

# Business Continuity Plan



## Crackerjack Training

Last Reviewed: July 2021

Next Review: July 2022

(or sooner if guidance or legislation changes)

Managing Director Signature: Rose V. K...



Education & Skills  
Funding Agency



# **Contents Page**

<b>Section</b>	<b>Page</b>
Purpose	3
Three R's - React, Respond, Recover	4
Incident Management Structure	4/5
Contact List – Internal/External	5/6/7
Action Card - Co-ordination	7/8
Action Card - Business Continuity	8/9/10
Risk Analysis	10/11
Grab Packs	11
Incident Log	11
Incident Log Sheet	12
Emergency Response Checklist	13
Apprenticeship Continuity Plan	14-19
Covid-19 Risk Assessment	20-26

## **1. Purpose**

The purpose of this business continuity plan is to prepare Crackerjack Training in the event of disaster caused by factors beyond our control (e.g., natural disasters, manmade events, cyber-attacks, etc.), and to restore operations to the widest extent possible in a minimum time frame. We are expected to implement preventive measures whenever possible to minimize network failure and to recover as rapidly as possible when a failure occurs.

This plan identifies vulnerabilities and recommends necessary measures to prevent and or minimize impact to operations. It is a plan that encompasses all operations facilities.

### **1.1 Scope**

The scope of this plan is limited to the restoration of services impacting the normal day to day operation of Crackerjack Training. This is a business continuity plan, meant to be implemented in the event of a disaster. This also incorporates a continuity plan for apprenticeship training delivery and full time students. It is not a daily problem resolution procedures document.

### **1.2 Plan Objectives**

- Serves as a guide for the Crackerjack Training management team.
- Provides procedures and resources needed to assist in recovery and restoration of “normal” business operations as quickly as possible.
- Identifies those that must be notified in the event of a disaster that impacts Crackerjack Training operations.
- Identifies alternate sources for supplies, resources and locations.
- Documents storage, safeguarding and retrieval procedures for vital records.

