


SOUTHGATE SCHOOL RISK ASSESSMENT

School name and address: Southgate School, Southfield Road, Almondbury		
Activity / Environment Description: School Provision from September 2021: COVID-19	Date of Assessment: Aug 2021 This update: March 2022	
Assessed by (name): S. Hoffmann P. Evans	Date of Review: Monthly	

All other relevant school-based risk assessments must be followed at all times as they apply.

Ref. No.	Hazard	Who is at risk?	Control Measures	L	S/C	Risk Rating with controls in place *see key overleaf
	Risk of infection being brought into school	Staff, pupils, and other persons in contact with them	<p>To safeguard all of our school users at Southgate, including pupils and staff members who are considered vulnerable, we will not allow pupils, staff or visitors to enter the school building if they have symptoms or if they have tested positive. We will continue to provide a remote learning offer where required.</p> <p><u>Changes to testing in education and childcare settings and children's social care services</u></p> <ul style="list-style-type: none"> -From Monday 21 February, the Government is removing the guidance for staff and students in most education and childcare settings to undertake twice-weekly asymptomatic testing. -Staff and students of secondary age and above in SEND settings are advised to continue twice-weekly testing. -Staff and students are also able to access test kits from their local pharmacy or <u>online</u>. <p><u>Changes to self-isolation and daily testing of close contacts</u></p> <ul style="list-style-type: none"> From Thursday 24 February, the Government will remove the legal requirement to self-isolate following a positive test. Adults and children who test positive will continue to be advised to stay at home and avoid contact with other people for at least 5 full days, and then continue to follow the guidance until they have received 2 negative test results on consecutive days. In addition, the Government will: 	2	2	4

		<p>1. No longer ask fully vaccinated close contacts and those aged under 18 to test daily for 7 days, and remove the legal requirement for close contacts who are not fully vaccinated to self-isolate.</p> <p>2. End routine contact tracing. Contacts will no longer be required to self-isolate or advised to take daily tests. Staff, children and young people should attend their education settings as usual. This includes staff who have been in close contact within their household unless they are able to work from home.</p> <p>3. End the legal obligation for individuals to tell their employers when they are required to self-isolate.</p> <p>-Staff and pupils to follow government guidance at all times. Pupils, and staff should not come into school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 10 days. Staff/pupils should self-isolate for at least 10 days and should arrange to have a PCR test to see if they have coronavirus (COVID-19). If you are self-isolating because of a positive test result but did not have any symptoms, and you develop COVID-19 symptoms within your self-isolation period, you do not need to start a new self-isolation period.</p> <p>If you have symptoms, even if they are mild:</p> <p>-You should get a PCR test to check if you have COVID-19 as soon as possible.</p> <p>-Try to stay at home and avoid contact with other people until you get your test result.</p> <p>The main symptoms of coronavirus (COVID-19) are:</p> <p>-a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)</p> <p>-a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)</p> <p>-a loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal</p> <p>-School to send updates to parents/carers, and staff, about government guidance including the possibility that it may be necessary to implement measures in the following circumstances, for example:</p> <ul style="list-style-type: none"> • To help manage a COVID-19 outbreak within the school • Infection rates in the community are extremely high, and other measures have failed to reduce transmission • As part of a package of measures responding to a 'variant of concern' (VoC) <p>Class staff to contact families where needed.</p>			
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			<p>- Visitors to sanitise/ wash hands upon arrival in the medical room toilet and follow hygiene measures. The care taker is responsible for any workers on site and ensuring they follow control measures.</p> <p>-Hand sanitiser stations in key areas including main school building entrances. Young and developmentally young pupils are well supervised in these areas to avoid inappropriate use and ingestion.</p> <p>-Some meetings, including reviews, can continue remotely using technology such as Teams, Zoom and Skype. Although many meetings will continue on Teams, other meetings will run with good ventilation, hand and respiratory (catch it, bin it, kill it) hygiene control measures in place.</p> <p>-All staff and pupils to wash/ sanitise hands upon entry and exit to the school (hand washing facilities in classrooms and the medical room toilet opposite the entrance are always available).</p> <p>-Signage will be visible in key entrance areas for visitors/ staff/ pupils including clearly allocated sanitising areas.</p> <p>-People signing in are encouraged to sanitise hands before signing in and to respect other people's space. Reception staff will sanitise hands before handing out lanyards and keys. When handing out and returning, they will avoid touching faces. A UV cleaner is in place to thoroughly clean lanyards and keys after each use.</p>			
2	Risk of infection being spread through pupil and staff arrival and departure (including school transport)	Staff, pupils and other persons in contact with them	<p>Pupils arriving and departing with parents/carers</p> <p>-Pupils entering and leaving with parents/carers to use different entrances/exits.</p> <p>-Parents/carers to remain outside with their child and are encouraged to respect other people's space</p> <p>*Badger, Hedgehog, Dragonfly, Maple, Apple, Rowan, Chestnut and Hazel via gate to Emley Moor playground (past the main entrance) and use the external door from the playground near Hedgehog class.</p> <p>*Butterfly, Robin, Hare and Holly via the main entrance.</p> <p>* Cedar, Willow, Rabbit, Squirrel, Fox and Owl via side entrance leading from the visitor car park (individual pupils to have individual arrangements to maintain necessary routines).</p> <p>-Clear signs will be displayed on all entrance and exit gates at the front of school to highlight:</p> <p>*flow and keeping to the left when walking into and out of school for drop-off and pick up times.</p>	2	2	4

