

RISK ASSESSMENT: MUSWELL HILL PRIMARY SCHOOL**SUPPORTING BLACK AND MINORITY ETHNIC STAFF IN THE CORONAVIRUS PANDEMIC****RAS56****NEW January 2021**

According to UNISON, “evidence from the Office for National Statistics shows a greater impact of Covid-19 on Black communities with a disproportionate number of deaths being recorded. The exact reasons for these differences are not yet known. However, whatever those reasons may be, this statistical fact must be taken into account when employers are conducting their risk assessments. Failure to do so is a failure to carry out a complete and sufficient risk assessment.”

ACTIVITIES: (What will you be doing and with whom?)	School provision for children of Critical Workers and Vulnerable Children on site from 5 th January 21		
DATE OF RISK ASSESSMENT:	Date completed:	6/1/21	Date to be reviewed: (At least weekly)
STAFFING: (Staff deployment, responsibilities, expertise, etc.)	All support staff, SMSAs, Nursery Nurses & SLT members		
<p>As BAME employees are more susceptible to COVID-19, all redeployment options should be considered to minimise risk, including working from home if deemed appropriate by an appropriate risk assessment, or if the staff member is not assured by the measures in the risk assessment.</p> <p>When considering the different outcomes between Black and white workers it is important that all other risk factors are taken into account, as this will impact on the actual risks.</p>			
<p>PLEASE ENSURE THAT THE CURRENT DfE, PHE, HSE and ACAS GUIDANCE IS ALL CAPABLE OF BEING FOLLOWED WHEN TAKING A DECISION TO CLOSE, REMAIN OPEN OR RE-OPEN YOUR SCHOOL.</p> <p>PLEASE SEE: MHPS Jan Schools Covid RA 21 Handsam Risk Assessment Template RAS37 Risk Assessment Running Your School Safely During the Coronavirus Pandemic Lockdown (January 2021)</p>			

General Advice

List of all general Coronavirus guidance: <https://www.gov.uk/government/collections/coronavirus-covid-19-list-of-guidance>

General GOV.UK Coronavirus guidance: <https://www.gov.uk/coronavirus>

November/December national guidance: <https://www.gov.uk/guidance/new-national-restrictions-from-5-november>

General Back-to-workplace Coronavirus guidance: https://www.gov.uk/government/news/new-guidance-launched-to-help-get-brits-safely-back-to-work?utm_source=9b81f82c-c1c9-4121-9d1b-3456ead7138c&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

Test and Trace: [COVID-19 National Testing Programme Schools and Colleges Handbook](#).

FAILURE TO FOLLOW GUIDANCE OR DELIVER A SUITABLE AND SUFFICIENT RISK ASSESSMENT COULD LEAVE YOU VULNERABLE TO HSE/LEGAL ACTION. PLEASE ERR ON THE SIDE OF CAUTION AT ALL TIMES.

Aspects to Consider (List only actual hazards/issues related to planned activities)	Who is Affected/What Might Happen? (Staff, students, visitors, etc.)	Inherent Likelihood & Severity (See table at end of doc)	Inherent Risk Score (Likelihood X Severity)	Control Measures (How you will reduce the risks and whether they are already in place or not e.g. guards on machines already in place or need to wear PPE eye wear/gloves)	Are Control Measures in Place? If Not, Who Will Implement? (Staff member names or job roles)	Remaining Likelihood & Severity (See table below)	Residual Risk Score (Likelihood X Severity)	When Done & By Whom?
Potential exposure to COVID-19	Employee from BAME background.	15:20	20	Main staff RA applies to all. In addition: Staff provided with taxi to avoid public transport All other staff, walk, cycle or are given a lift by other staff or own their own car All staff provided with PPE – visors, masks, gloves and aprons. Staff offered KN95 mask for working in classroom All staff expected to stay 2m away from other staff and wear face covering outside their bubble No bubble to have more than 15	XXXX All staff	3-15	15	Staff briefing 4/1/21 to discuss travel Raised with LA the testing centre too far for staff at MHPS as requires public transport – WB 25/1 roll

				<p>children in the classroom at one time</p> <p>Two members of staff per bubble plus SMSA support over lunchtime to ensure 1hr break</p> <p>Every hour, leave the classroom and open all windows and doors to ensure ventilation</p> <p>Two staffrooms established</p> <p>Staff working with young children wearing visors and face masks – they will be prioritised with N95 masks</p> <p>All lunch staff can maintain social distancing and avoid spending 15mins or more with any child</p> <p>Children that require close contact staff asked to make it swift and get other children to help where possible or other staff, with a lesser risk profile</p> <p>ECV staff working from home</p> <p>Not all CV staff are able to and therefore the above applies.</p> <p>2 CV EYFS staff had Covid in April and Dec.</p> <p>No MASC/BC provision – furloughing all staff, keeping contact hours the lowest possible</p>				<p>out school testing and walk in clinics being established in west of the borough</p> <p>WB: 25/1 twice weekly rapid flow testing for staff optional</p>
--	--	--	--	---	--	--	--	---