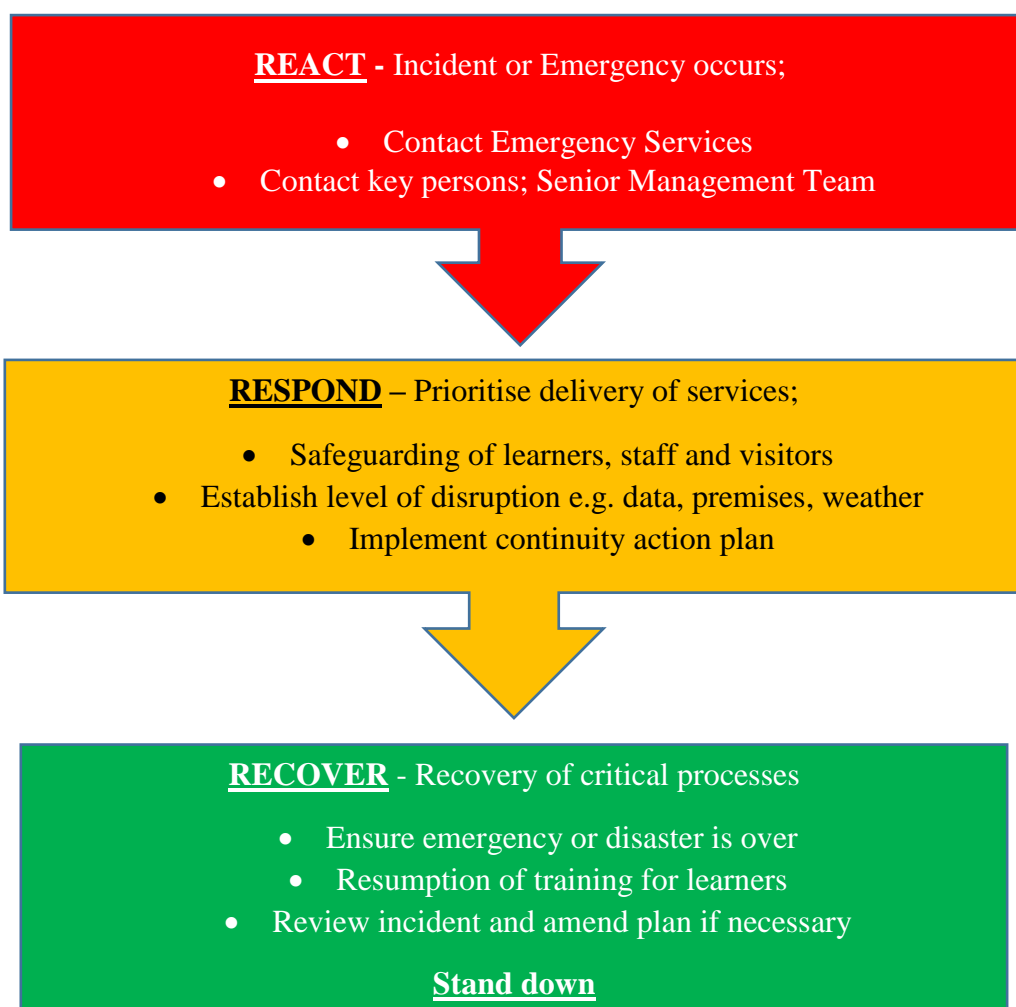
### **1.3 Assumptions**

- Key people will be available following a disaster.
- A national disaster such, as nuclear war, is beyond the scope of this plan.
- This document and all vital records are stored in a secure off-site location and not only survived the disaster but are accessible immediately following the disaster.

### **1.4 Disaster definition**

Any loss of utility service (power, water), connectivity (system sites), or catastrophic event (weather, natural disaster, vandalism) that causes an interruption in the service provided by Crackerjack Training operations. The plan identifies vulnerabilities and recommends measures to prevent extended service outages.

## 2. Three R's – React, Respond and Recover



## 3. Incident Management Structure

This section of the plan includes generic roles and responsibilities for staff during the initial response to an emergency, during the ongoing response and in the recovery phase.

A Senior Emergency Management Team (SEMT) will be established at the onset of an incident to assist the Managing Director in managing the response.

Senior Emergency Management Team (SEMT)		
Name	Position	Role in an Incident
Fiona Baker	Managing Director	Lead – Co-ordinator, log keeper
Chris Baker	Finance Director	Locations/Funding
Donna Johal	Senior Operations Manager	Resources and Welfare Communications: Parents/media
Chantelle Hollis	Senior Office Administrator	Communications: Website/Social Media updates. Reinstate: IT/Server and recovery of data backups

### 3.1 The SEMT is responsible for:

- Long term strategy
  - Funding issues
  - Providing adequate resources
  - Press and media liaison
  - Communicating with relevant bodies
  - Reinstating server and data backups
4. Crackerjack Training have access through our computer systems to contract details of all apprentices and employers. This allows Crackerjack to inform apprentices/ employers of any changes or problems immediately.

### 5. Contact List – Internal

Name	Job title	SEMT?	Contact details	Alternative contact details	Notes
Fiona Baker	Managing Director	SEMT	Ext 203	07966 269612	First Aid trained and Fire Marshall Key holder
Chris Baker	Finance Director	SEMT	Ext 204	07886 822421	Fire Marshall Key holder
Donna Johal	Senior Operations Manager	SEMT	Ext 203	07837 807 017	Fire Marshall Key holder
Chantelle Hollis	Senior Administrator		Ext 201	07980 139 406	
Sue McTague	Receptionist		Ext 208	07980 139 406	

### 4.1 Contact List – External

Organisation	Name of contact (if applicable)	Contact details	Notes
Police		999	
Fire & Rescue Service		999	
Ambulance Service		999	
ESFA	Alan Sweeny	07464 648 846	UKPRN; 10001736

Insurance company	Neil Willies Insurance Brokers	01527 857611 Out of hours Dave Wolverson 07976 979203	
Alarm – A.D.T – Intruder CCTV and access control		0344 8001999	Contract No BLG0672 BLG0673 BLG0674
BT	Faults and Service	0800 800 154	phone lines and Broadband
Leap IT	Stuart or Chris	0121 296 5545	
Information Commissioner’s Office		0303 123 1113	Data Loss or Breach
Supplier (cleaning)	Clean and Tidy	0121 428 4442	Tuesday and Fridays
Supplier (temporary staff)	Protocol	0115 911 1195	Relates to temp staff
Utility supplier (gas)	Contract Natural Gas	01423 502554	
Boiler cover	Mechanical; Jon Coles Brady	07811 336732	
	Controls: AirTech	0121 415 4141	
Utility supplier (water)	Severn Trent	0800 783 4444 (24 hour)	
Emergency Plumber	John Hulbert	07976 805682	
Utility supplier (electricity)	Total Gas & Power	03330 037874	
Electrician	Simon Bloor	07976 378774	
Department for Education		Enquiry line: 0370 000 2288	
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)	If abroad, please ring: +44 20 7008 1500
Environment Agency		Flood line: 0845 988 1188 (24 hour)	

Met Office		Customer centre: 0870 900 0100 (24 hour)	
Health and Safety Executive		Infoline: 0845 345 0055  Incident contact centre: 0845 300 9923	

