



COVID- 19 – Interim Safeguarding Guidance

Addendum to Learn@ MAT’s Safeguarding/Child Protection Policy

This document has been developed to reflect changes in practice as a result of the COVID -19 (Coronavirus) outbreak on a local level. Elements of the document have been amended to reflect local arrangements within Learn@ MAT.

It is important that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

Setting Name: [Name] Academy
Policy owner: [Name], Headteacher
Date: 6th April 2020
Date shared with staff: 6th April 2020

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Background

This guidance has been developed to consider and reflect changes in line with government guidance and local arrangements as a result of the COVID-19 pandemic.

This guidance is relevant to all settings within Learn@ MAT.

Should reflect statutory guidance Keeping Children Safe in Education (KCSIE) 2019 and settings should continue to have regard to their legislative duty.

The government is preparing legislation to suspend or modify some requirements of schools to enable them to focus on the new arrangements. Schools should focus on safeguarding duties as a priority. Where schools and trusts have concerns about the impact of staff absence – such as their Designated Safeguarding Lead (DSL) or first aiders – they should discuss immediately with the trust ([Coronavirus \(COVID-19\): school closures](#)).

A full list of up to date government guidance around education settings can be found here - [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#).

What staff and volunteers should do if they have any concerns about a learner

The way Learn@ MAT is currently operating in response to concerns about the welfare of a learner, during the COVID – 19 outbreak, is fundamentally the same:

- With regard to safeguarding, the best interests of learners must always continue to come first.
- If anyone in Learn@ MAT has a safeguarding concern about any learner they should continue to act immediately.
- A DSL or deputy DSL should be available.
- It is essential that unsuitable people are not allowed to enter the children’s workforce and/or gain access to learners.
- Learners should continue to be protected when they are online.

It would be advantageous that staff and volunteers to remind themselves of what they need to look out for by reading [Part 1 of KCSIE 2019](#).

Raising a concern:

All staff and volunteers should read the next section regarding the Designated Safeguarding Lead (and deputies) to know who to speak to if you have identified a concern. You should follow the usual reporting mechanisms if you continue to work in your normal place of work.

As a mechanism to support safeguarding processes, temporary ‘cause for concern’ sheets are available for any new or temporary staff/volunteers who have been redeployed (or if you are supporting a learner who does not ordinarily attend your setting). A template is available from [Record Keeping Guidance for Pupil Safeguarding/ Child Protection Files \(KBSP\)](#)

The 'cause for concern' sheets will be scanned on to the learner's Safeguarding/Child Protection File by the DSL/Deputy DSL or sent to the DSL at the learner's original setting if they have been offered a temporary placement.

All staff and volunteers should act immediately to respond to a safeguarding concern. If a DSL or Deputy DSL is not available for advice, all staff should be aware of the role of the following teams in emergency situations:

| | |
|---|---|
| <p>If a child is at immediate risk call the POLICE</p> | <p>The POLICE 999</p> |
| <p>To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call First Response</p> | <p>FIRST RESPONSE 0117 9036444 (Out of Hours Emergency Duty Team 01454 615 165)</p> |
| <p>To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental/carer consent).</p> | <p>FIRST RESPONSE Online form https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response</p> |
| <p>To raise concerns and ask for advice about radicalisation (also contact First Response).</p> | <p>PREVENT DUTY 01278 647466 PreventSW@avonandsomerset.police.uk</p> |
| <p>For advice and guidance about whether to make a referral.</p> | <p>Families in Focus (N) 0117 3521499 Families in Focus (E/C) 0117 3576460 Families in Focus (S) 0117 9037770</p> |

Make sure there is a record of your actions, who you spoke to and what the agreed plan of action was. Notify the setting's DSL/Deputy DSL as soon as possible.

Designated Safeguarding Lead (DSL) (and Deputy) arrangements

All staff and volunteers need to know who the Designated Safeguarding Lead (DSL) and Deputy DSLs are in the setting.

- It is optimum practice to have a DSL/Deputy DSL on site at all times.
- If the DSL/ Deputy DSL is working from home they will be contactable by phone. These contact details have been made accessible to all at each setting within Learn@ MAT.
- It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). For the period COVID-19 measures are in place, a DSL (or Deputy DSL) who has been trained will continue to be classed as a trained DSL (or Deputy DSL) even if they miss their refresher training.
- The [Education Safeguarding Contacts Poster](#) has been made accessible by displaying it in spaces that are being used by staff and volunteers.

In the event that the DSL / Deputy DSL for a specific setting is not at work and uncontactable, Learn@ MAT has a contingency plan. This plan involves working in partnership, as part of a cluster, as follows:

| Partner/ cluster DSL/ Deputy DSL contacts during COVID 19 pandemic. | | |
|---|------------------------|---|
| Name | Title/ Name of setting | Contact details (Telephone, out of office telephone, email) |
| Peter Evans | CEO Learn@ MAT | 0117 244 9746 |
| | | Peter.Evans@learnmat.uk |

Learn@ MAT will notify the safeguardingineducationteam@bristol.gov.uk, or the appropriate safeguarding time for the Local Authority of the child, if a change in DSL/Deputy has been made. This is to ensure the LA can support Learn@ MAT with the continuity around safeguarding learners.

Cluster working

Arrangements are likely to be fluid and require flexibility. This could include recruitment/ redeployment of teaching/ support staff or supporting students from a partner setting, including across Learn@ MAT. There are some basic considerations that Learn@ MAT will take to ensure compliance with statutory guidance:

When working in partnership with other settings, including those settings within Learn@ MAT, we will consider the following principles:

Children moving schools and colleges:

- If the vulnerable learner is on roll at an academy/ALP within Learn@ MAT, the DSL/ Deputy DSL/SENCO/ or appropriate staff will share relevant safeguarding information with relevant staff at the temporary setting to ensure that their welfare and safety is promoted.
- When a safeguarding concern is identified in either setting, there are clear processes in place to share this information and agreement about what actions are to be taken by which staff and where this is recorded. This sharing of information should be undertaken by the DSL/Deputy DSL – however if not, a member of the Senior Leadership Team (SLT) will take responsibility. Learn@ MAT will also liaise with relevant lead professionals (social care/ the HOPE virtual school).
- If the vulnerable learner has temporarily moved setting, key professionals are informed.
- As a minimum the information shared will include the learner’s risk assessment and any other key plans/ documents (where applicable) such as the; vulnerable child’s EHC plan, child in need plan, child protection plan and contact details for the Social Worker or, for Children in Care, their personal education plan should be included. If transport is a barrier for learners with a Social Worker, travel arrangements will be considered in consultation with key professionals including the Social Worker (where applicable) and parents.
- Safeguarding Police notifications are retained at each relevant setting within Learn@ MAT, but knowledge of the notification and some content may be verbally shared, on a need to

know basis, with any alternative settings to promote the student's safety and welfare. Information about who this information is shared with will be recorded on the child's safeguarding file as part of the notification action plan.