				All staff encouraged to attend asymptomatic testing 2x weekly at walkin centres				
Existing illnesses		20:25	20	BAME staff or those with conditions such as diabetes have far higher 'poor outcomes' once infected by COVID-19.	Staff working from home: XXXXX	3:15	2	From 4/1/21
Bereavement		3:16	12	<ul style="list-style-type: none"> • Many workers may have lost colleagues or family members to COVID-19 and the impact of the disease on their communities. This is having a major impact on mental health and well-being. 	<ul style="list-style-type: none"> • Bereavement policy and practice written March 20 • No loss of pay incurred for time off taken due to bereavement • Culturally sensitive support for mental health and well-being of staff experiencing bereavement – access to EAP, EPS service and LA services XXXXX 	2:12	6	Support available to staff ongoing from school EAP & LA support Mental Health survey with staff Dec 20
Anxiety and stress		5:20	15	<ul style="list-style-type: none"> • Increased anxiety or stress about impact of stigma or discrimination in the workplace and local community. • Increased anxiety or stress about changes in the workplace and impact on role, relationships, and support. 	<ul style="list-style-type: none"> • Individual stress risk assessment – staff MH provision, discussions and support (some wfh this time round) • Joint work to identify urgent 	4:12	4	SLT check in weekly with Lee Doy Natalie Lucille Rachel Jordan

				<ul style="list-style-type: none"> • Increased stress about perceived or actual risk of exposure to COVID19. • Increased anxiety or stress about being in a higher risk category. • Increased isolation and loneliness due to Covid-19 restrictions. 	<p>concerns and to implement actions to tackle racism and discrimination in the workplace – SDIP, TAD 4/1 discussions Anti-Racism and staff code of conduct</p> <ul style="list-style-type: none"> • Promote the Equality duty and tackle the underlying causes of stigma and discrimination in the workplace. • Offer culturally sensitive counselling support service- EAP, LA, EPS all available • School Mental Health Survey sent out in December • Key staff checked in on wb:4/1/21 • Mental Health training for all staff 4/9/21, emotion coaching training 1/9/19 • Governor lead and SLT member lead 			<p>Afrina Toiyibat Darrell Leonie Candi Simon Stella</p> <p>Muriel wfh</p>
--	--	--	--	---	--	--	--	--

					<p>on MHealth, SDIP and SRSE, SLT ongoing agenda</p> <ul style="list-style-type: none"> • Support materials, whole school approach Autumn 20, ongoing support available 			
Communication		2:4	4	<ul style="list-style-type: none"> • Employers should consider different methods of communication in their engagement with staff from different ethnic backgrounds. • Communications available in languages as appropriate. • Enhanced induction and training to support communication of key messages. This must take into account cultural and language differences. 	<p>No staff who do not have access to school comms, email address or employed and do not have language needs.</p>	2:4	2	
BAME staff engagement		3:10	2	<ul style="list-style-type: none"> • Engagement with BAME employees should be a priority, including any staff networks, committees, union and other representative groups that should be invited to Q&A and other engagement events with senior staff. This can ensure the BAME voice is heard by leaders. Staff 	<p>Ongoing item on SDIP, TAD priority 4/1/21, open forums, weekly staff briefings on site from 11/1/21</p>	2:6	2	

				forums can be useful mediums to initiate debate. It is vital to discuss this issue in all mainstream staff side forums and not just with BAME colleagues. These issues are not just BAME issues but have relevance to all staff and to the whole organisation.				
Psychological safety		3:12	9	<ul style="list-style-type: none"> Staff will need reminders of avenues available to speak out about issues such as poor access to equipment, bullying, and other issues, with an aim to reduce fear of raising concerns and ensuring there is a safe space to do so. 	TAD 4/1/21 Staff handbook Active line managers, open dialogue, open door Representatives on school council and across roles in school	2:6	3	
Staff with children at home		3:8	3	<ul style="list-style-type: none"> The Department for Education (DfE) said children with at least one parent or carer who was a critical worker could attend class – even if parents were working from home. 	All staff have accessed their CWkr place or if keeping children at home are working from home XXXXXX	2:3	3	

Responsible person name:	Mandi Howells Head teacher	Signature:		Date:	12/1/21
SMT/SLT name:	Muriel Thompson Governor Doy Owino-Townsend Inclusion Manager Liz McMullen Sen. AH – Mental Wellbeing Lead Hilary Plant	Signature:		Date:	18/1/21

Please rate the **Risk Severity** and the **Risk Likelihood** using the below table both before and after the Control Measures.

		Risk Likelihood				
Total Risk calculation table		1: Near impossible	2: Unlikely	3: Notable chance	4: Likely	5: Almost certain
Risk Severity	1: Insignificant	1	2	3	4	5
	2: Minor injuries	2	4	6	8	10
	3: Notable injuries	3	6	9	12	15
	4: Major injuries	4	8	12	16	20
	5: Fatal	5	10	15	20	25

Likelihood and severity form a ratio created by taking the number affixed to the relevant level of each in the white box – for example a “near impossible” risk likelihood and “minor injuries” risk severity would form a ratio of 1:2. These figures are then multiplied to form the inherent risk score, in this case 2.

Repeat this process to ascertain your **remaining likelihood and severity** after control measures and then multiply the ratio to find your residual risk score.

Risk Rating Calculation

Total Risk = Remaining Risk Severity X Remaining Risk Likelihood

A **Total Risk** score of **1-9** should mean you are safe to undertake the activity as long as the required control measures are in place throughout.

A **Total Risk** score of **9-12** should mean you reconsider control measures, method or even necessity of activity before undertaking it.

A **Total Risk** score of **13-25** should mean you do not undertake the activity at all until you have completely reconsidered how to deliver it safely.

Please Also Note

All risk assessments should be approved and signed by SMT/SLT/line management as appropriate.

All accidents and incidents must be recorded in line with the school/academy’s policy.

Also report near misses – not just accidents or incidents.