## 6. Action Card - Co-ordination

Co-ordination - initial response	Sign	Timescale
Establish a basic overview of the incident.		First Hour
<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> <li>▪ Liaise with the educational visit leader on a regular basis</li> <li>▪ Consider sending extra staff to support the educational visit leader</li> <li>▪ Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>▪ Consider how parents / carers and learners will be reunited.</li> </ul>		First Hour
Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.		First 24 Hours
Take action to protect property.		First 24 Hours
Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.		First 24 Hours
Ascertain the whereabouts of all learners, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.		First Hour
Decide the most appropriate method of contacting relatives of learners / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.		First 24 Hours
Co-ordination - ongoing response	Sign	Timescale

Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.		
Ensure that regular briefings are given to: <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Learners</li> <li>▪ Parents / carers</li> <li>▪ Extended services.</li> </ul>		
Check that everyone who should have been notified of the incident has been informed.		First 24 Hours
In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.		First Hour
Seek advice on legal and insurance issues, if appropriate.		First 24 Hours
If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.		First 24 – 48 Hours

Co-ordination - recovery	Sign	Timescale
Act as the main contact for the recovery process.		
Work closely with the ‘resources’ role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.		Up to 1 week
Complete any necessary forms / paperwork.		Up to 1 week
Arrange a debrief for Crackerjack Training staff involved in the response.		24 to 48 hours
Initiate a review of the Crackerjack Training emergency plan.		Up to 2 weeks

## 7. Action Card - Business Continuity

Business continuity - initial response	Sign	Timescale
Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> <li>▪ Loss of utility supply</li> <li>▪ Loss of premises</li> <li>▪ Loss of personnel</li> <li>▪ Loss of telecommunications.</li> </ul>		First Hour



Establish what effect the emergency will have on the operation of the Crackerjack Training. Try to ascertain how long the disruption will last.		First 24 Hours
Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).		24 – 48 hours
Contact Leap IT so that they can assist in document restoration.		24 – 48 hours

Business continuity - ongoing response	Sign	Timescale
Minimise any disruption to the provision of education; In the event of premises close down, Crackerjack Training will rent space at a nearby building called Cobalt House Ensuring travel to temporary premises is still accessible. Apprentices/ full time students will not occur any cost, any additional costs will be reimbursed to apprentices/ full time students.		Up to 1 week.
Disruption to communications; Crackerjack Training has many platforms of communication including; Landlines, staff mobile phones, Facebook, Instagram, Twitter, Snapchat and our website. In the event of disruption all platforms will be considered.		First 24 hours
Ensure the data that has been backed up via our hard disk and cloud backups are restored as soon as possible. This can be downloaded and restored within 12 hours. Data points are kept with our IT company as well as a cloud based system that updates every 24 hours.		Up to 1 week
Seek support from other organisations (e.g. other providers, local schools, the local authority, suppliers / contractors) as required.		Up to 1 week
Work with the ‘communications’ role to ensure staff, learners and parents / carers are informed of any changes to the Crackerjack Training routine.		Up to 1 week
In the event that Crackerjack Training can no longer deliver training we will fully cooperate with the ESFA to ensure that learners suffer as little disruption as possible and are transferred to an alternative provider with our full support and assistance		
In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.		

Business continuity - recovery	Sign	Timescale
Work with Crackerjack Training staff and other organisations to restore the usual Crackerjack Training routine as a matter of urgency.		Up to 1 week
Put in place arrangements for remote learning, if necessary.		Up to 1 week (or longer due to the pandemic)
Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.		Up to 1 week

## 8. Risk Analysis

Risk	Impact	In Place	Resources Required
Loss Utilities e.g. Gas, Water, Electricity	<ul style="list-style-type: none"> <li>• Unable to power Desktops or Laptops</li> <li>• Unable to provide refreshments</li> <li>• Unable to heat the building</li> </ul>	<ul style="list-style-type: none"> <li>• Keep laptops charged so that they can be used from battery rather than mains</li> </ul>	<ul style="list-style-type: none"> <li>• Laptops/mobile phones</li> <li>• Local shops for refreshments</li> </ul>
Flooding	<ul style="list-style-type: none"> <li>• Damage to building and equipment</li> </ul>	Daily backups of server.	<ul style="list-style-type: none"> <li>• Severn Trent if its burst pipes</li> <li>• Maintenance services</li> </ul>
Terrorist threat	<ul style="list-style-type: none"> <li>• Evacuation of building, informing emergency service and parents</li> </ul>	Evacuation procedure	<ul style="list-style-type: none"> <li>• Telephone/mobile</li> <li>• Emergency services</li> </ul>
Fire completely destroying all or part of the premises	<ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Disruption to Learners usual place of training</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Regulations adhered to.</li> <li>• Daily Back ups</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative delivery space – Cobalt House</li> <li>• Emergency Services</li> </ul>
Loss or corruption of IT data	Daily running of the business; Shared network drive, emails, internet.	<ul style="list-style-type: none"> <li>• Daily backups of server</li> <li>• Resources that have been printed</li> </ul>	Contract with our IT company – Leap IT