Movement of staff

- If a member of staff has been redeployed, the DSL will consider the need for safeguarding training. As a minimum they will have a copy of Learn@ MAT's child protection/safeguarding policy and confirmation of local processes, and DSL arrangements.
- Learn@ MAT will ensure appropriate checks have been made against that member of staff.
- For those who already hold an Enhanced DBS check, there is no expectation that a new DBS check should be obtained if that member of the workforce temporarily moves to another school or college. Learn@ MAT will seek assurance from the current employer rather than requiring new checks. This will be recorded on the Single Central Record.
- If the member of staff is filling in duties to support with First Aid or DSL cover, that member of staff will sign to say that they have read the setting's code of conduct to enable access to relevant recording platforms (First Aid book, CPOMS, other relevant files). This will be recorded on the Single Central Record.

Recruitment of new staff/volunteers

- Where new staff are recruited, or new volunteers enter Learn@ MAT, they will be provided with a safeguarding induction. This will include reading the up to date Child Protection/Safeguarding Policy and [part 1 of KCSIE 2019](#).
- Where Learn@ MAT is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in [s.167 to s.172 of KCSIE 2019](#).
- If the new member of staff or volunteer requires a new [DBS check – there has been new guidance issued](#), ID documents will be viewed over video link and scanned images will be used in advance of the DBS check being submitted.

Further advice is available from the [Safeguarding in Education Team](#) if needed.

First Aid cover:

Learn@ MAT has considered additional measures to cover first aid, these may include:

- Online training may be considered where face to face training is unavailable.
- Working within a cluster to ensure a trained First Aider will be onsite.
- All staff are reminded of Learn@ MAT's procedures in responding, recording and reporting health and safety incidents. First Aid incidents will continue to be recorded and reported as per Learn@ MAT's policy. In an emergency staff and volunteers are reminded that they can call '111' or '999' if they are worried or concerned. Parents/Carers will be notified at the earliest convenience if there is a medical/health incident.
- Where a learner requires the administration of medication an individual risk assessment has been undertaken and this is regularly reviewed.

| First Aid Cover during COVID 19 pandemic. | | |
|---|------------------------|---|
| Name | Title/ Name of setting | Contact details (Telephone, out of office telephone, email) |
| Peter Evans | CEO Learn@ MAT | 0117 244 9746 |
| | | Peter.Evans@learnmat.uk |

Local updates

In line with our statutory duties we will offer support for families at a universal level wherever possible. This will be informed by updates from the [Local Authority Education and Skills Directorate](#) and the [Keeping Bristol Safe Partnership](#) and shared with staff as appropriate.

Supporting vulnerable learners (including in the event that the setting is closed)

Learn@ MAT has a legal responsibility to promote the safety and wellbeing of the learners who are on our roll including those who are attending on a temporary basis through cluster or partnership arrangements.

Identifying vulnerable learners

- Learn@ MAT has a vulnerable learner list which includes the following cohorts in line with latest government advice [Coronavirus \(COVID-19\): guidance on vulnerable children and young people](#).
- Those who have a social worker (those on Child Protection Plans, Child in Need and Children in Care) and those with Education Health and Care Plans (EHCPs). There has been guidance published from the government: Learn@ MAT has included those learners who have been referred to children's social care but not yet appointed a social worker, or those students who would benefit from early help support (This should reflect s.18 of [KCSIE 2019](#). P6 +7).
- Those learners who you have received police notifications about.
- Those learners who have [mental health](#) needs.
- Eligibility for free school meals should not, in or of itself, be a determining factor in assessing vulnerability.

Learn@ MAT has assessed learners based on existing knowledge of vulnerability and current circumstances using a Red/Amber/Green (RAG) rating system to ensure we are able to prioritise our resources for the most in need. This will be reviewed on a regular basis.

Assessing, reviewing and taking action.

Learn@ MAT will take proportionate action to support our learners and those who may attend on a temporary basis from other settings, including those from within Learn@ MAT. There will be particular learners who are more vulnerable during the COVID-19 outbreak and it is important that they are identified and regularly reviewed.

Those with social workers/case coordinators

- For those who have social workers Learn@ MAT will work in partnership with the social worker/case coordinator (with parents and carers). Where it is unclear who the allocated worker is, [Families in Focus](#) will be contacted.
- For Children in Care Learn@ MAT will also liaise with the [Hope Virtual School](#) for the appropriate Local Authority for the child
- There is an expectation that vulnerable students who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at severe risk.
- In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Learn@ MAT will explore the reasons for this, directly with the parent/carer.
- Where parents/carers are concerned about the risk of the child contracting the virus, Learn@ MAT or social worker will explore these anxieties with the parent/carer following the advice set out by Public Health England.
- Through a continuous review process and in conjunction with the Social Worker Learn@ MAT will encourage learners to attend. Social workers will remain in contact with vulnerable learners and families, including remotely if needed.
- Learn@ MAT and social workers will agree with families whether Children in Need should be attending.
- Learn@ MAT will follow up on any learner that they were expecting to attend but does not, in line with our attendance procedures. (see [Attendance](#) for more information)
- To support the above, Learn@ MAT will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.
- In all circumstances where a vulnerable learner does not take up their place within Learn@ MAT, or the temporary place discontinues, Learn@ MAT will notify their social worker.

Those with EHCPs or who have an EHCP request pending

Those with an EHC plan (or plan pending) will be risk-assessed by Learn@ MAT in consultation with the local authority and parents, to decide whether they need to continue to be offered a place within Learn@ MAT in order to meet their needs, or whether these can be safely met at home. Please click here for the [EHCP risk assessment](#) and send completed assessments to sen@bristolgov.uk, or the appropriate Local Authority for the child

Learn@ MAT will need to consider a number of different risks, reflected in the risk assessment for each individual (where applicable), including:

- The potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required.
- The risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting

- The ability of the individual’s parents or home to ensure their health and care needs can be met safely
- The potential impact to the individual’s wellbeing of changes to routine or the way in which provision is delivered.

