. Staff to have access to a designated member of staff to address concerns with. Where possible work place adaptations should be considered to support staff member</p> <p>11. Mental health, including anxiety is a recognised medical health need and should be treated in the same way as other medical needs by seeking additional information and working with staff member to ensure risks are reduced.</p> <p>1. Pupils to be supported by staff</p> <p>2. Look at ways of being able to support a child if in need of comfort.</p> <p>3. SEN pupils - review assessments to be able to further assist pupils who will not understand the changes</p>	4	2	8
R11	Transport arrangements	Staff Pupils Parents Transport Agents	<p>Staff, parents and children:</p> <p>1. Encourage staff, parents, children and young people to walk or cycle to their work/education setting where possible making sure schools, parents and young people follow the Coronavirus (COVID-19): safer travel guidance for passengers when planning their travel</p> <p>2. Transport arrangements cater for any changes to start and finish times</p> <p>3. Transport providers do not work if they or a member of their household are displaying any symptoms of coronavirus</p>	4	2	8

		<p>4. Transport providers, as far as possible, follow hygiene rules and try to keep distance from their passengers</p> <p>5. Appropriate actions in place to reduce risk if hygiene rules and social distancing is not possible, for example when transporting children and young people with complex needs who need support to access the vehicle or fasten seatbelts</p> <p>6. School Minibus: Max 4 capacity, cordon off seats and eliminate face-to-face seating</p> <p>7. Communication: revised travel plans communicated clearly to contractors, local authorities and parents where appropriate (for instance, to agree pick-up and drop-off times)</p> <p>8. Minimising unnecessary contact with staff and delivery staff for example non-contact deliveries where the nature of the product allows for use of electronic pre-booking</p> <p>9. Ordering larger quantities of inbound materials less often to reduce deliveries</p> <p>10. Where possible and safe, having single employees load or unload vehicles</p> <p>11. Where possible, using the same pairs of people for loads where more than one is needed</p> <p>12. Encouraging drivers to stay in their vehicles where this does not compromise their safety and existing safe working practice, such as preventing drive-always</p> <p>13. Cleaning procedures for equipment, tools and vehicles after each shift and after each use of shared equipment, for</p>			
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			<p>example pallet trucks and trolleys</p> <p>14. Nearby supply of hand sanitiser for employees to use handling deliveries when handwashing is not practical</p> <p>15. Regular cleaning of reusable delivery boxes</p>	-	-	
R12	Use of Car park for cars, and other forms of transport	Staff Pupils Parents Wider Community	<p>1. Stagger arrival times</p> <p>2. Use of bikes, revise the siting of bikes and stagger times of arrival and maybe dedicate different area to secure bikes</p>	4	2	8