



## RISK ASSESSMENT AND ACCESS TO RISKY AREAS POLICY INCLUSIVE OF ANY PANDEMIC

This policy applies to the whole school

*The Policy is available to the school staff via [Staff Share](#)*

**We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.**

**Scope:** All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

**Legal Status:** Complies with The Education (Independent School Standards) (England) Regulations and the National Minimum Standards (NMS) for Boarding Schools, currently in force.

**Monitoring and Review:** These arrangements are subject to continuous monitoring, refinement, and audit by the Headmaster. The Board of Governors will undertake a full annual review of this document, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Signed:

Policy Agreed: September 2024

Date Published: September 2024

Next Review: September 2025

Dr T Okano  
Headmaster

Mr J Sugiyama  
Chair of Governors

### Legal Status:

- Regulatory Requirements, Part 3 Welfare, Health and Safety of Pupils and Part 5 Premises and Accommodation of the Education (Independent School Standards) (England) (Amendment) Regulations, currently in force.
- Keeping Children Safe in Education (DfE: September 2024).
- Non-statutory interim supplements to *KCSIE*: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020 subject to DfE updates) and Safeguarding and remote education during coronavirus (COVID-19).
- Prepared with regard to Health and Safety at Work Act 1974 and associated amendments and regulations including any relevant supporting documents including: The Management of Health and Safety at Work Regulations 1999, and The Regulatory Reform (Fire Safety) Order 2005, including any further amendments and supporting documents.
- Prepared with regard to the Equality Act 2010, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001.
- Health and Safety: Department of Education (DfE) *Advice on legal duties and powers for local authorities, head teachers, staff and governing bodies* (DfE February 2014) and the Health and Safety Executive (HSE)
- The School has regard to Government recommended guidance and advice re: *Learning outside the Classroom (LOtC) - National Guidance* from the Outdoor Education Advisers' Panel (OEAP) on School trips and offsite activities.

*Rikkyo School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

**Availability:** All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

**Monitoring and Review:** This document will be subject to continuous monitoring, refinement and audit by the Headmaster. This document was reviewed and agreed by the Board of Governors in January 2024 and if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require, prior to January 2024, the policy will be reviewed accordingly.

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## Introduction

Rikkyo School has ensured that the welfare of children in the college is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action has been taken to reduce risks that are identified.

Rikkyo School is required under the Management of Health & Safety at Work Regulations to manage the level of risk in all of its activities. Put basically staff and managers should manage/reduce risk to reasonable levels by identifying what the basic level of risk is, and if necessary put in place controls to reduce risk. All staff should also be alert to changing circumstances and should take appropriate actions to reduce or stop an activity if the level of risk seems inappropriate. Risk assessments are also required by other legislation, i.e. COSHH, Manual Handling, Visual Display Screen Equipment etc. The results of and risk assessment and subsequent control measures should be made known to the staff, students and visitors concerned.

It is drawn up and implemented in accordance with the Education (Independent School Standards) Regulations (SI 2014/3283) currently in force (the **ISSRs**) and has regard to the Part 3 obligations of the Proprietor to make arrangements to safeguard and promote the welfare of students at the School by the implementation of a written risk assessment policy and the Part 8 obligations of those with leadership and management responsibilities to actively promote the wellbeing of students. It has regard to standards 6.3 and 13 of the National Minimum Standards for Residential Special Schools (RSS) (DfE: September 2023).

## Legislation

Risk assessments have been implicit under the Health & Safety at Work Act (currently in force) and explicit under regulations such as the Control of Substances Hazardous to Health (COSHH) Regulations and the Noise at Work Regulations made under this Act. The Management of Health & Safety at Work Regulations requires a risk assessment to be carried out by employers to assess the risk to staff, pupils and others who may be affected by their undertaking, and to record the significant findings of the assessment and any group of employees as being especially at risk. Where an assessment is made under other regulations such as the COSHH Regulations this will meet the requirements of the assessment required by the Management of Health & Safety at Work Regulations.

## Purpose

The purpose of this policy is:

- to actively promote the wellbeing of all students, staff and volunteers at the School;
- to ensure that all employees of the School are aware of and follow the school's approach to student wellbeing; and to implement a framework for the assessment of risk(s) to the wellbeing of all who are at Rikkyo School.

Rikkyo School is fully committed to promoting the safety and welfare of the community so that effective education can take place. The highest priority (integral to which is safeguarding (child protection)) is to ensure that all the operations within the school environment, both educational and support, are delivered in a safe manner which complies with both law and best practice. Risks are inherent in day to day life and they need to be identified along with the adoption of systems and control to mitigate them.

**Safeguarding:** Safeguarding (child protection) is the golden thread which is at the core of the School. The School's policies and training for all faculty and staff form the core of our child protection (safeguarding) risk management. Safer recruitment policies and procedures reduce the exposure of the school to the risk of employing faculty staff who are barred from working with children or are not allowed in the UK.

## Pandemics - Implications for Health and Safety Risk Assessments

We have a specific Risk Assessment in relation to the management of pandemics which takes into consideration the DfE guidance on COVID-19 which was regularly reviewed to ensure it is appropriate and responses to changes as they arise. We will use our previous experiences regarding COVID-19 to be able to act accordingly if we encounter another similar event. We will be able to tackle the risks associated with pandemics including staff shortages that may impact on the management of Health and Safety at Rikkyo School, including supervision, fire precautions, first aid and maintenance. We have high-level contingency plans in place, with a clear chain of command to re-distribute responsibilities, if necessary. Please see our related Health and Safety Documents, including our COVID-19 arrangements for more details.

We have assessed the risks associated with COVID-19 and therefore successive pandemics and implement preventative measures as outlined in Government guidance. This risk assessment supplements all existing risk assessments in the School. We have involved employees in the risk assessment process, shared the findings, and provided instruction needed to implement measures. Monitoring will follow to ensure measures are implemented and the risks controlled.

Additionally, the H&S Executive could make unannounced visit to check that the school is compliant with government and DfE guidance. Please refer to the updated Appendix 3 of this policy



**Risk Assessment:** All risk assessments are reviewed and recorded regularly and also when major structural work is planned or in the event of an accident or a near miss. There is a separate health and Safety Policy and Health and safety statement which should be read in conjunction with this policy. Copies of the policy are provided to all new members of faculty and staff along with their employment contract.