It is expected most children and young people with EHC plans will fall into the following categories:

1. Children and young people who would be at significant risk if their education, health and care provision and placement did not continue, namely those who could not safely be supported at home. This may include those with profound and multiple learning difficulties, and those receiving significant levels of personal care support. Local authorities will need to work with the individual’s educational setting – especially residential special schools and specialist colleges – as well as local health partners, to ensure they are able to remain open wherever possible. This may mean deploying staff from other education settings, to keep staffing ratios safe
2. Children and young people whose needs can be met at home, namely those who are not receiving personal care from their educational setting, or whose limited need for personal care can be met in their family home.

Taking proportionate action:

If the setting is open for children of Key Workers, those who have EHCPs (or pending), those with social workers (including children in care) **we will take all measures not to exclude** those identified as vulnerable learners (eligible for early help under s.18 of KCSIE 2019. P6 +7).

Learn@ MAT will be flexible around this cohort to be part of a reduced school offer. This will be dependent on each setting’s capacity and agreement with the family.

If they cannot attend (e.g. setting has closed fully)/will not attend then the setting will consider taking action in line with the table below (this can form part of a review of your initial RAG rating of vulnerable learners and risk assessments):

| | |
|--------------|--|
| RED | <ul style="list-style-type: none"> - Ensure the setting has liaised with involved agencies – consider reviewing support/care plans with the social worker/case coordinator/Hope Virtual School. - Schedule and prioritise check ins/ home visits. - Ensure clear methods of communication established for learners and families and the setting by phone or email. - Consider supporting with referrals to 3rd sector support/youth work/mentoring. |
| AMBER | <ul style="list-style-type: none"> - Check in when required. Agree who does this with the social worker/case coordinator if the case is open. - Clear methods of communication established for learners and families and the setting by phone or email. - Send information for self-referral support if required (click here for some shared resources). |
| GREEN | <ul style="list-style-type: none"> - Monitor with check ins from universal teaching staff. |

- | |
|---|
| - Send information for self-referral support if required (click here for some shared resources). |
|---|

The setting will follow:

- hints and tips of how to have supportive conversations in accordance with APPENDIX A
- Public Health/NHS guidance for those who will be self-isolating/ displaying symptoms, (or for those who are living with those anyone displaying symptoms).
- Public Health/NHS guidance around social distancing if conducting a home visit and complete a risk assessment around whether personal protective equipment may be required.

SETTING may consider supporting vulnerable students by arranging an alternative placement through the Learn@ MAT Central ALP. (Risk Assessment attached, Appendix E).

Attendance

See section [Assessing, reviewing and taking action](#) for expectations around attendance.

During this period, settings do not need to take an attendance register. For administrative purposes Code # (planned whole or partial closure) will be used. Each setting within Learn@ MAT will submit a short daily return to the DfE ([COVID-19: attendance recording for educational settings](#)), reporting whether we are open and how many learners and staff are in school. This will generate a record of attendance for safeguarding purposes and provide accurate, up to date data to the government. This will also help DfE to track capacity in the system, enabling the department to feed into wider tracking of the impact of the virus to support scientific advice.

APPENDIX B - procedures if a child with a Child in Need or Child Protection plan does not attend.

APPENDIX C- procedures if a Child in Care does not attend.

Identifying and responding to peer on peer abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. Some types of Peer on Peer abuse are identified through [s. 27 of KCSIE 2019](#).

Whilst many of the forms of physical harm will be reduced through social distancing, for some vulnerable learners, they may still be at risk of this. It is likely that there is a risk of peer on peer harm occurring more frequently online.

Learn@ MAT will continue to educate and provide support for learners who maybe experiencing peer on peer abuse. Learners are likely to continue to seek support from trusted adults such as teachers, pastoral staff as well as parents.

Learn@ MAT will continue to play a role in taking proportionate action to support the wellbeing of learners online, in line with Part 5 of KCSIE 2019.

Keeping safe online

Whilst social distancing measures are in place it is important that settings consider utilising technology to support students in a safe way. Staff will continue to look out for signs a child may be at risk. Any concerns should be reported as in section [What staff and volunteers should do if they have any concerns about a child](#).

- Staff will be reminded of the staff behaviour policy (s known as code of conduct for employees). The staff behaviour policy will amongst other things include acceptable use of technologies, staff pupil/learner relationships and communication including the use of social media. The policy will apply equally to any existing or new online and distance learning arrangements which are introduced.
- Learn@ MAT will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Learn@ MAT will complete/review a [Data Protection Impact Assessment](#) when planning to use virtual learning opportunities.

Virtual learning:

Recently published guidance from the [UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) , can help plan online lessons and/or activities safely. Staff within Learn@ MAT will take into account these steps when considering virtual learning.

Using social media to communicate with learners at home:

It is **strongly advised staff and volunteers do not use social media platforms** to communicate with students at home. It is unlikely that the safety and welfare of the child will be compromised enough to warrant its usage without the need to notify the police or social care in these cases.

See Appendix A for hints and tips around communicating with learners at home.

What to do if you have concerns about a staff member or volunteer who may pose a safeguarding risk to learners

Any concerns about the conduct of staff/ volunteers should be raised with the Head Teacher/Acting Head Teacher/CEO. In the event that the concern is regarding the Head Teacher concerns should be raised to the Chair of Academy Councillor. The LADO will be contacted before any form of investigation commences.

Learn@ MAT will continue to follow our legal duty to refer to the Disclosure and Baring Service anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at [s.163 of KCSIE 2019](#) and will continue to operate work under Part 4 of KCISE 2019.

Appendix A

Check-ins/Monitoring welfare of vulnerable learners- hints and tips- (delete as appropriate)

Key Activities:

- Learn@ MAT has set up a school professional email for the safeguarding team to jointly access. This has been provided to families and young people to enable them to liaise with us if they require help and support.
- A script has been written to be used by staff when checking in with families to ensure a consistency of approach
- Staff will continue to act in accordance with Learn@ MAT's code of conduct. Learn@ MAT will continue to monitor wellbeing via phone call, email or conducting a home visit (following public health social distancing protocols).
- Staff will only use Learn@ MAT accounts to communicate via email or online platforms, never personal/ private accounts.
- If a member of staff does need to use their own personal device they will ensure any phone calls are made from a blocked number so personal contact details are not visible.