Severe Weather	<ul style="list-style-type: none"> <li>• Safety - Travelling to and from centre.</li> <li>• Electrical failure</li> </ul>	<ul style="list-style-type: none"> <li>• UPS for Battery on server so can turn power off if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Use severe weather policy to inform, learners, staff and employers.</li> </ul>
Loss of telecommunications	<ul style="list-style-type: none"> <li>• Communication with learners and employers</li> </ul>	<ul style="list-style-type: none"> <li>• Divert calls to nominated mobile</li> </ul>	

## 9. Grab Packs

Recommended contents of Grab Pack to include:

- Mobile phones/charger;
- High Visibility vests;
- Emergency Action Plan;
- Pen/Paper/Clipboard/blank log sheets;
- Local map;
- A4 plan of building;
- List of essential contact numbers;
- Whistle;
- Torches

Grab Packs are updated and maintained by office staff. Grab Packs held on site at:

- Managing Director's Office
- Server Room
- Administration Office
- Basement

## 10. Incident Log

Any emergency affecting the business may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via CCTV camera, a telephone or on an answer machine.

The records should be retained after the incident for future reference. Each member of staff involved in dealing with the emergency should log decisions made, telephone calls made and received, and tasks carried out. In an emergency, things happen very quickly and it is unlikely that you will remember all the people you have spoken to and actions you have taken, unless you write everything down.

Basic principles of log keeping:

- Notes must be contemporaneous or made as soon as reasonable practical after the incident (within 24 hours)
- They must be clear, intelligible and accurate






## **Emergency Response Checklist** (For use during an emergency)

<b>Start an incident log</b>	
<b>Liaise with emergency services</b>	
<b>Identify damage</b>	
<b>Identify which business functions will be disrupted</b>	
<b>Convene SMET</b>	
<b>Communication to staff</b>	
<b>Decide on course of action</b>	
<b>Communicate decision to staff, learners, parents and employers.</b>	
<b>Provide public information to maintain reputation</b>	

# Apprenticeship Continuity Plan



## Crackerjack Training

Last Reviewed: July 2021

Next Review: July 2022

(or sooner if guidance or legislation changes)

Managing Director Signature: 



Pearson



Traineeships



Department for Education & Skills  
Funding Agency



European Union  
European Social Fund  
Investing in jobs and skills



This Plan  
nts

...ing a major crisis or disaster or an event, and which creates th  
closure or suspension of activity.

Continuity of learning is the continuation of education in the event of a prolonged company closure. It is a critical component of emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal attendance for one of more apprentices.

### Roles and responsibilities

Key emergency contacts and functional responsibilities (these include staff responsible for managing any crisis between the centre and the apprentice. The ESFA will be informed of any break in learning.)

Fiona Baker, Managing Director

- Overall responsibility for the continuity of apprenticeship training
- Incident Officer
- Chair Crisis Team meetings
- Co-ordination of the response
- Liaise with Prime Funding organisations (where appropriate)
- Liaise with employers, partner providers, Awarding Bodies (where appropriate)
- Allocate resources
- Responsible for external liaison
- Be prepared to answer questions from the media
- Responsible for deciding whether or not staff and apprentices should be sent home

Donna Johal, Senior Operations Manager

- Responsibility for managing disruption in the provision of administrative services, assessment arrangements and physical premises
- Meet and greet emergency services as they arrive, with a floor plan of the building if necessary.
- Ensure all significant occurrences and decisions are recorded, together with reasons for decisions made.
- Agree key information to be given to apprentices by tutors and assessors
- Responsibility for dealing with issues relating to personal and pastoral support
- Follow up communication
- Responsibility for dealing with issues relating to apprentices' work placement and the ongoing checks of insurance and health and safety
- Responsibility for dealing with issues associated with learners' apprenticeship training and timely progression

## **Scope**

The types of major or large-scale incidents that should be considered significant include:

- Loss or absence of key staff
- Fire
- Flood
- Explosion
- Serious adverse weather condition
- Vandalism
- Sabotage
- Theft
- Loss of confidential information/data protection issue/loss of IT/MIS
- Extortion
- Serious accident
- Serious assault
- Armed or dangerous intruder
- Bomb threat
- Pandemic
- Notifiable disease

In some instances, these incidents can be due to natural-causes such as severe weather, while in other cases, equipment failure, progressive deterioration or human error or involvement may be the cause. They have the potential to lead to the following losses, which are likely to have a major impact on the operation of Crackerjack Training.