The School's risk assessment process covers both adults and children and includes:

- checking for hazards and risks both indoors and outside and in all activities and procedures;
- deciding which areas need attention, developing an action plan which specifies the action required;
- the timescales for action and any funding required

Lists of health and safety issues are checked:

- Daily, before the start of morning school;
- Termly; and
- Annually, when a full risk assessment is carried out

Separate documents detailed in the Health and Safety Manual also have a bearing on the management of risk. Assessments will continue to be carried out using the School's Risk Assessment procedures by those persons having control and immediate responsibility for the activity. The assessor will keep a record of the assessment and ensure that all staff and students involved are aware of the requirements of the assessment. A copy of each assessment will be kept in a central file.

### Training

All staff who will continue to be trained to manage risk and write risk assessments.

### **What is a risk assessment?**

A risk assessment is a careful examination of what, in an employee's work, could cause harm to them, so that it can be weighed up whether the Headmaster has taken enough precautions or should do more to prevent harm. The Headmaster is legally required to assess the risks in the workplace. In assessing the risks in the workplace, the Headmaster will require the Health and Safety Officer to:

- look for the hazards;
- decide who might be harmed and how;
- decide whether the existing precautions are adequate or whether more should be done;
- record the findings;
- review the assessment and if necessary, revise it.

Risk assessments make good sense and focus on prevention rather than reacting to situations as they occur. Risk assessments should be reviewed and updated regularly. A Risk Register is maintained by the School with individual risk assessments maintained by the Health and Safety Manager or maintenance team, depending on the nature of the risk assessment.

In assessing the risks in the workplace, the Proprietor will require the H&S Manager to:

- look for the hazards, decide who might be harmed and how;
- decide whether the existing precautions are adequate or whether more should be done;
- record the findings, review the assessment and if necessary, revise it.

Regular and systematic inspections and risk assessments of all potential hazardous substances and work activities will be made by, or under the authority of, the executive responsible for health and safety and will take into account all the relevant regulations and code of practice. Specialist advice will be obtained if necessary and the risk assessment will be reviewed periodically. The significant findings will be recorded and appropriate preventative and/or protective measures taken as necessary.

### **Looking for Hazards**

You can look for hazards by:

- consultation and conducting inspections of the workplace;
- analysing jobs;
- adopting a "what if" approach;
- listing all Acts and Regulations as they apply to the workplace.

Manufacturers' instructions, accident records, ill health records, etc., can help to identify hazards.

**Advice to all staff:** Look only for hazards which you could reasonably expect to result in significant harm under the conditions in your workplace. Use the following examples as a guide: slipping / tripping hazards (e.g. poorly maintained floors or stairs); fire (e.g. from flammable materials); chemicals (e.g. Floor cleaner); moving parts of machinery, (e.g. blades); work at height, (e.g. from ladders); pressure systems, (e.g. gas systems and bottles); electricity (e.g. poor wiring); dust fume (e.g. welding); manual handling; noise; poor lighting and low temperature.

### **Is Risk adequately controlled?**

Have you already taken precautions against the risks from the hazards you listed? For example, have you provided:

- adequate information, instruction or training?
- adequate systems or procedures?

### **Do the precautions:**

- meet the standards set by a legal requirement?
- comply with a recognised industry standard?
- represent good practice?
- reduce risk as far as reasonably practicable?

If so, then the risks are adequately controlled, but you need to indicate the precautions you have in place. You may refer to procedures, manuals, company rules, etc. giving this information. If the risk is not adequately controlled, an 'action list' should be written.

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**Who Might be Harmed?** When preparing a risk assessment there is no need to list individuals by name, just groups of staff conducting similar work, or why they may be affected, e.g.:

- teachers, classroom assistants, office staff, maintenance staff, contractors;
- people sharing your workplace, cleaners, parents/guardians/carers.

Pay particular attention to:

- staff with disabilities, visitors, inexperienced staff, lone workers.

### **Recording the Findings**

If more than five staff are employed, significant hazards and conclusions must be recorded and staff should be informed of the findings. The Headmaster should be able to show that:

- a proper check was made;
- you asked who might be affected;
- you dealt with all the obvious significant hazards;
- the precautions are reasonable and the remaining risk is low.

Keep the records for future reference: an inspector may ask for them or if you become involved in any legal action they will be required.

Risk assessments should be recorded in one or more of the following ways:

- On a School Risk Assessment Form.
- On a specific health & safety risk assessment record from e.g. COSHH, Manual Handling, Visual Display Screen Equipment, Personal Protective Equipment.
- On an instruction or procedure document.
- Any other appropriate and approved record.

The risk assessment should be signed and dated by the person completing the form. The findings of the risk assessment should be made known to all staff and students affected by the activity assessed. A copy of all completed risk assessments should be kept within the relevant department or service area and their location made known to all staff within that area.

### **What further action is necessary to control the risk?**

What more could you reasonably do to reduce these risks which you found were not adequately controlled? We give priority to those which affect large numbers of people and / or could result in serious harm. Apply the principles below when taking further action, if possible in the following order:

- remove the risk completely;
- try a less risky option;
- prevent access to the hazard ( e.g. by guarding or fencing);
- organise work to reduce exposure to the hazard;
- issue personnel protective equipment;
- provide welfare facilities (e.g. washing facilities for removal of contamination and first aid).

### **Risk Assessments**

In order to create a safer environment at the school and also to comply with HSE regulations, we are required to carry out Risk Assessments of any activity that involves a hazard. A hazard is defined as an activity that has the potential to cause harm to either pupils, staff, visitors or members of the public.

**Areas requiring Risk Assessments:** There are numerous activities undertaken by the School, each of which requires a risk assessment. These include: fire safety and prevention, learning outside the classroom (LOtC) inclusive of educational visits and trips, science, sport and PE, art, drama and so on.

### **AREA/ACTIVITY COVERED: General classroom activities**

SIGNIFICANT HAZARDS: slips, trips, fall, electric shock and fire

### **Control measures**

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The layout of all teaching rooms will be such as to ensure ease of exit in the event of fire. Access to the exit door, including any additional fire exit doors will be free of obstruction and readily accessible. All aisles between desks or other furniture will be sufficient width to allow easy passage taking account of the numbers using them. Fire exit routes will be clearly marked in all corridors serving teaching rooms. On entering teaching areas staff will ensure that they are in a safe condition. This will include ensuring that floors are free of obstructions and trip hazards e.g. trailing cables; that electric socket outlets are free of physical damage or discoloration due to overheating and that no other hazards are present e.g. inappropriate substances left in the teaching area. Any faults for accidental damage that may give rise to significant risks will be reported and remedial action taken. Immediate action will be taken to prevent danger where there is a significant risk. All electrical equipment e.g. televisions, overhead projections etc will be correctly fused, maintained in a safe condition and will be protected by a residual current device. All new equipment will be CE marked where appropriate.