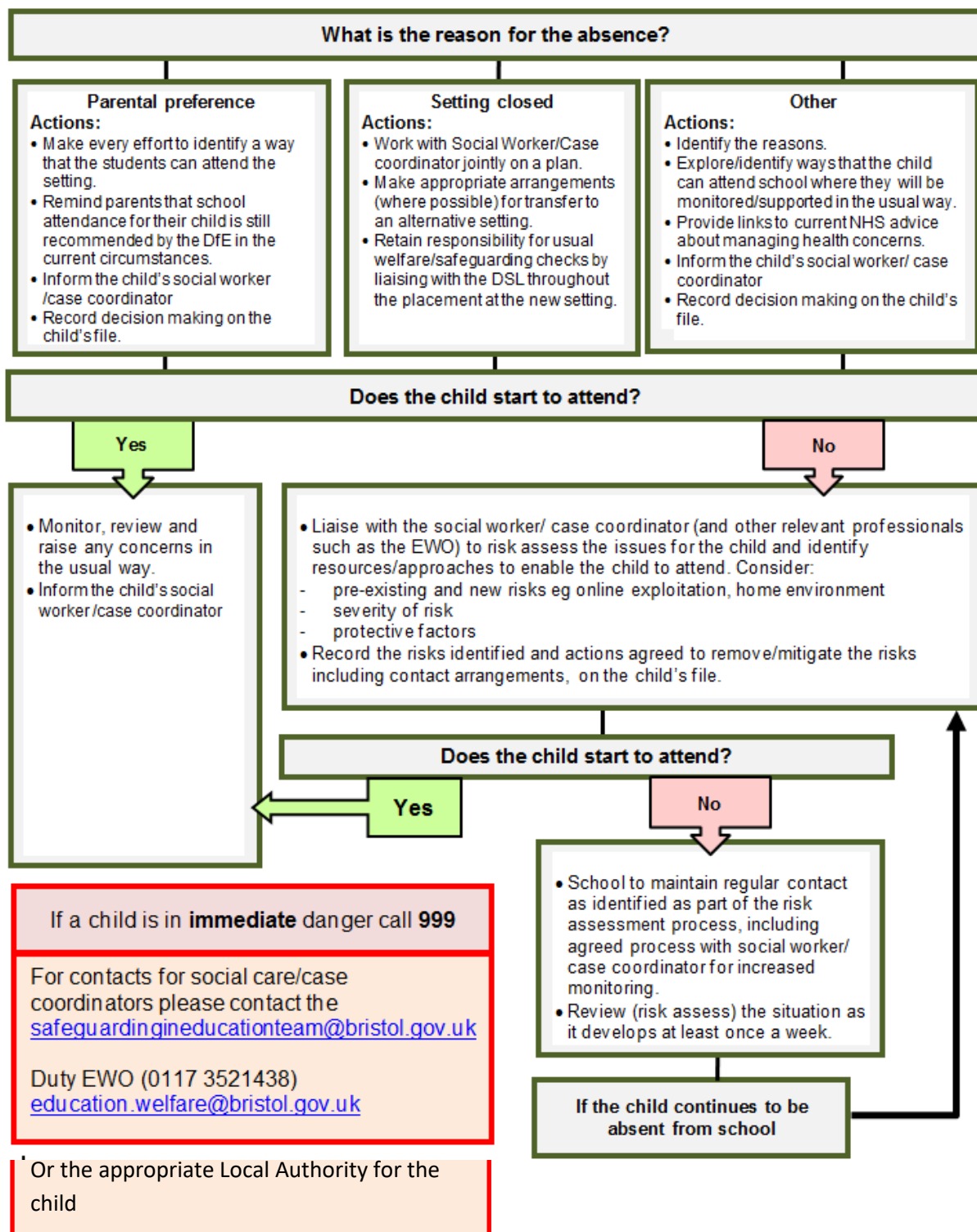
Arranging contact:

- Learn@ MAT will liaise with the social worker/ Case Co-ordinator or other key professional if one is involved and contact arrangements are agreed as part of plan.
- Learn@ MAT will continue to be open with all families of learners that you may need to check in with from time to time to **offer support** and **educational provision** during this difficult time. This maybe a member of the safeguarding team or their class teacher.
- Learn@ MAT will pre-warn families where possible of contact (for example, by text) – when to expect a call, whether calls are likely to be from a withheld number. This will be supportive call asking how they are and how they are coping.

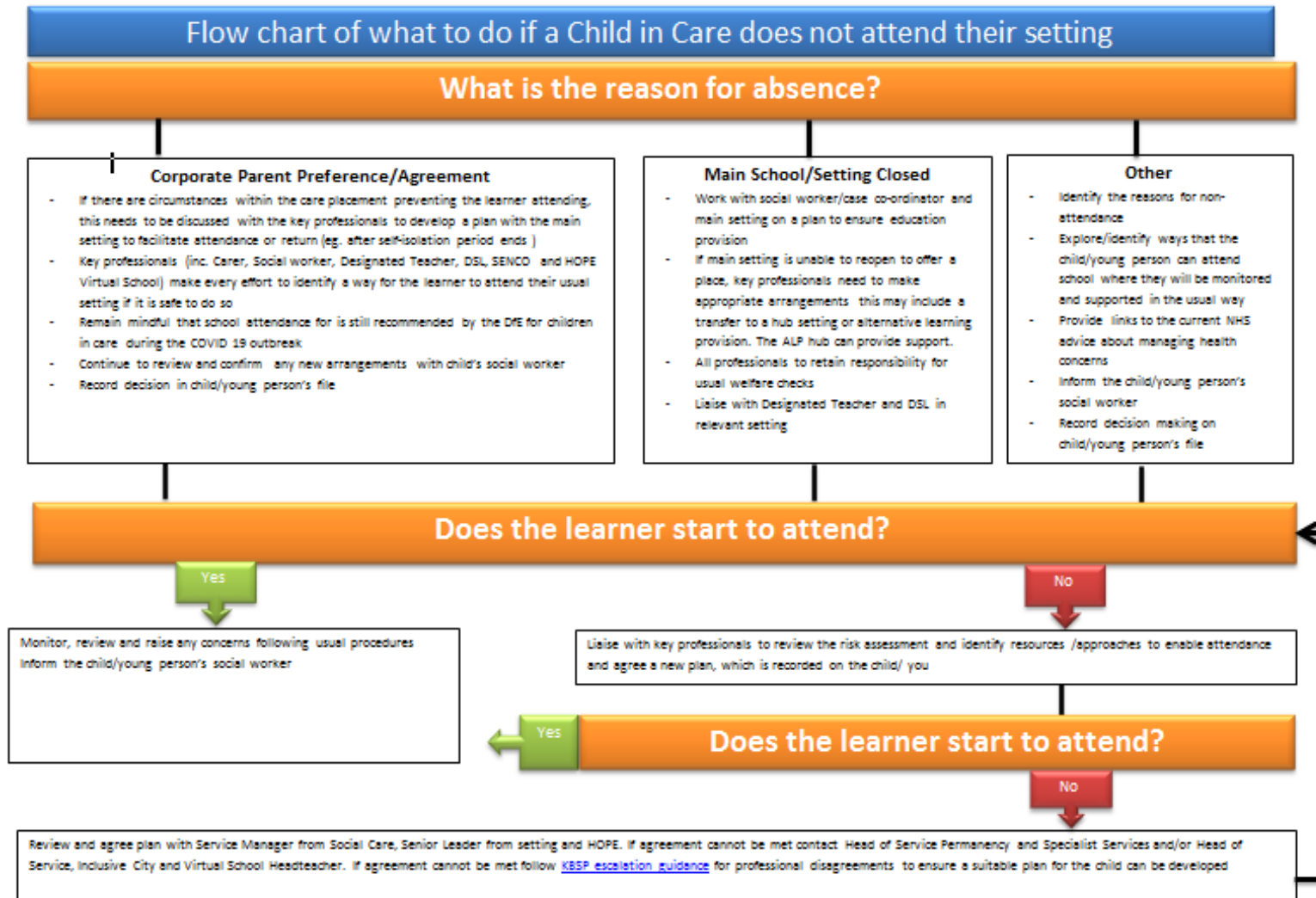
In circumstances where there are concerns about a learner staff in Learn@ MAT will take into account the following:

