



Introduction

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

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

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

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

Severity - determine the potential injury/health.

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

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

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

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

Area of concern to be addressed	Risk rating	Control measures Good Practice Control Measures Adopted	In place? (Yes/No)	Further action/ Comments
1:1 Team member self isolating due to being and/or living with a vulnerable person(s)	3 x 2 = 6 Medium	<ul style="list-style-type: none"> Identify vulnerable team members by completing a risk register Contact vulnerable team members Team member should remain at home in self isolation following current government guidelines Weekly phone calls/health and well-being questionnaire to be shared 	Yes Yes Yes	Team member/employer should remain in contact with each other for updates on health and well-being
1.2 Team members, pupils and parents are not aware of the school's procedures should anyone display symptoms of COVID-19 or should there be a confirmed case of COVID-19 in the school	2 x 3 = 6 Medium	<ul style="list-style-type: none"> Team members, pupils and parents have received clear communications informing them of current government guidance on the actions to take should anyone display symptoms of COVID-19 and how this will be implemented in the school. This guidance has been explained to team members and pupils as part of the induction process. Schools must submit copies of their new operating guidelines and risk assessments prior to the company sending team members to that school. Directors are satisfied that arrangements are in place and in line with DfE guidelines 	Yes – ongoing due to changes Yes Yes (ongoing) Yes (ongoing)	Any updates or changes to this guidance are communicated in a timely and effective way to all stakeholders.
1:3 Team member working across multiple school settings	2 x 3 = 6 Medium	<ul style="list-style-type: none"> Team members to be limited to the amount of schools they attend per week to support/work in – TLE will focus on two schools (not in the same day) Where possible, provision should be delivered across consecutive days. Team member to deliver provision to a limited number of bubbles per day. Class sizes (or bubbles) could be reduced 	Yes Yes (where possible) Yes (ongoing)	Any person showing symptoms of Coronavirus asked to leave session and should isolate in a specified room at school until collected

		<p>further to support social distancing measures and minimising the amount of equipment needed per lesson</p> <ul style="list-style-type: none"> Team member should not wear PPE unless a person within that bubble displays symptoms. The team member will then need to follow Government guidelines on self isolating 	Yes	<p>Team member to self-isolate in line with government guidelines</p> <p>Communicate to schools if staff member self-isolates following a site visit.</p> <p>Guidelines checked daily</p>
1:4 Team member used in school outside of normal duties	<p>3 x 2 = 6</p> <p>Medium</p>	<ul style="list-style-type: none"> Before returning to their school setting, TLE Directors should have had communication with the school contact/SLT to ensure duties are understood Team member should support the school with the cleaning of equipment and follow all procedures in place OOHL clubs will not take place during the COVID-19 crisis 	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Regular communication between team member and line manager</p> <p>TLE Directors speak with school to reinforce agreed duties</p> <p>Staff inform Director if concerned</p>
1:5 Team member taking breaks	<p>2 x 2 = 4</p> <p>Low</p>	<ul style="list-style-type: none"> Team member follows school procedures for where and when to take breaks. Avoid the use the staffroom Team member follows school procedures for personal hygiene at the workplace Team member is encouraged to bring their own food and drinks from home and avoid leaving school to purchase such items 	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Reviewed on a daily basis to ensure best practice</p>
1:6 Clothing items worn by team members	<p>3 x 2 = 6</p> <p>Medium</p>	<ul style="list-style-type: none"> Team members attend their place of work in full company uniform (or appropriate sports clothing) At the end of day, team members change into fresh, clean clothes and put all worn uniform into a bag to be taken home (ideally a washable bag or pillowcase as this can be put straight into a washing machine) Team members wear fully laundered uniform (Kit) each day 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Company provides additional uniform if required by a team member</p>

		<ul style="list-style-type: none"> Team members to be sent away from place of work if uniform is perceived to be unclean 		
1:7 Team members travelling to and from their place of work	<p>1 x 1 = 2</p> <p>Low</p>	<ul style="list-style-type: none"> Team members will ideally drive themselves to their place of work. If they cannot drive, team members are advised to walk, run or cycle and avoid the use of public transport when possible Team members to avoid any unnecessary contact with the general public Team members should plan their journey prior to leaving Team members arrive at school setting, wash their hands and follow school procedures Team members wash their hands prior to leaving and follow suggested advice stated in 1.6 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	Travel arrangements reviewed on weekly basis
1:8 Staff are insufficiently briefed on expectations	<p>2 x 2 = 4</p> <p>Low</p>	<ul style="list-style-type: none"> Team members receive daily/weekly briefings on day to day school and company matters Support for mental health and wellbeing is communicated to all team members and there are plans in place to check on team wellbeing regularly, including senior leaders Flexible working arrangements needed to support any changes to usual working patterns are agreed Team members workload expectations are clearly communicated Schedule what team training is needed to implement 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>(Ongoing)</p>	Procedures reviewed on daily basis
2:1 Delivering Physical Education lessons in schools	<p>3 x 2 = 6</p> <p>Medium</p>	<ul style="list-style-type: none"> All will wash/sanitise their hands before entering the learning environment Lessons planned with social distance measures Lessons taught in outdoor environments (ideally) Lessons can be delivered with the use of equipment. The equipment is minimal and easy to clean before and after each session. This is the school's responsibility to clean with the team members support. 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Team member delivers activities, reinforced agreed rules and stops an activity if it become unsafe</p> <p>Regular and clear communication between delivery team and</p>