Where manual handling has to be carried out e.g. moving large items of furniture or equipment, this will be done by the Maintenance team in the appropriate way. All equipment and other items stored in teaching rooms will be stored safely. Items will not be stored in situation where they may give rise to risk of manual handling injury or where they may fall and cause injury e.g. heavy items on tops of cupboards. Where access is required to shelves etc above head height, appropriate steps will be readily available and used. Items will not be stored where they may cause obstruction or be a trip hazard.

### **Information & Supervision**

A DBS check as appropriate will be carried out in respect of all personnel whose work may bring them into unsupervised contact with children. All teaching staff will have such specialist training and knowledge as is necessary to ensure safety in respect of the activities they are supervising.

**AREA/ACTIVITY COVERED:** Indoor and outdoor sports and games activities

### **Control Measures**

Supervision of children by qualified and competent staff is the responsibility of the Headmaster to control measures in respect of pupil safety during physical education and sports activities. There is no profession or legal requirement for a teacher to have a specific award or accreditation before teaching any physical education activity but the school must be satisfied that teachers or others who supervise such activities are competent to do so. All staff will be given relevant medical/emergency information in respect of pupils liable to suffer adverse medical problems arising from involvement in any physical education or sports activities. Staff will ensure that each pupil is physically fit for any activity they may undertake and that pupils know how to use safely all the equipment that are required to use. Where appropriate, staff will ensure that suitable warm-up exercises are performed prior to the start of games and similar strenuous activities.

All outdoor playing fields/areas and the equipment used on them, including fixtures such as goalposts etc will be suitable for the purpose for which they are used. Hazards may include damage to surfaces, glass, small potholes, stones, dog faeces or insecure/unstable/unsuitable equipment. Surfaces may also be unsafe as a result of ice, frost or excess surface water. Staff will make a simple visual inspection of playing areas etc before any activity begins to ensure the conditions and equipment are safe. Where pupils are to be involved in the setting out of equipment etc. they will receive appropriate instruction and supervision in respect of how to carry this out safely. In particular staff will ensure that pupils do not lift loads in an unsafe way nor lift excessive loads having regard to their physical development. A first aid container will be maintained in, or in the immediate vicinity of, each sports area. A travelling first aid kit will be taken to all sporting events away from the school premises. Where the supervising member of staff is not a qualified first aider, there will be a reasonable access to such a person.

### **Information, Training and Supervision:**

Levels of supervision of sporting activities will be sufficient to ensure the health and safety of those taking part. Factors to consider are the nature of the activity; the age, ability, physical and behavioural characteristics of participants and any relevant medical conditions. It is recommended that the staff responsible for physical education lessons should have a first aid qualification.

**AREA/ACTIVITY COVERED:** Off-site activities and visits

**Significant hazards:** Security, slips, trips and falls; health problems arising from contact with animals.

### **Control Measures**

All offsite visits/expeditions must be authorized by the Headmaster. Pupils will only participate in off-site visits with the written consent of their parent/guardian/carer. Parents/guardians/carers will be given details of each trip and will give their consent. Adequate levels of supervision will be maintained during all off-site activities. The following factors will be taken into account:

- The number of pupils involved
- The duration of the journey
- The gender, age and ability of group members
- The nature of any accommodation to be used
- Any requirements of the locations to be visited
- First aid cover

Where reasonably practicable, all accommodation should be assessed for suitability prior to visits taking place. All accommodation should be clean, in good repair, well-lit and well-ventilated and there should be enough space to allow pupils to live in comfort with an appropriate number of showers/baths, wash basins and toilet facilities. Kitchen and dining facilities should be clean and well organised with food being freshly cooked and served immediately. In cases where a facility is being used for the first time, a pre-visit by a member of staff will be appropriate. If staff do not sleep in the same block there should be a duty teacher of appropriate gender whenever the pupils are in the accommodation. Children and staff will occupy separate rooms on residential visits, according to gender. Teachers must make themselves and pupils aware of fire exits and evacuation procedures. A fire evacuation practice should be carried out early in the visit. Teacher to retain pass keys in order to gain entry to all self-locking doors in an emergency. An assessment of risk will be made prior to any off-site activity or visit.

All staff will be given relevant medical/emergency information in respect of pupils liable to suffer adverse medical problems during in or arising from off-site visits. Staff will ensure that each pupil is physically fit for any activity they may undertake. The group leader and other staff will monitor risks throughout the visit and take necessary actions appropriate. Clear rules of conduct will be established and communicated to pupils in respect of acceptable behaviour during off-site visits and journeys. Appropriate footwear, personal protective clothing and equipment will be worn by staff and pupils during visits. This may include wellingtons and weather resistant outer clothing. A first aid container will be available on all off-site visits.

Teachers are reminded to avoid any 1:1 situations with pupils that might be open to misinterpretation. All accompanying adults have a duty of care. Teachers should remember that they are loco parentis at all times on the visit and thus responsible for the well-being and safety of the children. A system of pupil recall is essential with work in the open environment, on water or during swimming activities. The system should be simple, understood by all and practised beforehand. A system is implemented to attract the attention of children when it is necessary for the pupils to re-join the main group. Children should never be on their own, but remain in the group. In the event of Outdoor Activity Centres being used for activities such as hill walking, rock climbing, sailing, canoeing etc and assessment of the suitability of the centre, qualifications, suitability and experience of the staff etc will be made prior to them taking place.

**AREA/ACTIVITY COVERED:** All building and grounds maintenance and related activities.

**Significant hazards:** Machinery hazards; electric shock; falls from height; slips, trips and falls.

#### **Control Measures**

All machinery and work equipment will be suitable for the purposes for which it is used. It will be maintained in a safe condition. It should be stored in the locked shed and never left unattended on the school grounds or building. An inspection and testing procedure will be maintained in respect of all portable electrical appliances. This will be carried out annually by a qualified professional. Records will be kept of this inspection. All electrical equipment will be suitable for the purposes for which it is used, will be correctly fused and will be maintained in a safe condition. Suitable precautions shall be taken to reduce the risks associated with working at height. Access equipment will be suitable for the purpose. Ladders will be used when suitable. When they are not scaffolding will be used. This will be erected by competent persons and subject to inspection in accordance with statutory requirements. Staff will not undertake manual handling activities that present significant risk unless they have received appropriate training.

