**Introduction**

The government plan for the phased return of some children to school from the week commencing 1st June. This risk assessment checklist is based on Government guidelines on COVID-19. It remains subject to change at a short notice as updates are received from the Department for Education (DfE).

The completion of this tool/checklist should not be undertaken in isolation by one individual and should involve staff who understand the risk assessment process. Once completed, the risk assessment should be shared with all relevant stakeholders.

Risk assessment is about identifying sensible measures to control the risks in a workplace or when undertaking an activity. The process evaluates the threats and risks of a specified issue/situation and enables the likelihood that somebody could be harmed, together with an indication of how serious the harm could be, to be considered.

**Likelihood -** For each issue/situation, determine the likelihood it will occur.

**Severity -** determine thepotential injury/health.

|  |  |
| --- | --- |
| **Likelihood** | **Severity** |
| 4 = Certain = common or frequent occurrence | 4 = Major risk - death, loss of limbs, etc |
| 3 = Probable = likely to occur sometime | 3 = High risk - broken bones, burns, etc |
| 2 = Possible = may occur sometime | 2 = Moderate risk - cuts, bruises, sickness, etc. |
| 1 = Improbable = unlikely to occur | 1 = Minimal risk - strain, shaken, no injury, etc |

The matrix (below) provides a method to determine the level of risk, with the Likelihood and Severity being independently scored and plotted.

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| --- | --- | --- | --- | --- | --- | --- |
| **RISK LEVEL MATRIX** | | | | | | |
| **PROBABILITY**  (LIKELIHOOD) | **4** | **Low** | **High** | **Very High** | **Very High** |  |
| **3** | **Low** | **Med** | **High** | **Very**  **High** |
| **2** | **Low** | **Low** | **Med** | **High** |
| **1** | **Low** | **Low** | **Low** | **Low** |
|  | | **1** | **2** | **3** | **4** |  |
| **SEVERITY** (OUTCOME) | | | | |

Once the likelihood and severity of the risk have been assessed they are plotted on the risk profiling grid above and the risk rating defined e.g. If a risk has a likelihood of 3 – Likely and a severity of 1 – Minimal, the risk rating will be 3 x 1 = 3. This would mean the risk is low and arrangement would be adequate.