### **Loss of:**

- Control
- Expertise
- Buildings
- Equipment
- Facilities
- Data
- Personnel
- Reputation
- Funding

Crackerjack Training's Continuity Business Plan ensures that there are limited and ideally no disruptions to the provision of our apprenticeship training and have set up the following arrangements to ensure this. The two main objectives of this Continuity Plan are:  
To avert or to minimise the effects of a disaster or disruption to bring Crackerjack Training's apprenticeship delivery back into full operation with minimal disruption.

## **Continuity of Apprenticeship Training**



All Crackerjack Training staff, students and apprentices are asked to ensure that they read and understand the contents of this plan and to that they remain aware of its contents in order to act and respond accordingly.

## **Continuity of learning key considerations**

Designing for Different Age Groups. Instructional design, course design and plans for support will be aligned with the skill level of age groups and the level of apprenticeship being studied

Supporting System Training. Training for staff, apprentices and parents on the use of continuity of learning systems to ensure true continuity and accessibility.

Ensuring Accessibility. Not all apprentices may have access to the Internet, phone lines, TV or radio at the same time, or at all, during a prolonged closure or absence. Therefore, it is important to offer a variety of methods of distance learning. Crackerjack Training will abide by the Disability Act and ensure materials will be provided in alternative formats, when necessary.

## **Tools to support the continuity of learning**

Our apprenticeship training is delivered through a blended approach and this provides a level of flexibility and a number of options to ensure the relevant training continues to be delivered to our apprentices. The methods of training include face to face delivery, virtual, directed and supervised learning activities, webinars, online-coaching, telephone coaching, set reading and feedback, work-based learning assignments and work- based assessments.

Training at the face-to-face workshops are delivered by a tutor which allows for contingency.

We have qualified and experienced tutors and assessors who are able to step-in at short notice.

Where necessary, and when a teaching session is impacted by adverse weather, we can run teaching sessions virtually.

We have multiple teaching venue options available including third- party venues, Kings Norton's Tennis Club, Falcon Lodge Community Hub and employer locations Allens Croft Children's Centre.

The following list also includes a range of tools and modalities for facilitating distance learning, including those with no, some, or great levels of technological sophistication.

1. Instructional Packs. In advance of a prolonged closure absence, trainers and assessors can prepare hard copy instructional packs that apprentices may use at home to continue their learning. Hard copy pack may include worksheets; calendars or schedules of work to be completed; directions for homework, projects, or written assignments; excerpts from textbooks or other reading materials; and sample assessments.

Crackerjack Training may take two different approaches when developing packs:

- Generic packs that can be used at any point that promote apprentice learning according to level and subject-specific standards, or

- Unit-specific packs that are based on the planned curriculum and integrate with the apprentices' current learning at their workplace or off the job training.
2. Tutors and assessors use a variety of technologies (telephone, email, web conferencing, VLE) can be used to facilitate one-on-one, or teacher-and-class interaction or lesson delivery between apprentices and learner/assessors
  3. Telephone and Video Calling. Trainers and assessors can hold group and individual discussions, or teach lessons, with apprentices in a secure and private setting.
  4. Email. Use existing email service provider to send, receive, and track messages. In the event Crackerjack Training is not operating, response teams can use other online systems that all quick distribution of multimedia content to a mass audience. There are a variety of free email services providers on the Web, including Google, Yahoo, and Hotmail, most of which support document sharing, scheduling and web chats.
  5. Web Conferencing. A variety of free web conferencing services are available on the internet. Crackerjack Training will consider setting up an account for use in cases of emergency, when distance learning methods are needed, and may want to conduct workshops or learning sessions using one of these services or zoom for ease of use in the event of an emergency.
  6. Social Media. Many apprentices, parents, and staff use social media on a daily basis, but it can also serve as a vehicle to send announcements about lessons, staff absences, and other information related to continuity of learning. Social media can be useful during both short- and long-term closures, particularly because they are easy to access on different devices, including mobile phones, tablets, and computers.

## **Coursework and Examinations**

Crackerjack Training is required to keep copies of all essential coursework and examination results in a fireproof safe, or a second (electronic) copy off site, to ensure that no essential information is lost in the event of a disaster. Course teams will meet as soon as possible to consider the effect of the disaster on apprentice's coursework and examination entry. This information will be disclosed to the Examinations Officer, who will liaise with and be advised by the Awarding Bodies.

Apprentices will be offered individual advice sessions with a member of staff to discuss their concerns about the effects of the disaster on their work and any extra measures (advised by the Awarding Bodies) which are required to enable them to complete the apprenticeship successfully.