The building will be maintained in a safe condition. Where deterioration/wear and tear could give rise to significant risk to health and safety, monitoring will be carried out. Where appropriate, schemes of preventative maintenance will be put in place to further minimise risk. Staff will be encouraged to report accidental damage and other faults and remedial action will be taken before significant risks arise. The selection of contractors will be undertaken by the Headmaster. He will seek to ensure the selection of



competent contractors, effective collaboration between the school and contractors in the performance of contracts and to monitor the health and safety performance of contractors. A fire risk assessment will be carried out and reviewed as necessary e.g. in the event of changes to buildings. Fire arrangements will be recorded and fire evacuation procedures established and maintained in respect of potential evacuations during the day. Suitable personal protective equipment will be provided in respect of all activities where it can further reduce risk. Cleaning of the school building will be done by competent persons and all cleaning materials kept in a locked cupboard. They will only use products that have been authorised by the Headmaster.

## **STUDENT WELFARE**

### **Responsibilities**

The Headmaster oversees student welfare and well-being issues, who at an operational level will:

- ensure that student's health, safety and well-being is adequately protected;
- ensure that all staff are aware of, and adhere to, the School's policies and procedures on student health, safety and welfare;
- ensure that key staff have clearly established roles and responsibilities;
- ensure that staff are appropriately trained to deal with student welfare issues;
- ensure that where concerns about a student's welfare are identified, the risks are appropriately managed;
- consult with staff, students, parents and others, where appropriate, to find practical solutions to welfare issues;
- ensure that standards of student welfare at the School are regularly monitored both at an individual level and across the whole School community to identify trends and issues of concern and to improve systems to manage these.

### **Student welfare**

The Proprietor recognises the responsibility to safeguard and promote the welfare of students in its care. This responsibility encompasses the following principles:

- to support students' physical and mental health and emotional well-being (as well as their social and economic well-being);
- to protect students from the risk of harm and/or neglect;
- to recognise that corporal punishment can never be justified;
- to provide students with appropriate education, training, recreation and development activities both indoors and out;
- to encourage students to contribute to society;
- to protect students from the risk of radicalisation, extremism and being drawn into terrorism;
- to build students' resilience to radicalisation by actively promoting fundamental British values, enabling students to challenge extremist views;
- to assess the risk of children being drawn into terrorism and to provide appropriate support for those identified as being at risk;
- to ensure that students are provided with a safe and healthy environment so far as reasonably practicable; and
- to manage welfare concerns effectively.

The School recognises that individual students may have needs which arise from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision additional to or different from that generally required by young people of the same age in mainstream schools. The School is committed to promoting and safeguarding the welfare of all of its students having regard to the special requirements of individual students but, where appropriate or necessary, balancing the special requirements of individual students against the School's responsibilities to promote and safeguard the welfare of all its students.

The School addresses its commitment to these principles through:

- **Prevention** - ensuring that all reasonable measures are taken to minimise the risk of harm to students and their welfare by:
  - ensuring through training that all staff are aware of and committed to this policy and the values set out;
  - establishing a positive, supportive and secure environment in which students can learn and develop;
  - including in the curriculum, activities and opportunities for PSHE which equip students with skills to enable them to protect their own welfare and that of others; and
  - providing medical and pastoral support that is accessible and available to all students.
- **Protection** - ensuring all appropriate actions are taken to address concerns about the welfare of a student, whether of a safeguarding nature or otherwise. This includes:
  - sharing information about concerns with agencies who need to know and involving students and their parents appropriately; and
  - monitoring students known or thought to be at risk of harm and formulating and / or contributing to support packages for those students.

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The School recognises that student welfare and well-being can be adversely affected by many matters whether in or away from School, including abuse, bullying, radicalisation, behavioural and health issues.

The School has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote student health, safety and welfare in accordance with its duties under Part 3 of the ISSRs and the and details of those with overall responsibility for risk assessment.

### **Risk assessment**

Student safety and welfare at the School is paramount. The School have various systems to ensure that student welfare is safeguarded and promoted. Where a concern about a student's welfare is identified, the risks to that student's welfare will be assessed, appropriate action will be taken to reduce the risks identified, and this will be recorded and regularly monitored and reviewed.

The format of any assessment of risks may vary and may be included as part of the overall response to a welfare issue and/or by using the attached risk assessment form where appropriate. Regardless of the form used, the school's approach to promoting student welfare will be systematic and student focused. The information obtained through this process and the action agreed will be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular student or of students generally.

### **Safeguarding / child protection**

With regard to safeguarding risks, and in accordance with current statutory guidance, including *Keeping children safe in education* (DfE: 2024) and *Working together to safeguard children* (currently in force) and Part 3 of the ISSRs and the NMS, the School has systems in place to identify students who may be in need of extra help, or those who are suffering, or are likely to suffer significant harm, and will take appropriate action to address and mitigate those risks by working in conjunction with social care, the police (including, in relation to those identified as being at risk of radicalisation, the Channel Police Practitioner), health services and other services, where appropriate or necessary. Full details of the School's safeguarding procedures are set out in the Safeguarding Policy. Further guidance on how staff should ensure that their behaviour and actions do not place students or themselves at risk of harm, or of allegations of harm to a student, is also set out in Staff Code of Conduct.

### **Protection from radicalisation and extremism**

Details of the School's procedures to prevent students from becoming radicalised and/or being drawn into extremism and/or terrorism in accordance with the guidance in *Prevent Duty Guidance* for England and Wales (currently in force) (HM Gov) and the *Departmental advice on the Prevent Duty* (DfE) are also contained within the Safeguarding Policy. The School will meet these obligations by assessing the risk of students being drawn into radicalisation and/or extremism and/or terrorism and putting in place control measures to support those at risk.

The School is committed to providing a safe space in which students can consider and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The School will ensure that the arrangements for visiting speakers, whether invited by staff, students or parents, are suitably risk assessed before the visit takes place and that clear protocols are in place to ensure that those visiting speakers are suitable and are appropriately supervised when on School premises.

### **Anti-bullying**

The School has a written Anti-bullying policy which covers the School's approach to the management of bullying and cyber bullying.

### **Behaviour**

The School has a written behaviour policy which sets out how it promotes good behaviour amongst students at the School and the sanctions to be adopted in the event of student misbehaviour. This policy contains further information about the School's performance of its duties under the Equality Act (currently in force) (and reasonable adjustments made for students with disabilities), support systems for students and liaison between parents and other agencies.