			<p>*entrance and exits used by each class for drop-off and pick-up times.</p> <p>-2m distance markings on the floor at each collection and drop off point highlight where parents/carers are encouraged to wait to drop off or collect their child.</p> <p>-One bus bay kept clear in the visitor's car park with marked zones for parents/carers to wait with their child if using the side gate entrance.</p> <p>-Two staff in high-vis jackets in the visitor's car park controlling the flow of traffic, parking and ensuring the safety of pupils with parents/carers moving within the carpark.</p> <p>-One staff member at each gate at the front of school to maintain the flow throughout drop-off and pick-up.</p> <p>Public transport</p> <p>-Staff to ensure robust hygiene measures are adhered to and follow the latest government recommendations and expectations to wear a face covering on public transport.</p> <p>-Pupils who are independent travellers using public transport to and from school are encouraged to follow good hygiene measures and to follow the latest government recommendations and expectations to wear a face covering.</p> <p>School transport</p> <p>-Pupils entering and leaving by school transport: Two staff wearing high-vis jackets and the SPIE caretaker to control the entrance and exit of buses/taxis to and from the Castle Hill school playground allowing all buses/taxis to come into the playground and the gates to be closed. One member of staff will signal for a minibus/taxi to allow pupils off, one minibus at a time. Staff to meet pupils, respecting personal space where possible, and take pupils straight into school. This will continue for each minibus/taxi. Staff to open the exit gate to enable the minibus/taxi to leave.</p> <p>-Classes to remain in their classroom until on-call staff alert classes when it is their turn to go out to the bus/taxi.</p> <p>-Staff and pupils arriving to school wearing a face covering should not touch the front of their face covering during use or when removing them. They must wash their hands on arrival (as is the case for all pupils and staff), 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.</p>			
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3	Risk of infection passing between school users	Staff, pupils and other persons in contact with them	<p>Lateral Flow Tests (See Lateral Flow Test Risk Assessment)</p> <p>-Pupils of secondary age, where consent is given, and staff, are encouraged to undertake home testing twice weekly where they are able to. Guidance on testing will continue to be followed.</p> <p>-School testing can be readily available when required on Monday and Thursday morning for pupils unable to access home testing, supply staff, and any other adults unable to complete home testing.</p> <p>-Positive lateral flow tests conducted in school are considered positive cases and the staff member will go home to isolate (see 1)</p> <p>Symptomatic pupils and staff protocol</p> <p>-If staff or pupils display symptoms in school, they are to be isolated outside but within the school premises (if the weather permits) or in the Deputy Head's Office until they are able to leave site. (Parents/carers will be contacted immediately to arrange collection*).</p> <p>If staff are needed to support pupils in isolation, PPE must be worn by staff caring for the pupil while they wait for collection if social distancing cannot be maintained. The level of PPE worn will depend on how much contact you have.</p> <ol style="list-style-type: none"> 1. A face mask should be worn if you are in face-to-face contact. 2. If physical contact is necessary, then gloves, an apron and a face mask should be worn. 3. Wear eye protection if a risk assessment determines that there is a risk of fluids entering the eye, for example, from coughing, spitting or vomiting. <p>Follow user guide for putting on and taking off standard PPE (see Appendix A). If they need to go to the bathroom while waiting to be collected, they should use the medical toilet. The medical toilet must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>*If parents/ carers do not drive, one of the school minibuses are to be used to take the pupil home. The staff: pupil ratio will be dependent on the needs of the child and risk assessment. Staff are to wear PPE if they are in face to face contact or physical contact is necessary with the pupil. Windows must be kept down for good ventilation and the bus must be thoroughly cleaned and disinfected afterwards.</p> <p>-PPE grab bags are available in the Main Office, Medical room, Resource room, Intervention room and the Deputy Head's office.</p> <p>The areas where they have been in school need to be disinfected.</p>	3	2	6

