# Springwell Leeds Academy COVID-19 Workplace Risk Assessment Site: East Site

Site: East Site					Leeus
Date: 22/05/2020			Review date: 19 <sup>th</sup> Ju	ne (Monthly) or light of new measure	es from Gov/Trust
Site: Springwell Academy Leeds East Site		Completed by: Shona Crichton (Associate Principal), Dave Roberts (Assistant Principal),			
Risk Area	Hazards	Mitigation	Red, Amber, Green	Recording	Responsible Employee
This builds on the <i>Future Planning</i> <i>Considerations</i> document.	Think about the Hazards associated with Covid-19 and safe operation	How likely is it that harm will occur?	Engagement with staff and	This document will help you to plan, monitor and respond to the risks	It is worth
By structuring your considerations in to these broad themes, your	How might employees, pupils, visitors be harmed?	Detail mitigations you have designed/implemented to minimise the likelihood of occurrence.	stakeholders is supported by simple visual aids.	Covid-19 is presenting. It is good practice to record material	structuring your risk management activities.
planning, monitoring and responding activities will be easier.	Use this to engage with employees at the appropriate point. What are their views	Be clear – other than the most extreme risks, it is not practicable to <b>eradicate</b> risk, particularly re Covid-19.	Highlight your initial Hazards in a <b>R, A or</b>	incidents or amendments to your Mitigations over time.	Use this box to record the
		Our responsibility is to minimise the likelihood of harm caused by the identified hazards.	<b>G</b> and then highlight your Mitigation in the same way.	You could simply use this box to keep a track/chronology, with any material incidents reported via usual	member of staff responsible for planning,
		If you identify extreme risks you cannot control – you have identified a reason to stop what you are planning to do.	You should see more <b>R and A</b> in your Hazard section,	channels/processes.	monitoring, responding and reviewing the specific Hazard(s)
		Different ways of working are the tools we have here. A simple example is, it is extremely unsafe to re-open to all pupils. So we are not doing so. This represents	and only <b>A</b> and <b>G</b> in your Mitigation section.		and Mitigation(s) identified.
		a departure from normal practice to mitigate an extreme risk.	If you are left with <b>R</b> in your Mitigation		This gives structure, clarity and avoids you
		Be practical and pragmatic.	section, you have identified an unacceptable 'residual risk' which we then need to		being responsible for thinking about and doing everything.
			think differently and creatively about.		This is common- sense.
			This should be a helpful process to		
			support your planning, not a bureaucratic exercise.		
			It is also a very useful communication and		
General Health and Safety			engagement tool.		
	I.e. sanitisation of building, sanitisation				
	practices of occupants, H&S and behaviour protocols, availability of safety equipment / supplies				
1. First Aid	<ul> <li>Injuries (close physical contact)</li> <li>Someone falls ill with symptoms of Covid-19</li> </ul>	<ul> <li>Making sure there is a First Aider on site in school</li> <li>Making sure PPE is available in each zone (S Jacques to secure from The Trust)</li> </ul>			Emma Dodsworth Dave Roberts





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	<ul> <li>All First Aiders are clear on isolating to First Aid Room procedures.</li> <li>All staff maintain good hygiene following any contact</li> <li>Any person reporting symptoms is encouraged to take a Covid-19 test. In the case of a positive test result - consideration to be given to the pupils and staff from the class/pod/school being sent home and advised.</li> </ul>	
	to isolate and the class/pod/school being	
<ul> <li>Pupils requiring RPI's to keep them and others safe</li> </ul>	<ul> <li>The school acts as on bubble so normal fire procedures can resume.</li> <li>We operate mini-bubbles where possible so staff should stay in their own pod where possible</li> <li>Staff should enter and exit through their own pod if they are pod based workers.</li> <li>In the event of an RPI, see RPI section of this risk assessment.</li> </ul>	
<ul> <li>People not following good hygiene protocols</li> <li>People touching surfaces that are not regularly cleaned</li> <li>Parents and external visitors on site</li> </ul>	<ul> <li>Maintaining handwashing and sanitiser on entry in each zone and ensure this is available throughout the day</li> <li>Daytime cleaners to regularly clean surfaces including sports equipment between use, and door handles, sinks and toilets</li> <li>Where possible, external meetings to be booked and held in the glass room at the front of school.</li> </ul>	
I.e. social distancing requirements, maximum occupancy/capacity, use of entrances, corridors etc, drop off/collection protocols, common space management, toilet use and availability, quarantine facilities		
<ul> <li>Cross-contamination between staff and pupils.</li> <li>Outdoor equipment e.g. Climbing frames, trails can't be cleaned easily.</li> <li>Well-being room is a small room.</li> <li>School has several small meetings rooms.</li> </ul>	<ul> <li>The school will act as one bubble so the risk of cross-contamination is as reduced in lines with government guidance.</li> <li>We operate mini-bubbles where possible so staff should stay in their own pod where possible</li> <li>Staff should enter and exit through their own pod if they are pod based workers.</li> <li>Students limited to 1 user at a time when using outdoor equipment</li> <li>1 person at a time in well-being room and coffee room on the top floor.</li> <li>2 people maximum in a small meeting room.</li> </ul>	
<ul> <li>The classrooms are not conducive with COVID prevention.</li> </ul>	<ul> <li>Staff to remove soft furnishings</li> <li>All dishes to be washed thoroughly in hot</li> </ul>	
	<ul> <li>and others safe</li> <li>People not following good hygiene protocols</li> <li>People touching surfaces that are not regularly cleaned</li> <li>Parents and external visitors on site</li> </ul> I.e. social distancing requirements, maximum occupancy/capacity, use of entrances, corridors etc, drop off/collection protocols, common space management, toilet use and availability, quarantine facilities <ul> <li>Cross-contamination between staff and pupils.</li> <li>Outdoor equipment e.g. Climbing frames, trails can't be cleaned easily.</li> <li>Well-being room is a small room.</li> <li>School has several small meetings rooms.</li> </ul>	Aid Room procedures.       - All staff maintain good hygiene following any contact         - All staff maintain good hygiene following any contact       - Any person reporting symptoms is encouraged to take a Covid-19 test. In the case of a positive test result - consideration to be given to the pupils and staff from the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home and advised to isolate and the class/pod/school being sent home possible.         • Pupils requiring RPI's to keep them and others safe       • The school acts as on bubbles on ther iso moduli stay in their own pod where possible.         • People not following good hygiene protocols       • Maintaining handwashing and sanitiser on entry in each zone and ensure this is available through out the day.         • People touching surfaces that are not regularly cleaned       • Maintaining handwashing and toilets.         •