### **Health and safety**

In accordance with its obligations under the Health and Safety at Work etc Act (currently in force) and with Part 3 of the ISSRs, Rikkyo School as an employer has a duty to ensure the health, safety and welfare of employees and the health and safety of

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students and others affected by the Schools' operations, so far as is reasonably practicable. The School will meet this requirement by taking a sensible, proportionate and holistic approach to management of health and safety issues in accordance with its obligations and its health and safety policies and its policy on risk assessment of health and safety issues.

### Reporting

When assessing risks to student welfare and well-being at the School, all staff should also consider whether the matter should be reported to outside agencies and /or regulatory bodies, including but not restricted to, Children's Services, the Police, (including, in relation to those identified as being at risk of radicalisation, the Channel Police Practitioner), Ofsted, CAMHS etc.

Unless provided for otherwise in the School's policies or in statutory guidance, the member of staff concerned should discuss the decision to report to outside agencies and /or regulatory bodies with the Headmaster and/or the Designated Safeguarding Lead (where appropriate) before making such a report.

If, at any point, there is a risk of immediate serious harm to a student, a referral should be made to children's social care immediately. Anybody can make a referral. If the student's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. Wherever the School proposes to share information under this policy or related welfare policies, it will have due regard to the principles set out in the DfE advice note, "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (Currently in force).

### Appendix 1: Guidance on Risk Assessment

**Guidance on risk assessment:** A student welfare risk assessment is a careful examination of what could cause harm to student welfare and to consider appropriate control measures, so that you can weigh up whether the School has taken adequate precautions or should take additional steps to prevent the risk of harm. The purpose of a risk assessment is not to create huge amounts of paperwork, but rather to identify sensible measures to control real risks - those that are most likely to occur and / or will cause the most harm if they do. When thinking about your risk assessment in this context, remember:

- a welfare issue is anything that may harm a student; to include cyber-bullying, abuse and the risk of radicalisation and extremism.
- the risk is the chance that a student could be harmed, together with an indication of how serious the harm could be if it occurs.

**Step 1: Identify the issue:** First you need to work out how students could be harmed. This will generally be set out in the concern raised about a student's welfare.

**Step 2: Decide who might be harmed and how:** Identify individual students or groups of students who might be harmed and how they might be harmed by the concern raised.

**Step 3: Evaluate the risks and decide on precautions:** Decide what to do about the risks.

Compare what you currently do with what is required by law, DfE guidance or is accepted good practice. If there is a difference, list what needs to be done to protect the student's welfare. Where appropriate take into account any special requirements or protected characteristics.

**Step 4: Record your findings and implement them:** Make a written record of your significant findings - the concern, the issues, how student(s) might be harmed and what arrangements the School has in place to control those risks.

There is no prescribed format for this record, but any record produced should be simple and focussed on control measures and the steps the School proposes to take to manage the risk.

**Step 5: Review your risk assessment and update, if necessary:** Review what you are doing for the students identified and across the School generally and monitor and review the efficacy and /or the outcome of the measures you have put in place on a regular basis, or as required.

### Staff involved in promoting Health and Safety

All staff carry out a risk assessment of their specific rooms and surrounding areas and complete a Room Safety Audit at regular intervals.

### **Review and Revision**

If there is a significant change in working practices, e.g. purchase of new machinery or substances, employment of new staff, etc., this could present new hazards. It is good practice to review assessments from time to time to ensure precautions are still working effectively. All risk assessments should indicate on them the required review period that should be:

- at least annually where there is a generic risk assessment;
- on each occasion when it is an activity/site specific assessment;
- also at regular periods dependent of the level of risk of the activity;
- immediately following an accident (or a near miss) and
- when new activities are introduced

The review should be signed and dated by the person completing the form. A copy of the completed reviewed/updated risk assessment should be forwarded to the Headmaster.

### **Guide to Risk Assessment**

The activities listed below have been graded on a scale (Low, Med or High) in accordance with the seriousness of the injury they could cause.

#### **Severity of hazard**

Low = No hazard

Low = Slight, could cause minor cuts or bruises

Low = Minor, could cause wound needing on site first aid treatment

Med = Moderate, could cause wound needing treatment at local surgery

Med = Could cause wound needing hospital treatment

Med = Fractures, dislocations, breakage of bones needing hospital treatment

High = Head wounds and concussion needing hospital treatment

High = Permanent maiming or disfigurement

High = Could cause permanent total disablement or death

High = Could cause multiple fatality

Student Name: XXXXXXXX Date: 5/11/20XX

**Needs:** Congenial mild hemiplegia, Developmental learning and behaviour difficulties, severe dyslexia, Speech and language difficulties.

Student behaviour or Physical difficulty	Score	Risks	Precautions
XXXX has hemiplegia	moderate	<p>Using sharp tools</p> <p>Using cutting machinery requiring positioning of materials with both hands</p> <p>Wearing safety clothing and equipment properly (putting on gloves will take longer etc.</p> <p>Safely carrying heavy materials, tools, equipment across the workshop</p> <p>XXXX may tire easily and lose control of tools/ machinery</p>	<p>Discuss process with XXXX, she will ask for 1:1 support for specific tasks if she feels he will not be able to manage, XXXX may use an adapted stance or unconventional holds which he uses for practical tasks, staff to observe XXXX closely when learning new skills ensuring she can safely control tools and intervene as required.</p> <p>Provide clamps/jigs/ equipment that can support with stabilising tools / materials</p> <p>Check any safety clothing is correctly worn</p> <p>Use of adapted equipment e.g a block plane is lighter to carry than a smoothing plane</p> <p>rest breaks</p>
Willingness to follow instructions.	Good	N/A	N/A
Understanding of spoken language.	variable	XXXX may have difficulty understanding complex instructions and safety procedures explained verbally	<p>Check XXXX's understanding by asking her to repeat back instructions. Rephrase, chunk and repeat instructions. Regularly remind / prompt XXXX on next steps. Visual Signage.</p>
Ability to foresee danger.	Variable	XXXX has severe dyslexia, she cannot read safety notices	Provide simplified task texts

		and signage	and visual instructions
<b>Previous workshop experience.</b>	Good	N/A	N/A
<b>Ability to work with others.</b>	Good	None	None
<b>Tendency towards Violent or angry outbursts.</b>	N/A	N/A	N/A
<b>Level of impulsive behaviour.</b>	Variable	XXXX's enthusiasm can sometimes spill over into immature behaviour, he may lose concentration or distract others.	Close supervision, clear guidance, reminders and prompts to behave.