			<p>The School Leader/SLT must be informed.</p> <p>-Once the pupil/staff member has left the building, the staff cleaning the area must wear, as a minimum, disposable gloves and an apron. Wash hands with soap and water for 20 seconds after all PPE has been removed. All surfaces that the symptomatic person has come into contact with should be cleaned and disinfected, including all potentially contaminated and frequently touched areas such as bathrooms, door handles, grab rails in corridors and stairwells.</p> <p>Use disinfectant spray, disposable cloths or paper roll and mops, to clean all hard surfaces, floors, chairs, door handles and sanitary fittings – think one site, one wipe, in one direction. Cleaning equipment and bin bags are provided within Oak classroom (stored in the labelled cleaning equipment cupboard).</p> <p>Personal waste from individuals with symptoms of COVID-19 and waste from cleaning of areas where they have been (including PPE, disposable cloths and used tissues):</p> <ol style="list-style-type: none"> 1. Should be put in a plastic rubbish bag and tied when full 2. The plastic bag should then be placed in a second bin bag and tied 3. This should be put in a suitable and secure place and marked for storage until the individual's test results are known <p>This waste should be labelled with the area/ class name and dated. It must be stored safely and kept away from pupils. A yellow bin is available underneath the caged stairwell next to the caretaker's office. The key for this is in the main office. It should not be placed in communal waste areas until negative test results are known, or the waste has been stored for at least 72 hours. If the individual tests negative, this can be put immediately with the normal waste. If COVID-19 is confirmed this waste should be stored for at least 72 hours before disposal with normal waste.</p> <p>If during an emergency you need to remove the waste before 72 hours, it must be treated as Category B infectious waste. You must:</p> <ul style="list-style-type: none"> • keep it separate from your other waste • arrange for collection by a specialist contractor as hazardous waste 			
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			<p>-Any members of staff who have helped someone with symptoms, and any pupils who have been in close contact with them, do not need to go home to self-isolate. If they develop symptoms themselves they should arrange a test.</p> <p>Face coverings</p> <p>-The Government expects and recommends face coverings to be worn on public transport and dedicated transport to school.</p> <p>-Adults and children over 11 are encouraged to wear a face covering in any gatherings where distancing is challenging.</p> <p>Classrooms/learning environments:</p> <p>-Where possible, all school users should be encouraged and reminded to respect other people's space. This includes in classrooms and when pupils/staff are using outdoor and indoor play spaces.</p> <p>-The quiet rooms have an air extraction only system. They should be ventilated by opening the doors regularly to supply fresh air and should only be used by more than one person in a crisis situation or for safety.</p> <p>-CO2 monitors will be used to regularly monitor ventilation levels. Additional measures or equipment will be introduced to aid and improve ventilation where necessary.</p> <p>-See section on 'ventilation'</p> <p>-Staff are encouraged to respect other staff and maintain a distance. Where this is not possible (e.g. physical Intervention), staff who need to interact should do so side by side to reduce the amount of time they are face-to-face or consider wearing face coverings when not with pupils.</p> <p>-Classroom based resources and equipment should be cleaned regularly along with all frequently touched surfaces, including under tables where hands go. Sensory play/continuous provision objects should be easy to wipe down.</p> <p>In shared spaces, items that are not easily cleaned should be replaced by each class. E.g. a new tea-towel and set of aprons for each class in the kitchen.</p> <p>-Soft furnishings should be cleaned regularly as part of a washing routine.</p>			
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		<p>- Visual signage to be displayed in classrooms and in key areas around school to support handwashing and catching coughs and sneezes with a tissue and disposing of it (catch it, bin it, kill it).</p> <p>-Tissues available in each class. Staff to remind pupils to follow visuals around hand washing and catching coughs and sneezes. For some pupils, social stories may be appropriate to use to reinforce this.</p> <p>-Where possible, open windows to increase air flow and ventilation (refer to Ventilation and Winter Ventilation)</p> <p>Break and Lunch Play</p> <p>-Classes must keep to their allocated break and lunchtime slots to reduce contacts and overcrowding corridors.</p> <p>-Staff must ensure pupils sanitise/ wash their hands before break and lunch play and again afterwards.</p> <p>Lunches</p> <p>-Classes to continue eating lunch in their classrooms (arrangements for older pupils to be reviewed ready for the Summer Term.</p> <p>-LTSAs will deliver lunches using the trolleys to each classroom.</p> <p>-LTSAs will have designated classes they will deliver lunches to and will deliver to these rooms each day. LTSAs will deliver lunches to the classroom door. Staff from that classroom to take the lunches into class.</p> <p>Assemblies</p> <p>Both Monday and Friday assemblies are continuing remotely. To be reviewed for after Easter.</p> <p>Allocated toilets (encouraged)</p> <p>-Pupils within each class to use allocated toilets (toilets are clearly signed).</p> <p>-Visitors, LTSAs and Spie staff to use the medical room toilet.</p> <p>*Staff working within upstairs Woodland and Forest upstairs and downstairs school classrooms (large sensory room and playroom corridors) use staff toilet opposite Chestnut classroom.</p>			
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*Staff working within Orchard upstairs, Owl and Fox school classrooms use staff toilet opposite Holly classroom.
 *Rabbit, Squirrel and downstairs Woodland staff to use the female main reception toilet.
 *SLT, Business support and office staff use the male main reception toilet.