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	I.e. home-school and other transport, catering and food management, engagement with our estates and cleaning teams		
1. Catering	<ul> <li>Catering staff have to go into zones, increasing the risk to them</li> </ul>	<ul> <li>Catering staff to stay in the kitchen where possible.</li> <li>Pod staff to collect and return the food.</li> </ul>	
2. Transport	<ul> <li>Leeds Local Authority organise transport and set their own measure for this.</li> </ul>	<ul> <li>Drivers and escorts to wear masks.</li> <li>Pupils have the option to wear masks if they choose.</li> </ul>	
3. Cleaning	- QA processes managed by senior leaders on site with care taker and cleaning manager.	<ul> <li>Regular site team meetings take place to quickly feedback concerns</li> </ul>	
Pupils         1. RPI Prompt - (Lowest level of restriction) Any form of touch that redirects or prompts a child into actionExample open hand on upper arm	- Inability to follow social distancing therefore some increased risk of virus transmission	<ul> <li>Touch to be kept to a minimum time with emphasis on verbal de-escalation</li> <li>If pupil does not respond to simple prompt then consider option of encouraging/directing to an outside space</li> <li>Staff to wash or sanitise hands regularly and following prompt/touch</li> </ul>	
2. RPI - Guide & Escort - moving a child forward but they have the ability to leave youExample caring c guide	<ul> <li>Inability to follow social distancing therefore increased risk of virus transmission.</li> <li>Prolonged physical contact increasing risk of transmission of virus</li> </ul>	<ul> <li>Physical contact to be kept to a minimum with emphasis on verbal de-escalation</li> <li>Consider use of outside space - pupil encouraged to self-regulate in open spaces</li> <li>Side on escorts and guides used to prevent aerosol transmission.</li> <li>Staff to wash or sanitise hands following RPI</li> </ul>	
<ol> <li>RPI – Control (moderate resistance) the child is not compliant and unable to move Single person double elbow, 2 person single elbow.</li> </ol>		<ul> <li>Small spaces (including designated 'quiet rooms or equivalent) to be avoided where possible</li> <li>Incident requires extra staff supervision with the ability to 'swap' as required</li> <li>Avoid face-to-face interactions</li> <li>If staff are exposed to spitting then they will have the option to be immediately replaced and will wash and sanitise</li> <li>Consider rotating staff to keep contact to a minimum</li> <li>Consider rotating staff wearing visors in the case of repeated spitting</li> <li>Team Teach Tutors to deliver 'refresher' training on 'bite-prevention'</li> <li>Dialogue from staff involved directly in the RPI to be kept to a minimum with heads facing forwards if possible</li> <li>De-escalation dialogue to be led by a third member of staff from 1m+ away.</li> <li>Staff to revisit Positive Handling Plans to be familiar with those pupils with a history of spitting and biting</li> </ul>	

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4. RPI - Occasional Rigorous Resistance Restraint - (figorous resistance) Physical control with the positive application of force with the intent of overpowering the client' - This is the actual definition that is recognised in a court of law       - Inability to follow social distancing therefore increased risk of virus transmission.       - Incident requires extra talf supervision with the ability to visual cast talf supervision with the positive application of force with the intent of overpowering the client' - This is the actual definition that is recognised in a court of law       - Incident requires extra talf supervision with the ability to visual cast talf to keep contact to a minimum         ExampleSosted hold, Front Ground recovery       - Increased risk of exposure and close contact       - Team Teach Teach force with the intent of overpowering the client' - This is the actual definition that is recognised in a court of law       - Dialogue from staff involved directly in the RPI to be kept to a minimum with heads facing forwards if possible         ExampleSosted hold, Front Ground recovery       - Example actual definition that is recognised in a court of law       - Bialogue from staff involved directly in the RPI to be kept to a minimum with heads facing forwards if possible         5. Regular use of rigorous restraint with individual pupils       - Increased level of risk due to regular requirements for restraint       - Increased level of risk due to regular requirements for restraint			- External seating areas to be used (if possible)	
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associated with pupil's individual needs. Review of		0		
			education provision may be required.	

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