**Appendix 2: Risk Assessment for Rikkyo School Risky Areas EXAMPLE TEMPLATE**

Risk Assessment for Rikkyo School		
Risk Assessment for: Risky Areas	Date of Risk Assessment: February 2024	Review Date: February 2024
Carried out by: Inderjit Kaur Dhillon – Chief Operating Officer	Approved by: Divinder Kaur Ghundale - Headmaster	Updated: March 2024

What are the Hazards?	Level of risk			Who might be harmed and how?	Control Measures			
	Low	Med	High		Action to be taken to lower the risk.	Action by whom?	Action by when?	Level of risk reduced to low
Bin locker outside the kitchen		√		Children are near refuse	Bin area to be locked and only opened when refuse is taken out or the bins are collected	COO	Weekly	√
Balcony area on level one			√	Risk of falling off the balcony	The doors leading onto the balcony remained locked during school hours.  Any maintenance work in that area will only be scheduled out of schools hours	COO	Daily	√
Level three of the building			√	It is out off bound for children and staff and it is not ready for teaching and learning	Level three always remains locked  The area is yet to be developed and is on the school development plan.	COO	Daily	√
Barn at the rear of the building. The mower and other large essential maintenance equipment is stored there			√	Risk of severe injury to limbs  Contact with flammable substances	This area is out of bounds for children and staff.  The barn always remains locked and is only opened by the maintenance team	COO	Daily	√

Sheds at the front of the building. Holding essential maintenance equipment			√	Risk of severe injury to limbs	This area is out of bounds for children and staff.  The sheds always remains locked and is only opened by the maintenance team	COO	Daily	√
Outdoor electric mains cupboard  Indoor electric cupboards in reception, library and stairwell			√	Electric Shock	The cupboards always remain locked and only accessed by the maintenance team  Fire Evacuation procedure known and in place on wall in the corridor.	COO	Daily	√
Gas meter located in the medical room			√	Risk of gas leak and inhalation	The cupboards always remain locked and only accessed by the maintenance team	COO	Daily	√
Plant room and heat exchange units outside			√	Fire Risk of severe injury	The plant room is regularly monitored and is always locked. The main door is locked and the gate leading down the stairs is also padlocked  The heat exchange units are fenced and are padlocked	COO	Weekly	√
Lift machinery			√	Risk of severe injury	The lift machinery cupboard always remains locked.  Maintenance takes place out of school hours	COO	Daily	√
Lift		√		Pupil and or staff are stuck in the lift	An alarm can be raised should anyone be stuck in the lift  The lift is on a maintenance schedule and checked annually	COO	Annually	√
Medical room		√		Ingestion of drugs that are stored in the medical room	There is a controlled drugs cabinet and fridge in the medical room and both always remain locked	COO	Daily	√



Staff kitchen			√	Risk of injury and burns Pupils Staff	The kitchen is out of bounds for pupils Fire extinguisher and fire blanket are both available in the kitchen	Teacher	When on duty	√
Room partition in the food & nutrition area			√	Risk of injury Pupils Staff	All staff are trained on how to open and close the doors. Children are verbally informed of the dangers and shown how to keep themselves. Expectations of the school behaviour policy are re-enforced	Headmaster / COO / Teacher	When on duty	√
Room partition in the Creative Arts Hall			√	Risk of injury Pupils Staff	All staff are trained on how to open and close the doors. Children are verbally informed of the dangers and shown how to keep themselves. Expectations of the school behaviour policy are re-enforced	Headmaster / COO / Teacher	When on duty	√
Climbing frame in the Sports Hall			√	Risk of injury Pupils Staff	All staff are trained on how to open and close the doors. Children are verbally informed of the dangers and shown how to keep themselves. Expectations of the school behaviour policy are re-enforced	Headmaster / COO / Teacher	When on duty	√
Staircase leading to the first and second floor.		√		Pupils may fall down the stairs	Pupils are reminded to walk slowly on the appropriate side and to hold on to the rail whilst walking down.	Teacher	When on duty	√
Cleaning chemicals in staff toilet		√		Risk of spillage and injury Ingestion or absorption of chemicals	Placed together in a lockable cupboard with COSHH signage. <ul style="list-style-type: none"><li>• First aid kit</li><li>• Warning notices</li><li>• Fire extinguishers</li><li>• Fire blankets (in kitchen)</li></ul>	COO	When on duty	√

Field at the rear of the building - Intruders may access our property			√	Pupils Staff Damage to building  Intruders may access our property	CCTV cameras are placed around the building so we can see the perimeters and if anyone accesses the property.  If an intruder does access the property police will be called and our lockdown policy will be enforced	COO	When on duty	√
Neighbours field at the side of the building - Intruders may access our property			√	Pupils Staff Damage to building  Intruders may access our property	CCTV cameras are placed around the building so we can see the perimeters and if anyone accesses the property.  If an intruder does access the property police will be called and our lockdown policy will be enforced	COO	When on duty	√
Barbed wire on the perimeter fence – may cause damage to anyone who tries to jump over the fence			√	Visitors Pupils Staff	There is no unauthorised access to the area where the barbed wire is. Children will always be accompanied by an adult in that area	Headmaster / COO / Teachers	When on duty	√
Carpark at the front of the building			√	Pupils Staff Risk of injury	The carpark is out of bounds for children. As per our supervision of children policy when children arrive at school they do so by mini bus and will be dropped off at the side entrance	Headmaster / COO / Teachers	When on duty	√
Gates and main road			√	Pupils  Teachers  Risk of injury	This area is out of bounds for the children.  As per our supervision of children policy when children arrive at school they do so by mini bus and will be dropped off at the side entrance	Headmaster / COO / Teachers	When on duty	√
Contacting members from one part of the building to another  With an incident occurring with			√	Pupils  Staff	Only use designated teaching and learning spaces.  Inform a member of staff if you are	Headmaster / COO	Daily	√

no one aware					working alone  All staff and children do not come into the school unless a member of the SLT or site manager are aware of you coming			
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**Appendix 3: Pandemic Risk Assessment Criteria EXAMPLE TEMPLATE**

**ASSESS**

Decide appropriate control measures for managers and employees to implement under a 'Plan', 'Do', 'Review' cycle.

\*The preventative measures in this risk assessment are not mandatory but are provided as guidance on reducing the risk of transmission. Each school/setting must consider their own situation and adapt the assessment by editing the measures where appropriate. Remove any measures that are not relevant or will not be applied in your setting and add any additional local measures that you are implementing.