		<ul style="list-style-type: none"> Equipment bags (provided by the school) will be created for each class for their use only If equipment quality or quantity is an issue, allocate specific year groups/bubbles an activity and equipment to use for a period of consecutive weeks before rotating Games that require team to play against others must not be delivered Athletics, OAA, tennis, cricket, gymnastics, dance and online yoga are activities that can be delivered with social distance and cleaning procedures in place Learning environments are clearly marked out for the class. Use of chalk on school playgrounds to minimise cones could be used Team members to distance themselves within a zone when working within a 'bubble'. Using distances covered, time taken etc. to use back in the classroom for Maths lessons Each lesson to have a wash station so equipment and hands can be washed when needed. Gloves to be worn during this process. All will wash/sanitise their hands when leaving the learning environment Team members reserve the right to contact their company line manager if they feel unsafe in school <p>Considerations.</p> <ul style="list-style-type: none"> Adult and space feasible, Physical Education to be delivered across two, one-hour lessons bringing the ratio down to 1:8 Team member delivers Physical Education at the start and end of each day to maximise physical activity and learning time available 	<p>No – Identify with schools (ongoing)</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes (ongoing)</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>management about activities being delivered.</p> <p>Continue to update best practice examples through advice given by Government or Governing Bodies (AfPE, Youth Sport Trust, UK Active)</p>
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2:2 Pupils' behaviour on return to school does not comply with social distancing guidance	<p>3 x 2 = 6</p> <p>Medium</p>	<ul style="list-style-type: none"> • Clear messaging to pupils on the importance and reasons for social distancing is reinforced throughout the school day by school staff and team members through posters, electronic boards, and floor markings. For young children this is done through age-appropriate methods such as stories and games. • Arrangements for social distancing of younger school children have been agreed and staff are clear on expectations in line with DfE advice • Team members model social distancing consistently. • The movement of pupils around the school is minimised. • Large gatherings are avoided. • Break times and lunch times are structured to support social distancing and are closely supervised. • The school's behaviour policy has been revised to include compliance with social distancing and this has been communicated to all 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes (Check with schools)</p>	<p>Potential removal from activity if poor continues and this threatening towards the safety of others</p> <p>Company Director to speak with School Leaders about a child/ren's behaviour if deemed unsafe following above stage</p>
2:3 Dealing with First Aid	<p>3 x 3 = 9</p> <p>High</p>	<ul style="list-style-type: none"> • School provides trained first aiders to attend to any accidents. • Only trained team members should administer first aid (critical care) • School producers used when dealing with a person(s) requiring first aid • Team member wears PPE IF administering first aid (gloves, face mask and disposal apron). These items should be binned and not used again 	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Procedures reviewed by school and shared with company</p>
2:4 Existing policies on safeguarding, health and safety, fire evacuation, medical, behaviour and other policies are no longer fit for purpose in	<p>3 x 2 = 6</p> <p>Medium</p>	<ul style="list-style-type: none"> • All relevant policies have been revised to take account of government guidance on social distancing and COVID-19 and its implications for the school. • All have been briefed accordingly. • Arrangements are in place to review the policies in line with further DfE guidance 	<p>JD to follow up</p> <p>Yes</p> <p>Yes (ongoing)</p>	<p>Policies and procedures reviewed following guidance</p>

the current circumstances				
2:5 Risks are not comprehensively assessed in every area of the school	<p>3 x 2 = 6</p> <p>Medium</p>	<ul style="list-style-type: none"> • Risk assessments are updated or undertaken before the school reopens and mitigation strategies are put in place and communicated to all covering: <ul style="list-style-type: none"> ➢ When pupils enter and leave school ➢ During movement around school ➢ During break and lunch times ➢ Delivering aspects of the curriculum, especially for practical subjects and where shared equipment is used 	JD to gather from schools	
2.6 The use of PPE in school	<p>3 x 2 = 6</p> <p>Medium</p>	<ul style="list-style-type: none"> • Team member should not wear PPE unless a person within that bubble displays symptoms. The team member will then need to follow Government guidelines on self isolating • PPE <i>could</i> be provided by operating company; face mask, disposal gloves, disposal aprons and hand sanitiser 	<p>Yes</p> <p>Yes</p>	
3:1 Finance	<p>3 x 3 = 9</p> <p>High</p>	<ul style="list-style-type: none"> • Team members remain on current furlough pay conditions if schools do not require our provision • Team members work part-time with furlough to support wage contributions • TLE to run an open book policy to discuss with all schools 	<p>Yes</p> <p>Not yet!</p> <p>Yes</p>	

Links

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

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

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

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

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

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