## **Communication Channels**

Through our training systems and available communication channels we have the following options to communicate with Crackerjack Training staff, our apprentices and students: our e-mail, by telephone and by our designated Instagram and 'Facebook' pages. We also have the employer contact details for each employer involved in our apprenticeship

We use Sunesis for internal, organisational collaboration and storing of relevant programme data which is also backed up every 24-hours and can be accessed remotely as well as on-site.

## **Extra Travel Costs**

If apprentices have to pay extra travel costs to attend another site, then arrangements will be made to provide assistance with these costs. Crackerjack Training will calculate payments to apprentices on a case by case basis.

### **System Enabled Contingencies**

Daily back-up of our business-critical systems occurs ensuring restoration of data can be achieved

### **Emergency Contacts**

In case of a significant incident emergency, various contact details are available in the programme handbook for each apprenticeship cohort and on the Crackerjack Training website: [www.crackerjacktraining.com](http://www.crackerjacktraining.com)


These include:

Crackerjack Training main desk: **0121 454 2043**

#### **ESFA Service desk contact information**

Alan Sweeny

Telephone: 07464 648 846

	<div>COVID- 19 – Childcare Risk Assessment Childcare</div>		Health & Safety Management Document
			Childcare COVID 19 V:1

<b>Hazards present which create potential Health &amp; Safety Risks:</b> (tick as applicable)			
Workstations and Seating	<input checked="" type="checkbox"/>	Lone working	<input type="checkbox"/>
Slips, trips and falls	<input type="checkbox"/>	Display screen equipment	<input checked="" type="checkbox"/>
Falling from height	<input type="checkbox"/>	Manual handling of loads	<input type="checkbox"/>
Transport	<input type="checkbox"/>	Other Hazards (please specify) Viral: Infection/cross transmission of COVID-19 virus: Spread through close contact with transmission between persons by ingestion of others contaminated respiratory aerosols and/or touching of contaminated surfaces transferring virus to own mouth/ nose/eyes.	


Risk Assessment ID: (Include revision number)	COVID-19 Childcare (insert setting name)
RA conducted by: (List all involved in conducting the risk assessment)	
Signature of the person approving the assessment (incl. name and position)	
Date RA conducted:	00/00/00
Planned review date:	On-going – As required

<b>Objective:</b> To reduce risk to the lowest reasonably practicable level by taking preventative measures, in order of priority.  <b>Description:</b> To aid assess management of safe practices for protecting against transmission/spread of COVID-19 virus between persons in and around Crackerjack Training.  <b>In every workplace, maintain 2meter social distancing (1m+ with extra precautions) and increase frequency of hand washing and surface cleaning.</b>  <b>Reference:</b> HMG - Keeping workers and clients safe during COVID-19 in close contact services – Updated 05-11-20 <a href="https://assets.publishing.service.gov.uk/media/5ef2889986650c12970e9b57/working-safely-during-covid-19close-contact-240920.pdf">https://assets.publishing.service.gov.uk/media/5ef2889986650c12970e9b57/working-safely-during-covid-19close-contact-240920.pdf</a> Gov.uk Guidance - Coronavirus (COVID-19): implementing protective measures in education and childcare settings - Updated 22-02-21 <a href="https://www.gov.uk/government/collections/further-and-higher-education-coronavirus-covid-19">https://www.gov.uk/government/collections/further-and-higher-education-coronavirus-covid-19</a> Gov.uk Guidance - Working safely during coronavirus (COVID-19) – Updated 17-08-21 <a href="https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/updates">https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/updates</a>
--


Any specific references for COSHH/Products/Manufacturer safety requirements/training etc. should be noted as control measures for further review and noted comments made in section 'observations/comments' as required for further action. Copy of the completed assessment to be retained for review by assessor/department competent person.

Priority	Action
Low	Low risk identified - Control measures to be adopted and monitored
Medium	Medium risk identified - Ensure that the risk assessment is reviewed, further controls may be necessary
High	High risk identified - Re-evaluate risk assessment and develop/determine greater controls or readdress the process requirements


*Responsibility for completing risk assessments is the function and responsibility of Line Management, however the task may be delegated to a competent person or persons. (The Assessor should be competent in his/her knowledge of the activity or process and be competent in risk assessment techniques)*

	<div>COVID- 19 – Childcare Risk Assessment Childcare</div>	<div>Health &amp; Safety Management Document</div> <div>Childcare COVID 19 V:1</div>
---	--	--