**Who may be at risk:** Employees, pupils and young people, families (parents, carers and siblings), visitors, contractors, members of public.

**Vulnerable groups** – this risk assessment considers vulnerable groups which the NHS lists as 'people at high risk (clinically extremely vulnerable)'; and 'people at moderate risk (clinically vulnerable)'. An individual risk assessment may be appropriate for vulnerable employees plus BAME and those who are very anxious about returning to their workplace.

PLAN		DO			REVIEW
Prepare Building	Prepare Employees and Parents and pupils	Control Access	Implementing Social Distancing	Implement Infection Control Measures	Communicate and Review Arrangements
<ul style="list-style-type: none"> <li>Ensure that all health and safety compliance checks have been undertaken before opening (e.g. fire alarm, emergency lighting, water hygiene, lifts, etc.).</li> <li>Ventilation and AC systems working optimately; (ventilation system should be kept on continuously, with lower ventilation rates when people are absent).</li> <li>Pandemic posters/signage displayed.</li> </ul>	<ul style="list-style-type: none"> <li>Involve employees in plans to return to school and listen to any suggestions on preventative measures that can be taken.</li> <li>Vulnerable employees and pupils ('clinically vulnerable' to coronavirus) identified and told not to attend school if shielding.</li> <li>Consider personal risk factors: age, obesity, pregnancy, existing health conditions and ethnicity.</li> <li>Where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Entry points to school controlled (including deliveries).</li> <li>Building access rules clearly communicated through signage on entrances.</li> <li>Parents' drop-off and pick-up protocols to minimise contact.</li> <li>School start times staggered so class groups arrive at different times.</li> <li>Floor markings outside school to indicate distancing rules (if queuing during peak</li> </ul>	<ul style="list-style-type: none"> <li>Safe distancing or 2 metres is a preventative measure that will be adopted so far as is reasonably practicable but it is acknowledged that this is not always possible in schools. However, all the measures in this assessment are aimed at reducing transmission risk.</li> <li>Reduced class sizes.</li> <li>Class groups kept together throughout the day and do not mix with other groups.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient handwashing facilities are available.</li> <li>Where there is no sink, hand sanitiser provided in classrooms.</li> <li>Frequent hand washing encouraged for adults and pupils (following guidance on hand cleaning).</li> <li>Hands cleaned on arrival at school, before and after eating, and after sneezing or coughing.</li> <li>Young pupils encouraged to learn and practise good</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with employees and trades union Safety Reps on risk assessments.</li> <li>Risk assessment published on school intranet and website.</li> <li>Nominated employees tasked to monitoring protection measures.</li> <li>Employees encourage to report any non compliance.</li> <li>The effectiveness of prevention measures will be monitored by school leaders.</li> <li>This risk assessment will</li> </ul>