- Be mindful of the rule of proportionality – does this need to occur? Can you balance this with the Family/Child's Article 8 rights – Right to a private life?
- Consider whether seeing the child is required? If so – what has been agreed by the social worker/case coordinator?
- Consider whether how your interaction will be interpreted by the family and evaluate your approach.
- Avoid using video-conferencing for the purposes of 'checking-in'. If no social worker and still vulnerable -consider obtaining advice from the Locality Families in Focus teams.

Appendix B – Flow chart of what to do if a learner with a social worker does not attend the named setting.



Appendix C



Appendix D – Resources:

Please see the [Safeguarding in Education Team](#) web page for a range of resources.



Appendix E

Risk Assessment: Learn@ MAT for COVID-19

Section 1

| | | |
|---|--|---|
| MAT/Establishment/Section/Team: Knowle DGE Academy Lansdown Park St Matthias Notton House | Date of Assessment: 30.03.20 | Review date: On going (Complete once the action plan section below is addressed) |
| Assessed by: Please note all those involved should sign up to this assessment. Print below: NAME: 1. P.Evans 2.D.Ewings 3.N.Lee-Wells 4. A.Morrison 5. M. Reysenn etc | DATE: 30/03/20 | Staff signatures: 1. D.Ewings 2. 3. etc I/We have read and understood this RA and our role in its implementation. |

BACKGROUND AND CONTEXT:

Learn@ MAT run 4 separate Academies, 2 are special schools and 2 are Alternative Provisions.

We are being asked as part of the Governments strategy to support the NHS and limit social groupings and interactions to close the school where safe and appropriate for our pupils, but to also support the additional needs of those with EHCP's and/or the most

vulnerable students. This is a significant proportion of our Academies school population so puts greater responsibility on the Academies to maintain some regular daily education where it can.

All staffing requirements are higher in specialist settings such as our Academies and most young people have an EHCP. If and when staffing reduces due to staff need to self-isolate or take care of household members in the vulnerable groups as outlined by the Government, this puts more pressure on the safe pupil numbers any one of our Academies can maintain on site. This point is exemplified by the need to follow social distancing rules enforced by the Government of 2m sq.

The vast proportion of our pupils families chose to keep their children at home and as numbers fell in our Academies in the week beginning 23rd March to single figures it made more sense to work from one site and share the staffing available to teach the few pupils attending school. We now operate just one base, at our central provision, Meriton Street, Bristol for all our day pupils. This base has enough rooms and spaces to safely maintain schooling and lunches for up to 10 young people. If this number rises over 10 the CEO and colleague Head Teachers may decide to open a further site to maintain social distancing and the safest working conditions for staff as well as young people. Parents and families will be up dated weekly by the central office.

Section 2

| What is the Task/Activity or Environment you are assessing? | What Hazards are present or may be generated? Look at the activity, processes or substances used that could cause harm to health or injury. Use a row for each one identified | Who is affected or exposed to hazards? (Staff Students Visitors Contractors Etc.) | What Severity of Harm can reasonably be expected? (See Definitions Table 1) | What Precautions (Existing Controls) are already in place to either Eliminate or Reduce the risk of an accident happening? | What Likelihood is there of an accident occurring? (See Definitions Table 1) | What is the Risk Rating ? (See Risk Rating Matrix Table 2) |
|--|---|--|---|---|--|--|
| When adding controls into the central controls' column, including any cross referencing to other documents that include 'control measures', please number them. You can use relevant numbers as you proceed rather than be repetitive with text. | | | | | | |
| PART 1: Business on site during the school closure period (from 23 March 2020) | | | | | | |
| To continue to deliver school based education during the | Spread of the virus within the establishment Contact with infected persons | All | For the vulnerable Fatal/Major To | MINIMIZE THE POSSIBILITY OF INFECTING OTHERS. 1.Those affected must follow government guidance as follows (20/03/20): | Medium | High (Item 1) |

| | | | | | | |
|-------------------------------|--|--|--|--|--|--|
| <p>pandemic of COVID - 19</p> | | | <p>Minor for the younger and fit and well.</p> | <p>Those who feel unwell should stay at home and should not attend work or any education or childcare setting.</p> <p>If they are a single person alone they will self-isolate for 7 days before being able to re-engage more normally.</p> <p>If they are a person in a household they will self-isolate for 7 days before being able to re-engage more normally. Those in the household will self-isolate for 14 days. If they become symptomatic during this time and 7days passes, it is possible for them to reengage before 14 days expires.</p> <p>Comply with the current national advice regarding self-isolation and contacting NHS 111 to own staff and all others including pupils and their families.</p> <p>2. Know of staff and pupils most at risk due to their health conditions such as asthma, other lung conditions, heart disease, etc, and promote self-isolation.</p> <p>Those recognised as vulnerable should be given the opportunity to work from home and liaise with their line manager via phone or internet. This section includes pregnant female staff.</p> <p>Those who are immediate carers for new born, elderly parents (over 70 years) or dependants with medical conditions highlighted on the Government guidance as at risk should be given the opportunity to work from home, and liaise with their line manager via phone or internet.</p> <p>3. All staff who are not involved in providing education or personal care for young people</p> | | |
|-------------------------------|--|--|--|--|--|--|