Personal care

-If personal care is required, staff to support pupil where needed following the pupil's intimate care plan. Staff to wear normal PPE such as gloves and apron for personal care and enhanced PPE (e.g. grab bag) if the pupil displays symptoms (See Symptomatic Pupils and Staff protocol). Where possible, open the window of the hygiene room/toilet to increase ventilation and maintain social distancing where possible.

Ventilation and Winter Ventilation

-It is essential that good ventilation is maintained at all times. All classrooms and other spaces are to have windows open where they are located. It is important to ensure rooms are well ventilated and that a comfortable teaching environment is maintained.

Rooms are fitted with either extraction only, supply and extract or air recovery units. Where rooms are extraction only, doors should be kept open for a supply of fresh air. Where this is not possible, they should be opened at regular intervals to aid ventilation. SPIE have confirmed that mechanical ventilation is set to maximum. Here is a list of rooms and systems and an outline of what they do:

Room Ref	Room Name	System
1st Floor		
FF10	Girls WC	Extract
FF11	Boys WC	Extract
FF12	AWC	Extract
FF07	Breakout	Supply & Extract
FF14	Quiet	Extract
FF17	Staff Shower	Extract
FF18	Staff WC	Extract
FF20	Sensory	Air Recovery Unit
FF24	Life Skills	Supply & Extract
FF34	Quiet	Extract
FF04	Breakout	Supply & Extract
FF05	Hazel	Air Recovery Unit

			FF18	Staff AWC	Extract			
			FF53	Opp Blue Rm	Supply & Extract			
			FF59	Girls WC	Extract			
			FF44	Boys WC	Extract			
			FF45	Hygiene	Extract			
			FF49	Apple	Air Recovery Unit			
			FF36	Girls WC	Extract			
			FF22	Cleaners	Extract			
			Ground					
			GF12	Hygiene	Extract			
			GF13	Boys WC	Extract			
			GF15	Breakout	Supply & Extract			
			GF16	Girls AWC	Extract			
			GF18	Girls Changing	Supply & Extract			
			GF20	Boys Changing	Supply & Extract			
			GF22	Boys AWC	Extract			
			GF09	Breakout	Supply & Extract			
			GF05	Rabbit	Extract			
			GF67	Male Staff WC	Extract			
			GF28	Female Staff WC	Extract			
			GF33	Fitness Suite	Heat recovery Unit			
			GF37	Medical	Extract			
			GF38	Medical WC	Extract			
			GF39	Staff AWC	Extract			
			GF45	Breakout	Supply & Extract			
			GF46	Quiet	Extract			
			GF48	Pupil AWC	Extract			
			GF49	Girls WC	Extract			
			GF50	Boys WC	Extract			
			GF53	Badger	Extract x 2 units			
			GF51	Hedghog	Extract			
			GF05	Rabbit	Air Recovery Unit			
			GF08	Fox	Air Recovery Unit			