<ul style="list-style-type: none"> <li>• Modify school reception/ early years entrance to maintain social distancing (e.g. provide screens or floor markings).</li> <li>• Consider one-way system if possible for circulation around the building.</li> <li>• Stairways to be up or down only.</li> <li>• Put down floor markings along the middle of two-way corridors/stairs to keep groups apart and ‘keep left’ signs.</li> <li>• In areas where queues may form, put down floor markings to indicate distancing.</li> <li>• Can separate doors be used for in and out of the building (to avoid crossing paths).</li> <li>• Identify doors that can be propped open (to limit use of door handles and aid ventilation) taking account of fire safety and safeguarding.</li> <li>• Identify rooms that can be accessed directly</li> </ul>	<p>individual risk assessments for employees and pupils at special risk (take account of medical advice).</p> <ul style="list-style-type: none"> <li>• Review EHCPs where required.</li> <li>• Regular communications that those who have coronavirus symptoms, or who have someone in their household who does, are not to attend school.</li> <li>• Information shared about testing available for those with symptoms.</li> <li>• Remote education is continuing as much as possible to limit numbers attending school.</li> <li>• Assess how many employees are needed in school and identify those that can remain working from home.</li> <li>• Employees shielding at home manage online work, whilst those in school only teach.</li> <li>• Returning to school will</li> </ul>	<p>times).</p> <ul style="list-style-type: none"> <li>• Screens installed to protect employees in reception.</li> <li>• Hand sanitiser provided at all entrances.</li> <li>• Visitors do not sign in with the same pen or touch screen devices in reception.</li> <li>• Staff on duty outside school to monitor protection measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Groups do not mix to play sports or games together.</li> <li>• The number of pupils in shared spaces (e.g. halls, dining areas and internal and external sports facilities) for lunch and exercise is limited to specific group(s).</li> <li>• Assemblies not held or staggered.</li> <li>• Separate spaces for each group clearly indicated in shared spaces (e.g. barriers or floor markings).</li> <li>• Take out service only during lunch with pupils eating outside (weather permitting).</li> <li>• Limiting the number of pupils who use the toilet facilities at one time.</li> <li>• Groups use the same classroom or area of a setting throughout the day.</li> <li>• Seating plans to ensure pupils sit at the same desk.</li> <li>• Desks should be spaced as far apart as possible.</li> </ul>	<p>hygiene habits through games, songs and repetition.</p> <ul style="list-style-type: none"> <li>• Staff help is available for pupils who have trouble cleaning their hands independently.</li> <li>• Adults and pupils are encouraged not to touch their mouth, eyes and nose.</li> <li>• Be vigilant to babies or pupils putting items in their mouths etc. and make sure these are dealt with immediately.</li> <li>• Adults and pupils encouraged to use a tissue or elbow to cough or sneeze and use bins for tissue waste (‘catch it, bin it, kill it’)</li> <li>• Bins for tissues provided and are emptied throughout the day.</li> <li>• Spaces well ventilated using natural ventilation (opening windows) or ventilation units.</li> <li>• Doors propped open, where safe to do so to limit use of door handles. Ensure closed</li> </ul>	<p>be reviewed if the risk level changes and/or in light of updated guidance.</p>
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<p>from outside (to avoid shared use of corridors).</p> <ul style="list-style-type: none"> <li>Organise classrooms for maintaining space between seats and desks.</li> <li>Arrange sleep rooms to space out the cots and beds.</li> <li>Inspect classrooms and remove unnecessary items.</li> <li>Remove soft furnishings, soft toys and toys that are hard to clean.</li> <li>In toilets middle cubicle/ sink/ urinal of 3 to be taken out of use.</li> <li>Put up laminated picture signs in toilets and classrooms in front of sinks showing handwashing.</li> <li>Position clocks with second hand or timers near sinks to teach pupils to wash for 20 seconds.</li> <li>Make arrangements with cleaners for additional cleaning and agree additional hours to allow for this.</li> </ul>	<p>be for groups on a priority basis (early years settings - 3 and 4 year olds followed by younger age groups); or (Primary schools - nursery, reception, year 1 and year 6); or (Secondary - years 10 and 12 students).</p> <ul style="list-style-type: none"> <li>If shortage of teachers, allocate teaching assistants to lead a group, working under the direction of a teacher.</li> <li>Reviewing timetables to decide which lessons or activities will be delivered on what days.</li> <li>Smaller class groups identified (split in half, with no more than 15 pupils per small group to one teacher and, if needed, a teaching assistant).</li> <li>For early years' settings, the employees to child ratios within Early Years Foundation Stage (EYFS) will determine groups of pupils.</li> <li>Identify and plan lessons that could take</li> </ul>		<ul style="list-style-type: none"> <li>The same teacher(s) and other staff are assigned to each group and, as far as possible, these stay the same.</li> <li>Members of staff come to the classroom rather than groups of pupils circulate to different parts of the building/site.</li> <li>Subject teachers in smaller option subjects (e.g. practical subjects) collect small numbers coming out of main curriculum on a rota.</li> <li>Rooms accessed directly from outside where possible.</li> <li>The occupancy of staff rooms and offices limited.</li> <li>Radios provided and/or encouraging use of phones to communicate between different parts of school.</li> <li>Reducing use of lifts to only those that need to use them.</li> <li>Lifts are single occupation only (if 2 metres not achievable).</li> <li>Members of staff are on</li> </ul>	<p>when premises unoccupied.</p> <ul style="list-style-type: none"> <li>Sanitising spray and paper towels to be provided in classrooms for use by members of staff.</li> <li>Thorough cleaning of rooms at the end of the day.</li> <li>Shared materials and surfaces cleaned and disinfected frequently (e.g. toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters, etc.).</li> <li>Toys and play equipment appropriately cleaned between groups of pupils using it, and not shared with multiple groups.</li> <li>Equipment used in practical lessons cleaned thoroughly between groups.</li> <li>Outdoor equipment not used; or</li> <li>Outdoor equipment appropriately cleaned between groups of pupils;</li> <li>Multiple groups do not</li> </ul>	
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<ul style="list-style-type: none"> <li>• A message with pandemic specific information will be displayed on screens when locked.</li> <li>• Swimming pools and sports centres remain closed (pending changes in government restrictions).</li> <li>• Outdoor tennis courts may open in a way compliant with social distancing restrictions. Specific risk assessment is required to determine preventative measures.</li> </ul>	<p>place outdoors.</p> <ul style="list-style-type: none"> <li>• Timetable used to reduce movement around the school or building.</li> <li>• Planning break times (including lunch), so that all pupils are not moving around the school at the same time.</li> <li>• Parents informed of preventative measures being taken (e.g. post risk assessment on school website).</li> <li>• Parents informed only one parent to accompany child to school.</li> <li>• Parents and pupils encouraged to walk or cycle where possible.</li> <li>• Staggered drop-off and collection times planned and communicated to parents.</li> <li>• Made clear to parents that they cannot gather at entrance gates or doors.</li> <li>• Encourage parents to phone school and make telephone</li> </ul>		<p>duty at breaks to ensure compliance with rules.</p>	<p>use outdoor equipment simultaneously.</p> <ul style="list-style-type: none"> <li>• Limit shared resources being taken home.</li> <li>• Avoid sharing books and other materials.</li> <li>• No books or work handed in on paper. Use electronic submission or if paper put in quarantine (e.g. for 3 days).</li> <li>• Hand sanitiser provided for the operation of lifts.</li> <li>• Procedures should someone become unwell whilst attending school.</li> <li>• Staff providing close hands-on contact with pupils need to increase their level of self-protection, such as minimising close contact and having more frequent hand-washing and other hygiene measures, and regular cleaning of surfaces.</li> </ul> <p>NOTE:</p> <p>Wearing a face covering or face mask in schools or other education settings is</p>	
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	<p>appointments if they wish to discuss their child (to avoid face to face meetings).</p> <ul style="list-style-type: none"> <li>• Discourage parents and pupils from bringing in toys and other play items from home.</li> <li>• Communications to parents (and young people) includes advice on transport.</li> <li>• Daily briefing to pupils on school rules and measures with reminders before leaving rooms.</li> <li>• Review behaviour policies to consider how pupils not following distancing rules will be managed.</li> <li>• Employees fully briefed about the plans and protective measures identified in the risk assessment, with regular (daily) staff briefings.</li> <li>• Keeping in touch with off-site workers on their working arrangements including their welfare, mental and physical health and personal</li> </ul>			<p>in accordance with the government and DfE guidance</p> <p>The majority of employees in education settings will not require PPE beyond what they would normally need for their work (determined by existing risk assessment), even if they are not always able to maintain a distance of 2 metres from others. PPE is only needed in a very small number of cases including:</p> <ul style="list-style-type: none"> <li>• pupils whose care routinely already involves the use of PPE due to their intimate care needs should continue to receive their care in the same way;</li> <li>• if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home.</li> </ul> <p>Employees providing first aid to pupils will not be expected to maintain 2m distance. The following</p>	
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	<p>security.</p> <ul style="list-style-type: none"> <li>• Communication with contractors and suppliers that will need to prepare to support plans for opening (e.g. cleaning, catering, food supplies, hygiene suppliers).</li> <li>• Liaison with transport providers to cater for any changes to start and finish times and confirm protective measures during journeys.</li> <li>• Communication with others (e.g. extended school provision, lettings, regular visitors, etc.)</li> <li>• Limit visitors by exception (e.g. for priority contractors, emergencies etc.).</li> <li>• Keep parent appointments / external meetings on a 'virtual platform.'</li> </ul>			<p>measures will be adopted:</p> <ul style="list-style-type: none"> <li>• washing hands or using hand sanitiser, before and after treating injured person;</li> <li>• wear gloves or cover hands when dealing with open wounds;</li> <li>• if CPR is required on an adult, attempt compression only CPR and early defibrillation until the ambulance arrives;</li> <li>• if CPR is required on a child, use a resuscitation face shield if available to perform mouth-to-mouth ventilation in asphyxial arrest.</li> <li>• dispose of all waste safely.</li> </ul> <p>Should employees have close hands-on contact they should monitor themselves for symptoms for the recommended amount of time.</p>	
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