| | | | | | |
|--|--|--|---|--|--|
| | | | <p>during the pandemic period should be given the opportunity to work at home, and liaise with their line manager via phone or internet.</p> <p>4 Test all people coming onto site for high temperature (forehead test kit)</p> <p>5. All attendees to adhere to the Government guidance on social distancing throughout the working day:</p> <p>Pupils to be 2m away from each other as far as possible. Potentially achieved through small class sizes, working at separate desks etc.</p> <p>Avoid mass groupings of pupils eg: sitting on carpet together, assemblies, some sports and playground games.</p> <p>Avoid lunch queue – use 2m markers etc</p> <p>Pupils to be spread out at lunch tables – reduce numbers sitting in the same area.</p> <p>All staff to follow guidance re social distancing in staffroom etc.</p> <p>6. Hygiene advice and procedures in place:</p> <p>The current guidance poster is on display in multiple locations around our premises.</p> <p>Complying with the national Catch It, Bin It, kill it campaign with the essential hand washing message using with warm water and soap for at least 20 seconds.</p> <p>Opportunities available for pupils, students, staff and visitors to wash their hands:</p> <ul style="list-style-type: none"> • on arrival at school • after using the toilet | | |
|--|--|--|---|--|--|

| | | | | | | |
|--|-----------------------------|--|---|--|--------|---------------|
| | | | | <ul style="list-style-type: none"> • after breaks and sporting activities • before food preparation • before eating any food, including snacks • before leaving school • after sneezing/coughing. <p>This is particularly important after taking public transport.</p> <p>Adequate supplies of soap and the ability to dry hands effectively secured and provided in our private and public facilities.</p> <p>Pursue as far as reasonably practical an information and alert self help each other on resisting face/nose/ears touching.</p> <p>Adequate supplies of tissues secured and provided, while encouraging all to have and use their own.</p> <p>Providing waste receptacles with covers to contain potential airborne spread.</p> <p>Provide sanitisers at entry and exit of the building and in all communal and social spaces, as well as toilets and food distribution areas.</p> | | |
| | Symptoms identified on site | | <p>For the vulnerable Fatal/Major</p> <p>To Minor for the younger and fit and well.</p> | <p>7. Identification and response to anyone showing symptoms of COVID – 19:</p> <p>A procedure is in place to ask person/pupil to leave by the nearest external door and if needed wait in isolation in a well-ventilated space for pick up.</p> <p>Deep clean the buildings, taking into account the capacity of our cleaning support, their risk assessment including training of the team</p> | Medium | High (Item 2) |

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| | | | | <p>and the 3-day period before deployed. See a part specification at the appendix.</p> <p>Take into account DfE advice for schools on seeking permission to close from Public Health England and any timescale. Otherwise close.</p> <p>8. Minimizing potentially contaminated areas:</p> <p>Deep clean the buildings, taking into account the capacity of our cleaning support, their risk assessment including training of the team and the 3-day period before deployed. See a part specification at the appendix.</p> <p>Take into account DfE advice for schools on seeking permission to close from Public Health England and any timescale. Otherwise close.</p> | | |
| | <p>Inappropriate use of hand sanitisers:</p> <p>ingestion of sanitiser</p> <p>Allergic reaction</p> <p>Contact with the eyes</p> | All | Serious | <p>Providing/allowing the use of hand sanitisers that contain at least 60% alcohol.</p> <p>Recognising it is not possible to follow the hand wash advice everywhere, a hand sanitiser is next best and unless there's some allergy, and depending on the age of say pupils, they could use their own/ours under supervision through to it being 'dispensed' so the young, or over enthusiastic don't get carried away.</p> <p>Obtain the Safety Data Sheet for the product(s) (easy to obtain from your supplier). They will advise on action to be followed if the sanitiser is not used as designed i.e.: a child drinks some; it gets in eyes etc.</p> <p>This will also help with potential reactions to the product.</p> | Low | Low |

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| | | | | Secure adequate supplies of the product and provide, especially in areas such as reception to the building(s). We will not make our own. | | |
| | Failure to complete compliance checks renders the building unfit for use. | All | Major to Minor | Existing systems will be maintained to ensure all necessary checks from the day to day to the annual visits that may be due, eg, to check items like gas safety, etc, will continue and be actively managed and monitored. | Low | Low |
| PART 2: Provision for pupils/ students during the school closure period (from 23 March 2020) | | | | | | |
| Preventing the spread of the virus Adherence to social distancing guidance at drop off/pick up times | Inadequate arrangements for 'social distancing eg: 2m separation. Lead to spread of virus | All | Serious | Make arrangements so that those dropping/collecting pupils do not gather in an enclosed space or in close proximity eg: at school gates. Possibility of staggering beginning/end of the school day. If queuing is required eg: for signing pupils in and out or providing free school meals for collection, provide 2m markers. All people to sanitise their hands at reception before entering the main building, and on all subsequent exit and re-entries. Maintain safe working numbers on site that gives all people a personal space of at least 5 meters in any given work room. | Medium | Medium (Item 1) |
| Adherence to social distancing guidance | Inadequate separation leads to spread of virus | All | Serious | Pupils to be 2m away from each other as far as possible. Potentially achieved through | Low | Low |

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| during the school day | | | | <p>small class sizes, working at separate desks etc.</p> <p>Maintain safe working numbers on site that gives all people a personal space of at least 5 meters in any given work room.</p> <p>Avoid mass groupings of pupils eg: sitting on carpet together, assemblies, some sports and playground games.</p> <p>Avoid lunch queue – use 2m markers etc</p> <p>Pupils to be spread out at lunch tables – reduce numbers sitting in the same area. Separate sittings will be introduced.</p> <p>Staff to follow guidance re social distancing in staffroom etc.</p> | | |
| Staffing the provision | Inadequate staffing to ensure the safety of pupils/ students attending the provision. | All | Serious | <p>Staffing levels will take into consideration the greatest number of pupils/students attending the provision. This will include back up arrangements if core staff required to run the provision are unable to attend on any day.</p> <p>As some of the pupils will present additional challenges and their individual risk assessment will identify a range of 'control measures' to address safety, these will need careful consideration against the staffing and skills available to see if safe provision can be achieved. This may apply to individuals/groups of individuals.</p> <p>Volunteers with enhanced DBS checks may be used if required. If this is the case, they will receive induction re: safeguarding and emergency arrangements.</p> | Low | Low |