			GF59	Butterfly	Heat Recovery Unit			
			Key					
			Extract		Removes air from the room.			
			Supply & Extract		Supplying fresh air into the room and extracting other air.			
			Air Recovery Unit		Supplying fresh air into the room which is heated, and extracting other air.			
<p>-With colder weather, heating must be turned up to prevent rooms becoming too cold. Pupils and staff should wear warmer clothing to compensate for this. To strike a balance, less windows may be left open on particularly cold days. However, wherever possible, and throughout the day (e.g. break times), windows and doors must be fully opened to refresh ventilation. Heating can then be turned up afterwards. On cold days, the windows should be left closed until there are at least 2 people present in the room. This will allow rooms to be brought up to temperature.</p> <p>-Where there are medical conditions that the cold can be detrimental to, additional heating sources can be requested from SPIE.</p> <p>Maximum Occupancy</p> <p>-Whilst we no longer specify the maximum occupancy of spaces, staff will ensure that good ventilation is maintained and that they respect other people's space. This includes not crowding offices, rooms and corridors.</p> <p>Cleaning</p> <p>-Regular cleaning plays a vital role in limiting the transmission of COVID-19. When cleaning surfaces, it is not necessary to wear personal protective equipment (PPE) or clothing over and above what would usually be used.</p> <p>-Hand soap is available in every classroom base and hands must be washed frequently (essential washing on arrival, after using toilet, before preparing food/snacks, after moving to a different area or coming in from outside, before eating lunch or snacks).</p> <p>-Each class base has a locked cupboard with key cleaning materials to keep surfaces and key areas (e.g. handles) clean. Staff to use these frequently. Staff to use disposable cloths provided where possible. Staff to leave used green cloths in the blue bucket in the staffroom at the end of each day</p>								