| Area of concern to be addressed | Risk rating | Control measures  Good Practice Control Measures Adopted | In place?  (Yes/No) | Further action/ Comments |
| --- | --- | --- | --- | --- |
| **1:1 Team member self isolating due to being and/or living with a vulnerable person(s)** |  | * Identify vulnerable team members by completing a risk register * Contact vulnerable team members * Team member should remain at home in self isolation following current government guidelines * Weekly phone calls/health and health form available on request. Line Managers are aware of all team members disclosed medical conditions |  | Team member/employer should remain in contact with each other for updates on health and well-being |
| **1.2 Team members, pupils and parents are not aware of the school’s procedures should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school** |  | * Team members, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. * This guidance has been explained to team members and pupils as part of the induction process. * Schools must submit copies of their new operating guidelines and risk assessments prior to the company sending team members to that school. * Directors are satisfied that arrangements are in place and in line with DfE guidelines |  | Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders. |
| **1:3 Team member working across multiple school settings** |  | * Team members able to deliver across multiple school settings but must follow the companies procedure for safe practice (see 2:1) * Where possible, provision should be delivered across consecutive days. This would allow the team member to be out of an environment for ‘break days’ * Team member are advised to wear a face shield or face mask when walking through school or delivering Physical Education lessons indoors. PPE to be worn if a person within a bubble displays symptoms. The team member will then need to follow Government guidelines on self isolating |  | Any person showing symptoms of Coronavirus asked to leave session and should isolate in a specified room at school until collected  Team member to self-isolate in line with government guidelines  Communicate to schools if staff member self-isolates following a site visit.  Guidelines checked daily |
| **1:4 Team member used in school outside of normal duties** |  | * Before returning to their school setting, Customer Account Managers should have had communication with the school contact/SLT to ensure duties are understood * Team member should support the school with the cleaning of equipment and follow all procedures in place * OOHL clubs will be delivered at the schools discretion |  | Regular communication between team member and line manager  Customer Account Managers speak with school to reinforce agreed duties |
| **1:5 Team member taking breaks** |  | * Team member follows school procedures for where and when to take breaks. Avoid the use the staffroom and take break times away from the school site * Team member follows school procedures for personal hygiene at the workplace * Team member is encouraged to bring their own food and drinks from home and avoid leaving school to purchase such items |  | Reviewed on a daily basis to ensure best practice |
| **1:6 Clothing items worn by team members** |  | * Team members attend their place of work in full company uniform * At the end of day, team members change into fresh, clean clothes and put all worn uniform into a bag to be taken home (ideally a washable bag or pillowcase as this can be put straight into a washing machine) * Team members wear fully laundered uniform each day * Team members to be sent away from place of work if uniform is perceived to be unclean |  | Company provides additional uniform if required by a team member |
| **1:7 Team members travelling to and from their place of work** |  | * Team members will ideally drive themselves to their place of work. If they cannot drive, team members are advised to walk, run or cycle and avoid the use of public transport when possible * Team members to avoid any unnecessary contact with the general public * Team members should plan their journey prior to leaving * Team members arrive at school setting, wash their hands and follow school procedures * Team members wash their hands prior to leaving and follow suggested advice stated in 1.6 |  | Travel arrangements reviewed on weekly basis |
| **1:8 Staff are insufficiently briefed on expectations** |  | * Team members receive daily/weekly briefings on day to day school and company matters * Support for mental health and wellbeing is communicated to all team members and there are plans in place to check on team wellbeing regularly, including senior leaders * Flexible working arrangements needed to support any changes to usual working patterns are agreed * Team members workload expectations are clearly communicated * Schedule what team training is needed to implement |  | Procedures reviewed on daily basis |
| **2:1 Delivering Physical Education lessons in schools** |  | * All learning environments to be risk assessed prior an area being used (dynamic risk assessment) * All will wash/sanitise their hands before entering the learning environment * Lessons taught in outdoor environments (ideally) * Lessons taught indoors, team members will use their discretion and knowledge in health and fitness to determine the intensity of learning. * Lessons can be delivered with the use of equipment. The equipment is minimal and easy to clean before and after each session. This is the schools responsibility to clean that team members support. * Equipment bags will be created for each class for their use only * If equipment quality or quantity is an issue, allocate specific year groups/bubbles an activity and equipment to use for a period of consecutive weeks before rotating * All topics across the National Curriculum can be taught in line with the relevant Governing Bodies recommendations with cleaning procedures in place. Team members to speak with their Line Manager if unsure * Learning environments are clearly marked out for the class. Use of chalk on school playgrounds to minimise cones could be used * Team members to demonstrate social distancing within all lessons * Team members to wear face masks/shields when delivering indoor Physical Education/Activity lessons * Team members to distance themselves within a zone when working within a ‘bubble’. * Using distances covered, time taken etc. to use back in the classroom for Maths lessons * Each lesson to have a wash station so equipment and hands can be washed when needed. Gloves to be worn during this process. * All will wash/sanitise their hands when leaving the learning environment * Team members reserve the right to contact their company line manager if they feel unsafe in school   Considerations;   * Adult and space feasible, Physical Education to be delivered across two, one hour lessons brining the ratio down * Team member delivers Physical Education at the start and end of each day to maximise physical activity and learning time available |  | Team member delivers activities, reinforced agreed rules and stops an activity if it become unsafe  Regular and clear communication between delivery team and management about activities being delivered.  Continue to update best practice examples through advice given by Government or Governing Bodies (AfPE, Youth Sport Trust, UK Active) |
| **2:2 Pupils’ behaviour on return to school does not comply with social distancing guidance** |  | * Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by school staff and team members through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. * Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice * Team members model social distancing consistently. * The movement of pupils around the school is minimised. * Large gatherings are avoided. * Break times and lunch times are structured and are closely supervised. * The school’s behaviour policy has been revised to include compliance with social distancing and this has been communicated to all |  | Potential removal from activity if poor continues and this threading towards the safety of others  Customer Account Managers speaks with School Leaders about a child/rens behaviour if deemed unsafe following above stage |
| **2:3 Dealing with First Aid** |  | * School provides trained first aiders to attend to any accidents. * Only trained team members should administer first aid (critical care) * School procedures used when dealing with a person(s) requiring first aid * Team member wears PPE when administering first aid (gloves, face mask and disposal apron). These items should be binned and not used again |  | Procedures reviewed by school and shared with company |
| **2:4 Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour and other policies are no longer fit for purpose in the current circumstances** |  | * All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. * All have been briefed accordingly. * Arrangements are in place to review the policies in line with further DfE guidance |  | Policies and procedures reviewed following guidance |
| **2:5 Risks are not comprehensively assessed in every area of the school** |  | * Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to all covering: * When pupils enter and leave school * During movement around school * During break and lunch times * Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used |  |  |
| **2.6 The use of PPE in school** |  | * Team member should wear PPE when moving around the school, delivering indoors and when a person within that bubble displays symptoms. The team member will then need to follow Government guidelines on self isolating * PPE *has been* provided to all team members by Aspire Sports; face mask, disposal gloves, disposal aprons and hand sanitiser |  |  |

Links

<https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf>

<https://www.afpe.org.uk/physical-education/afpe-statement-for-schools/>

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/950510/School\_national\_restrictions\_guidance.pdf

<http://www.legislation.gov.uk/ukpga/2020/7/pdfs/ukpga_20200007_en.pdf>