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| | | | | <p>Contact details for all pupils/students are easily available if provision is required to close at short notice.</p> <p>Arrangements for catering to be considered on a daily basis.</p> | | |
| Arrival / departure of pupils/ students | Missing students/ pupils Students/ pupils collected by inappropriate adults | All | Serious | <p>Arrangements for entry to the site during the closure period explained to pupils/ students and their parents/carers.</p> <p>Register to be taken on arrival and to be available throughout the day. To be retained according to relevant Retention Schedule.</p> <p>Arrangements in place to follow up non-attendance of pupils/ students.</p> <p>Collection arrangements for individual pupils/ students to be recorded so that all staff running the provision are aware of those authorised to collect individual pupils.</p> <p>The interrelationship with before and after school clubs will be taken into account and enmeshed into our approach.</p> <p>Procedure in place for pupils absconding from site.</p> | Low | Low |
| Safeguarding of pupils/ students attending the provision | Safeguarding concerns not addressed potentially exposing pupil/ student to risk. | All | Serious | <p>School Safeguarding Policy to be followed at all times.</p> <p>Staff delivering provision have received Safeguarding Training</p> <p>Access to a DSL/Deputy DSL will be maintained. On site or by phone if not on site.</p> <p>All Safeguarding issues will be recoded on CPOMS as usual and DSL is expected to</p> | Low | Low |

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| | | | | maintain contact with Social Care teams to refer concerns or escalate issues. | | |
| Site Security | Normal security measures are compromised | All | Serious | Usual arrangements for site security (eg: controlled entry to the premises, locked gates etc will continue for all areas in use for the provision. | Low | Low |
| Provision of First Aid | Inadequate first aid treatment exacerbates injury or pre-existing conditions. | All | Serious | First aid materials are available for use if required (potentially may need to be relocated to the rooms used for the provision). EYFS requirements require a Paediatric trained first aider to be present when EYFS pupils are on site. Staff running the provision have received some first aid training. | Low | Low |
| Administration of medication | Illness or injury to those unable to access medication. | All | Serious | School procedures for the administration of prescription and controlled medication will continue to apply. With some medications it may be necessary to ask a pupil(s) to stay away as we are unable to assist. Unless a parent/carer can come in at dose times. Pupils/ students requiring medication (including asthma inhalers) will be known to all staff delivering the provision. EHC Plans to be shared with all staff. Adrenaline Auto-injectors to be easily accessible. | Low | Low |
| Provision of food | Burns and scalds Allergic reaction to food provided or that pupils/ | All | Serious | Pupils/ students to be supervised during serving and consumption of all food. | Low | Low |

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| | students come into contact with. | | | <p>Pupils/ students may not access kitchens or food preparation areas.</p> <p>Staff to be aware of known food allergies of pupils/students attending the provision. They will ensure that catering staff (who may not be usual kitchen staff) are aware of those with special requirements.</p> <p>NB: Special care to be taken if school catering provision unavailable.</p> | | |
| Emergency arrangements | <p>Unnecessary distress</p> <p>Injury/ death if premises not evacuated safely in the event of a fire</p> | All | Serious | <p>Parents/ carers to be provided with a number that they can use to contact the provision in an emergency. (NB school office may be closed answer-phone is not sufficient).</p> <p>All staff to be aware of measures to take in event of an emergency evacuation. School grab bag to be available at the provision. Register must be taken out.</p> <p>Lockdown arrangement to be in place.</p> | Low | Low |
| Maintaining contact with pupils staying at home | Safeguarding concerns are not reported; pupil/ student is placed at risk. | All | Serious | <p>Concerns may become apparent during interaction in the community, online communication etc</p> <p>All school staff to be aware of arrangements in place for contact school DSL/ Deputies during the closure period.</p> | Low | Low |
| | E-Safety. Inappropriate staff contact with pupils/ students | Pupils | Minor to Serious | <p>School E-Safety Policies continue to apply. Staff must not make informal arrangements to contact students using their own phones/ devices etc.</p> <p>All staff in contact with families are known to those families prior to this emergency distance learning being put into effect.</p> <p>All families are provided with a complaint or line manager contact number if they are not</p> | Low | Low |

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| | | | | happy with the person designated by their Academy to be making regular checks. | | |
| | Injury or contamination of staff undertaking home visits. Vulnerable pupils/ students are 'missed' through lack of contact etc. | Visiting staff | Serious | Staff to follow government guidance on social distancing. Speak to families on the door step or through a window if they are self-isolating. A home visit will be carried out by 2 members of staff if the home is a known concern to the Local Authority. School Lone Working Procedures to be followed (including the maintenance of a school contact during the visit). Where the family is self-isolating ask that the child comes to the window so that they can be seen by professionals. If phoning families speak to the child as well. | Medium | Low |

Section 3 – ACTION PLAN

Instructions for completion

1. Any item that has a risk rating of Red or Amber in section 2 above - the right-hand risk rating column needs to be addressed in this action plan. When you have completed this section, then decide and complete the box on page 2 that confirms when you will review this whole assessment. When you then review the assessment: 1. clear the review date box and 2. Move all the controls in the action plan section up into the main section to show they are now incorporated into what you do. *Now reassess and see if you can decrease the risk rating conclusions?*
2. When an item can be removed altogether (e.g. a dangerous staircase is removed) it can be deleted from section 2 but there must be a historic evidence trail (see point 4)
3. Some items are so high hazard that they will never be reduced to a risk rating lower than Medium – these must be kept in the action plan but can be marked as addressed and all being done that is reasonably practicable.
4. The original document and any changes to the Risk Assessment, over time, need to be documented for record-keeping purposes. This is especially relevant in the event of any legal claims.