			<p>and pick up washed clean cloths from the staffroom at the start of the school day. SPIE to wash green cloths at the end of each day on a 60°C wash.</p> <p>-Each classroom to have a lidded bin (unless not in the interests of each pupil, e.g. sensory). Pupils encouraged to put their tissues straight into the bin and wash their hands. Lidded bins to be regularly cleaned by staff within the classroom.</p> <p>-Cleaning staff will remain on site until 9am to focus on cleaning touch points in corridors and communal areas (for example door handles and toilets) within their designated areas.</p> <p>-Two LTSAs will continue to clean the touch points with the communal areas within their designated areas and empty all bins until 11:30-13:30.</p> <p>-Reducing clutter and removing difficult to clean items can make cleaning easier. Increase the frequency of cleaning, using standard cleaning products such as detergents and disinfectants, paying attention to all surfaces but especially ones that are touched frequently, such as door handles, light switches, work surfaces, remote controls and electronic devices.</p> <p>-Frequently touched surfaces should be wiped regularly. Cleaning of frequently touched surfaces is particularly important in bathrooms and communal kitchens.</p> <p>-Waste does not need to be segregated unless an individual in the setting shows symptoms of or tests positive for COVID-19.</p> <p>-Dispose of routine waste as normal, placing any used cloths or wipes in 'black bag' waste bins. You do not need to put them in an extra bag or store them for a time before throwing them away.</p> <p>-Staff to notify Business Support when cleaning that stock items are running low in their classroom. Business support to manage and order new stock including PPE and cleaning equipment.</p> <p>-All surfaces in the used spaces need to be cleared of objects to enable cleaners to deep clean. Wipe down equipment before putting it away and staff to wash hands.</p> <p>Staff Room</p> <p>-Staff are to clean/ disinfect the area they have used, including after making drinks. Staff are encouraged to respect other people's space and to maintain a distance in the room.</p>			
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			<p>-Windows must be kept open for ventilation. Sanitiser and anti-bacterial wipes must not be removed from the area.</p> <p>-Additional seating is available in the dining hall to avoid crowding. Seated areas to be wiped down after use with anti-bacterial wipes.</p> <p>Corridors</p> <p>-All to keep to the left on corridors and keep moving. This is well signed.</p> <p>-An identified 'pinch point' is on the central stairs. Persons passing are advised to give way and remain behind the taped area to allow a quick passing with a distance maintained.</p> <p>-Pupils should not be on corridors at any other time. Where this is unavoidable, they need to be supervised by staff at all times.</p> <p>-Corridor use will be reduced by: LTSAs bringing lunches to the classroom doors, staggered breaks/use of outdoors spaces, and assigned toilets for classes.</p> <p>Pupils</p> <p>-Pupils who could pass infection by spitting, coughing, sneezing or poor hygiene must have an individual pupil coronavirus risk assessment in place. Class teacher to use the template to personalise for each pupil and share with parents/carers and staff who work with the pupil.</p> <p>First Aid</p> <p>- Staff to use First Aiders in the immediate classrooms wherever possible. First Aiders to adhere to strict hygiene practices and will maintain distance wherever possible.</p> <p>Vulnerable Staff & Pupils</p> <p>-A risk assessment for clinically vulnerable staff must be in place to reduce risk.</p> <p>-Pupils at a higher potential risk (previously shielding) will also have a risk assessment in place where appropriate, although the risks to children are considered low. Parents/ carers are advised to see their GP to discuss each individual condition and to obtain advice. Where necessary, this is to be shared with school and adaptations to provision made.</p>			
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4	Risk of infection being taken out of school	Staff, pupils and other persons in contact with them	-Staff (and encourage pupils) to wash hands frequently and at the end of the school day.	3	2	6
5	Risk of infection in the community	Staff, pupils and other persons in contact with them	<p>Educational Visits</p> <p>-Leading staff must undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, staff will need to consider what control measures for Covid-19 need to be in place.</p> <p>Working Off- Site</p> <p>-Risk assessments must be in place for any off-site activities including home/ garden visits as usual. These must also include control measures for Covid-19.</p> <p>-Refer to the risk assessment: 'Working in the home or community risk assessment'</p>	3	2	6
6	Negative impact on pupil wellbeing and their learning if self-isolating	Pupils	<p>-Individual pupil risk assessments to be maintained by Safeguarding Team to inform provision in the event of prolonged school absence brought about by self-isolation/</p> <p>-Close working with external agencies and services involved with a pupil or their family to ensure wider needs are met during any self-isolation.</p> <p>-A contingency plan is in place for remote education.</p> <p>-Bank of pupil accessible laptops available for pupils without access to learning equipment at home.</p> <p>-Home learning portals including Dojo and the school website to be used to support home learning.</p> <p>-Bank of staff laptops available to ensure support staff can effectively support online provision, remote learning, and resourcing.</p> <p>-Interventions, including speech and language and emotional wellbeing support, to be provided through providing parent/ carers with targets, strategies and activities that can be delivered off site. Key intervention staff to support other support staff to deliver intervention remotely.</p>	3	2	6
7	Higher risks brought about by the impact of Covid on school health	Staff, pupils and other persons in contact with them	<p>-All school safety measures to remain in place as usual including risk assessments.</p> <p>-Lock down procedures will remain the same and a drill will still be carried out in the spring Term.</p>			

	and safety procedures		-Fire safety and evacuation will remain the same (new classes will familiarise themselves with their arrangements), refer to Southgate's Evacuation and Invacuation procedures within the Staff Handbook. Safety will remain the priority.			
8	<p>Possible Mental health and wellbeing needs of staff:</p> <ol style="list-style-type: none"> 1. Burnout 2. Lack of downtime 3. Bereavement 4. Illness 5. Shielding or family member shielding 6. Stress and anxiety 7. Childcare issues 8. Financial issues 9. Social isolation 	Staff	<p>There should be a joint understanding amongst colleagues that mental health is a continuum that changes for each of us over time. This is particularly salient in the current context where things are very unsettled with all of us being expected to manage significant amounts of change within very short spaces of time. The support mechanisms that staff ordinarily use may not be available or practicable based on national or local restrictions. All staff will need to be flexible and tolerant.</p> <p>Systems and Leadership Support for Wellbeing</p> <p>-Staff will be encouraged to normalise reactions of stress and vulnerability e.g. within staff briefings, team meetings and peer-to-peer conversations.</p> <p>-Communication is prioritised by SLT with regular staff briefings (including online for staff at home to participate in) and email updates.</p> <p>-Feedback from staff to line managers or SLT is actively encouraged to identify evolving needs and implement appropriate measures.</p> <p>-SLT endeavour to ensure that practical needs of staff are met e.g. staff being aware of the changes in routines and timetables.</p> <p>-There is a robust welfare check-in system for all staff through the line management structure. SLT are available for support, supervision and coaching as required. External supervision is also available, where appropriate.</p> <p>Universal Staff well-being support</p> <p>-The Wellbeing Team raise awareness of Wellbeing and Mental Health e.g. weekly positive quotes, celebration board.</p> <p>-School belonging and connectedness is strengthened through group activities and events (socially distanced).</p> <p>-Staff are able to request time out of class to support their wellbeing in the 'Wellbeing Area' in the staff room.</p> <p>Targeted Internal Wellbeing and Mental Health Support</p>	3	2	6