Persons at Risk = A: Employee/Agency B: Student/Young Person/Trainee C: New/Expectant Mother D: Contractor/Maintenance E: Member of the Public F: Others: Visitors/Volunteers										
Hazard Ref No.	Identify		Initial Risk Evaluation			Eliminate/Reduce/Mitigate/Action	Re-Evaluate			Review/Action
	Identified Hazards and Associated Risks	Those at risk	Risk Rating			Control Measures	Rating Revised – Dec 2020			Further Actions / Recommendations / Observations
			High	Medium	Low		High	Medium	Low	
RA COVID-19	<b>Entrance to Building</b> Risks: Spread of virus through close contact and transmission by touching of surfaces	a,b,c,d,e,f	✓			2 metre rule at the entrance to the building, along with masks worn in all public areas when learners/staff and visitors are moving around.  Hands must be washed as a minimum 20 seconds upon entering the building. All learners/staff/visitors must be asked to sanitise their hands.  Leaners/staff and visitors must provide evidence that that have taken their lateral flow test within the last 4 days by showing a confirmation report through either text or email. If learner/staff or visitor cannot provide us with this information we can give out a lateral flow test for them to do.		✓		Maintain, monitor and regularly review control measures.  - Admin admit 2 learners/visitors/staff at a time, one to wash hands and the other to wait on designated spot. - Everyone entering the building is reminded to wear a face mask/covering - Learners/visitors/staff then have their temperature taken, and asked questions relating to Covid-19 (regarding testing/isolation/illness)
RA COVID-19	<b>Classrooms &amp; Lobbies</b> Risks: Spread of virus through close contact and transmission by touching of surfaces	a,b,c,d,e,f	✓			Doorways to be limited to one person in and one person out at any one time where possible – users should adopt a ‘give-way’ to persons exiting a room/building whilst adhering to 2 metre distancing. Floor markings will also highlight a waiting area at 2m spacing distance.  Waiting areas external to rooms while waiting for entry will be denoted by areas measured out to be 2 metres apart.  Hand sanitising points are located in the reception area and in all classrooms.  Regular cleaning and sanitising of door handles/stair rails will be conducted.  One way system in operation on staff floor.		✓		Maintain, monitor and regularly review control measures.  - Classrooms have a maximum number of learners allowed at one time. - Learners only to leave rooms at the end of lesson or to use the toilet facilities. - Each room has its own sanitising station. - Daily cleaner who, disinfects classrooms, fittings etc. - Floors marked out with 2 metre distance tap - Desks situated two metres apart.
RA COVID-19	<b>Stairways</b> Risks:Spread of virus through touching of surfaces.	a,b,c,d,e,f	✓			Increased regular cleaning and sanitising of stairways, banisters/handrails is to be included in cleaning routines and reformed cleaning risk assessments.		✓		Maintain, monitor and regularly review control measures. - Daily cleaner cleans and sanitises all public areas.


	<div>COVID- 19 – Childcare Risk Assessment Childcare</div>	<div>Health &amp; Safety Management Document</div> <div>Childcare COVID 19 V:1</div>
---	--	--

RA COVID-19	<b>Corridors/ Passageways</b> Risks: Spread of virus through close contact and transmission by touching of surfaces	a,b,c,d,e,f	✓		Tape on the stairs lays out 2m rule in place. No one should congregate/wait in the corridors unless waiting to enter classrooms where social distancing must be observed. Social distancing and continual movement through passageway areas should be encourage/maintained. Increased regular cleaning and sanitising of key ‘touch’ areas is to be included in cleaning routines and reformed cleaning risk assessments.		✓		Maintain, monitor and regularly review control measures. <ul style="list-style-type: none"> <li>- Floors marked out with 2 metre distance tape</li> <li>- All classrooms are opened at 9am ready for learner arrival and to avoid congestion in corridors</li> <li>- Leaners are given start times which are at 5 minute intervals to avoid congestion and maintain distancing</li> <li>- Daily cleaner cleans and sanitises all public areas</li> </ul>
-------------	--	-------------	---	--	--	--	---	--	--


	<div>COVID- 19 – Childcare Risk Assessment Childcare</div>	<div>Health &amp; Safety Management Document</div> <div>Childcare COVID 19 V:1</div>
--	--	--