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|---|---|--|--|---|
| What is the Hazard you need to Control? (high or amber from the risk rating column above) | What Additional Precautions do you need to either eliminate or reduce the risk to an acceptable level. | Who is Responsible for implementing these controls? | When are these controls to be implemented (Date)? | When Were these controls implemented (Date)? |
|---|---|--|--|---|

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|----------------------|--|--|------------------------------|------------------------------|
| HIGH item 1 | <ul style="list-style-type: none"> • Minimise the number of students attending site to the most vulnerable and/or children of critical workers • Provide the smallest necessary staffing level to support those children • Enforce a strict hygiene regime for all people from entry to exit of site • Ensure all staff and children are regularly asked and checked for symptoms of the virus • Provide disposable gloves for all people to wear and regularly change when on site | CEO/Head Teacher or delegated Lead on site | 30 th March 2020 | 30 th March, 2020 |
| HIGH item 2 | <ul style="list-style-type: none"> • Ensure all staff are briefed on maintaining and regulating a 2 meters personal space throughout the day • Ensure a cleaner is on site throughout the day to maintain highest cleanliness levels throughout the site all day. Followed by a deep clean at the end of each day. | CEO/Head Teacher or delegated Lead on site | 30 th March, 2020 | 30 th March, 2020 |
| MEDIUM item 1 | <ul style="list-style-type: none"> • Review total numbers on site each day. If the number of pupils rises beyond 10 on the central site start to use other sites to break up numbers and maintain good spaces of individual working areas. • Provide sanitisers in all rooms. Provide tissues in all rooms. | CEO/Head Teacher or delegated Lead on site | 30 th March, 2020 | 30 th March, 2020 |

References: Describe what standards are being applied (such as HSE Approved code of practice or Design and technology association training course guidance etc.) other supporting material. This can of course include the MAT/Establishment's own policies and guidance. For major risk assessments notes of consultation or other discussion may also be useful.

1. The Department for Education Coronavirus helpline has been launched to answer questions about COVID-19 related to education. Staff, parents and young people can contact the helpline as follows: Phone: 0800 046 8687
2. Email: DfE.coronavirushelpline@education.gov.uk
3. Opening hours: 8am to 6pm (Monday to Friday)
4. No school should close in response to a suspected (or confirmed) COVID-19 case unless advised to do so by Public Health England.

5. Where to find the latest information:
 Updates on COVID-19: <https://www.gov.uk/coronavirus>
 Guidance for educational settings: <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>
 Travel advice for those travelling and living overseas: <https://www.gov.uk/guidance/travel-advice-novel-coronavirus>
6. The Poster: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/866771/Coronavirus_advice_for_education_settings_poster.pdf
7. Current copy of 'Guidance on Infection Control in Schools & other Child Care Settings' available from Public Health England: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/353953/Guidance_on_infection_control_in_schools_11_Sept.pdf and guidance followed
8. Public Health England advice on " heavy duty" cleaning is at: <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>
9. Churches: <https://www.france24.com/en/20200307-pope-to-deliver-sunday-service-by-livestream-as-italy-s-coronavirus-cases-mount>

Information to Aid the completion of the Risk Assessment format

Table 1: Definitions

| Potential Severity of Harm | Meaning of the harm description | Likelihood of Harm | Meaning of likelihood |
|----------------------------|---|--------------------------|--|
| Fatal/Major Injury | Death, major injuries or ill health causing long term disability/absence from work. | <i>High (frequent)</i> | Occurs repeatedly/ to be expected. |
| Serious Injury | Injuries or ill health causing short-term disability/absences from work (over three days absence) | <i>Medium (possible)</i> | Moderate chance/could occur sometimes. |
| Minor Injury | Injuries or ill health causing no significant long-term effects and no significant absence from work. | <i>Low (unlikely)</i> | Not Likely to occur |

Table 2: Risk rating matrix: Potential severity of Harm + Likelihood of Harm = Risk rating

| | + High (Likely) | + Medium (Possible) | + Low (Improbable) |
|--------------------|-----------------|---------------------|--------------------|
| Fatal/Major Injury | VERY HIGH Risk | HIGH Risk | MEDIUM Risk |
| Serious Injury | HIGH Risk | MEDIUM Risk | LOW Risk |

| | | | |
|--------------|-------------|----------|---------------------|
| Minor Injury | MEDIUM Risk | LOW Risk | No Significant Risk |
|--------------|-------------|----------|---------------------|

Table 3: Action required: Key to Ranking and what action to take.

| | |
|-----------------------|---|
| VERY HIGH Risk | STOP ACTIVITY! Take action to reassess the work/activity and apply reduction hierarchy before proceeding. |
| HIGH Risk | Action MUST be taken as soon as possible to reduce the risks and before activity is allowed to continue. |
| MEDIUM Risk | Implement all additional precautions that are not unreasonably costly or troublesome and monitor the situation on an agreed frequency. |
| LOW Risk | Monitor and review your rolling programme. |

Appendix

Here is an extract from the full text:

6.2 Cleaning and disinfection

Public areas where a symptomatic individual has passed through and spent minimal time in (such as corridors) but which are not visibly contaminated with body fluids can be cleaned as directed by any existing workplace risk assessment or manufacturer's instructions on the safe use of their cleaning products.

All surfaces that the symptomatic person has come into contact with must be cleaned and disinfected, including:

- objects which are visibly contaminated with body fluids
- all potentially contaminated high-contact areas such as bathrooms, door handles, telephones, grab-rails in corridors and stairwells

Use disposable cloths or paper roll and disposable mop heads, to clean and disinfect all hard surfaces or floor or chairs or door handles and sanitary fittings in the room, following one of the two options below:

- use either a combined detergent disinfectant solution at a dilution of 1000 parts per million available chlorine

or

- a household detergent followed by disinfection (1000 ppm av.cl.). Follow manufacturer's instructions for dilution, application and contact times for all detergents and disinfectants

or

- if an alternative disinfectant is used within the organisation, this should be checked and ensure that it is effective against enveloped viruses

Avoid creating splashes and spray when cleaning.

Any cloths and mop heads used must be disposed of and should be put into the waste bags as outlined below (see section 6.4)

When items cannot be cleaned using detergents or laundered, for example upholstered furniture and mattresses, steam cleaning may be used.

Spillages of blood and body fluids should be managed in accordance with the organisations spillage policy, before cleaning and disinfection. If any items are heavily contaminated with body fluids and cannot be appropriately cleaned, consider discarding. Gain permission to do this from the owner.

If an area can be kept closed and secure for 72 hours, wait until this time for cleaning, as the amount of virus contamination will have decreased significantly. The area can then be cleaned as directed by any existing workplace risk assessment or manufacturer's instructions on the safe use of their cleaning products.