		<ul style="list-style-type: none"> -Identified staff trained in Mental Health First Aid: Deb Short, Kim Pain and Becky Dyson. -Mindfulness sessions available for staff. -The Wellbeing Team offer a system of peer-to-peer support and awareness raising. -Wellbeing Lead: Ruth Perfitt -Link Governor: TBC <p>Targeted External Wellbeing and Mental Health Support</p> <ul style="list-style-type: none"> -Care First is available and promoted to all staff regularly through posters etc. -Care First: Available 24 hours a day 7 days a week- 0800 174319 <p>-Staff can complete Wellbeing Self Referrals through form on BlueSky and line managers can also complete referrals to Employee Health Care.</p>			
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This risk assessment is in conjunction with the Building Statutory Inspection List

Key to Risk Ratings:

Likelihood: x

1 - Highly unlikely

2 – Unlikely

3 – Likely

Severity/consequences: =

1 - Slightly harmful

2 – Harmful

3 - Extremely harmful

Risk rating (SC x L):

1 - Trivial risk 6 - Substantial risk

2 - Tolerable risk 9 - Intolerable risk

3 - 4 - Moderate risk

Action Plan:

Action for each reference no:	Person Responsible	Level of priority and timescale

THIS RISK ASSESSMENT MUST BE SHARED WITH ALL NECESSARY PERSONS

The school must keep records that the necessary persons have read and understood the contents of this and any other relevant risk assessments. The necessary persons should sign a document which evidences that the employee has had the risk assessment explained to them and fully understands the hazards and will implement the identified controls.








Public Health
England

Guide to donning and doffing standard Personal Protective Equipment (PPE)

for health and social care settings

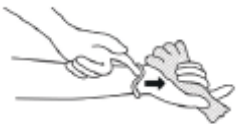






Donning or putting on PPE

Before putting on the PPE, perform hand hygiene. Use alcohol handrub or gel or soap and water. Make sure you are hydrated and are not wearing any jewellery, bracelets, watches or stoned rings.

- 1 Put on your plastic apron, making sure it is tied securely at the back. 
- 2 Put on your surgical face mask, if tied, make sure securely tied at crown and nape of neck. Once it covers the nose, make sure it is extended to cover your mouth and chin. 
- 3 Put on your eye protection if there is a risk of splashing. 
- 4 Put on non-sterile nitrile gloves. 
- 5 You are now ready to enter the patient area. 

Doffing or taking off PPE

Surgical masks are single session use, gloves and apron should be changed between patients.

- 1 Remove gloves, grasp the outside of the cuff of the glove and peel off, holding the glove in the gloved hand, insert the finger underneath and peel off second glove. 
- 2 Perform hand hygiene using alcohol hand gel or rub, or soap and water. 
- 3 Snap or unfasten apron ties the neck and allow to fall forward. 
- 4 Once outside the patient room. Remove eye protection. 
- 5 Perform hand hygiene using alcohol hand gel or rub, or soap and water. 
- 6 Remove surgical mask. 
- 7 Now wash your hands with soap and water. 

Snap waste ties and fold apron in on itself, not handling the outside as it is contaminated, and put into clinical waste.

Please refer to the **PHE standard PPE video** in the **COVID-19 guidance collection**:

www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-non-aerosol-generating-procedures

If you require the **PPE for aerosol generating procedures (AGPs)** please visit:

www.gov.uk/government/publications/covid-19-personal-protective-equipment-use-for-aerosol-generating-procedures