Persons at Risk = A: Employee/Agency B: Student/Young Person/Trainee C: New/Expectant Mother D: Contractor/Maintenance E: Member of the Public F: Others: Visitors/Volunteers										
Hazard Ref No.	Identify		Initial Risk Evaluation			Eliminate/Reduce/Mitigate/Action	Re-Evaluate			Review/Action
	Identified Hazards and Associated Risks	Those at risk	Risk Rating			Control Measures	Rating Revised – Dec 2020			Further Actions / Recommendations / Observations
			High	Medium	Low		High	Medium	Low	
RA COVID-19	<b>Seating Areas</b> Risks: Spread of virus through touching of surfaces	a,b,c,d,e,f	✓			Seating areas will either be removed or identified as ‘out of use’. Any seating provided/identified will be positioned 2m apart or positioned/segregated. Increased regular cleaning and sanitising		✓		Maintain, monitor and regularly review control measures. <ul style="list-style-type: none"><li>- All classrooms are set up with desks/chairs 2m apart</li><li>- Daily cleaner cleans and sanitises all public areas</li><li>- Seating area chairs are positioned apart</li></ul>
RA COVID-19	<b>Toilets</b> Risks: Spread of virus through touching of surfaces	a,b,c,d,e,f	✓			Access to all toilets should be a ‘one only’ basis – one in, one out.		✓		Maintain, monitor and regularly review control measures. <ul style="list-style-type: none"><li>- Signage on bathroom doors indicating only one person at a time to enter</li></ul>
RA COVID-19	<b>Signage &amp; Safety Information</b> Risks: Spread of virus through touching of surfaces	a,b,c,d,e,f	✓			Catch-it, Bin-it, Kill-it signage (increase bins) Reminder to increase regular washing of hands for minimum of 20 seconds. Sneeze into bend of arm Information to follow directional signage and abide by corridor & stairs segregation.		✓		Maintain, monitor and regularly review control measures. <ul style="list-style-type: none"><li>- Posters displaying hand washing procedures by all sinks</li><li>- Catch-it,Bin-it, Kill-it signage displayed throughout the building</li><li>- Sneezing and coughing etiquette information placed around the building</li><li>- Yellow tape on floor throughout rooms and on stairs demonstrating 2metre rule</li></ul>
RA COVID-19	<b>Ventilation</b> Risks: Spread of virus through touching of surfaces	a,b,c,d,e,f	✓			Natural ventilation should be increased in areas where windows and doors can be opened to increase natural air flow of the area.		✓		Maintain, monitor and regularly review control measures. <ul style="list-style-type: none"><li>- Classrooms and staff work rooms to have windows open throughout the day</li></ul>



	<div>COVID- 19 – Childcare Risk Assessment Childcare</div>	<div>Health &amp; Safety Management Document</div> <div>Childcare COVID 19 V:1</div>
---	--	--

Persons at Risk = A: Employee/Agency B: Student/Young Person/Trainee C: New/Expectant Mother D: Contractor/Maintenance E: Member of the Public F: Others: Visitors/Volunteers													
Hazard Ref No.	Identify		Initial Risk Evaluation			Eliminate/Reduce/Mitigate/Action				Re-Evaluate		Review/Action	
	Identified Hazards and Associated Risks	Those at risk	Risk Rating			Control Measures				Rating Revised – Dec 2020		Further Actions / Recommendations / Observations	
			High	Medium	Low				High	Medium	Low		
RA COVID-19	<b>Cleaning</b> Risks: Spread of virus through touching of surfaces	a,b,c,d,e,f	✓			A full increased cleaning schedule is to be agreed highlighting increased cleaning regime and sanitising of key’ touching areas’ that could be infected – seating areas, door knobs/handles, toilets/washroom areas, stairways and stair rails.					✓		Maintain, monitor and regularly review control measures. - Schedule and checklist kept in Admin office on clipboard for daily use by cleaner - Maintain availability of hand gels and sanitising sprays in specified areas/sanitising stations

	<div>COVID- 19 – Childcare Risk Assessment Childcare</div>	<div>Health &amp; Safety Management Document</div> <div>Childcare COVID 19 V:1</div>
---	--	--

**Gov.uk – Department of Education Guidance - Coronavirus (COVID-19): guidance for educational settings - Updated 17<sup>th</sup> Sept 2020**

**What happens if someone becomes unwell at an educational or childcare setting?**

If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow guidance for households with possible or confirmed coronavirus (COVID-19) infection, which sets out that they should self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19).

If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.

Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.

If a person is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the person, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.

PPE must be worn by staff caring for the person while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE) guidance.

If a person is boarding in Halls of Residence shows symptoms, they should initially self-isolate in their residential setting household. Most students will benefit from self-isolating in their Flat so that their usual support can continue. Others will benefit more from self-isolating in their family home. For more information on how to care for a symptomatic child while protecting the welfare of other pupils and staff, read the guidance on isolation for residential educational settings.

As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital. Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and Trace.

Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the COVID-19: cleaning of non-healthcare settings guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/918924/Symptomtic\\_children\\_action\\_list\\_SCHOOLS\\_FINAL\\_17-09.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918924/Symptomtic_children_action_list_SCHOOLS_FINAL_17-09.pdf)