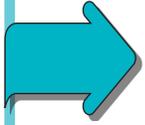


The background of the cover is a photograph of a person from behind, looking at a wall covered in various documents, charts, and diagrams. The image is overlaid with several large, semi-transparent diamond shapes in shades of purple, teal, and orange. The text is positioned in the lower right quadrant of the image.

# **RESPONSIVE WORKING DURING COVID -19**

**A Manager's Toolkit (August 2020)**



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## Aims

### This Toolkit aims to

- ◆ Address the need for enhanced awareness of flexible working arrangements throughout EA, schools and services during the COVID-19 pandemic.
- ◆ Empower and inform School Leaders and managers as to how best to support their staff during this time.
- ◆ Support workforce planning and anticipated staffing issues as we move towards our schools and services recommencing regular operations.
- ◆ Support and inform on staffing issues including clinically vulnerable staff; clinically extremely vulnerable staff; and staff with caring responsibilities in line with PHA and N.I. Executive advice.



# Introduction

- ◆ You are reading this Toolkit because you are a School Leader/manager or member of staff who wishes to be more informed on the range of flexible working options available during the COVID-19 pandemic.
- ◆ There is an increased need to work flexibly, where possible, during the COVID-19 pandemic. At the same time it is recognised that the degree of flexibility will be dependent on the working environment. For example as children return to school it will not be possible for the majority of school based staff to work from home.
- ◆ Research shows that working flexibly can have a number of benefits. These include
  - enabling employees to take on caring responsibilities without having to give up work
  - higher motivation levels and
  - greater adaptability within the workforce (CIPD).
- ◆ At present many staff are working from home as requested but as Government restrictions continue to relax there is a need to put in place measures to ensure that education and services to children and young people can be delivered. This recognises that for many staff, the education work place will look, feel and be different to varying degrees.

**This Toolkit should be read in conjunction with the following COVID-19 resources.**

[Department of Education Restart Webpage](#)

[Northern Ireland Re-opening School Guidance - New School Day](#)

[Guidance on staff returning to schools](#)

[Guidance on staff returning to support services](#)

[EA Staff Health and Wellbeing Guidance](#)

[Guidance on Absence relating to COVID 19](#)

[Managing Attendance Policies](#)

[EA Frequently Asked Questions](#)

[DE Frequently Asked Questions](#)

Flexible working related policies and schemes (see section 3)



# Responsive Working Principles

To support flexible working in the “New Normal”

## FOLLOW VALUES

Your work place Values can offer a reference point when workforce issues present difficulty. Challenge yourself to live up to these.

By way of example the EA Values are

**Openness**

**Respect**

**Reflection**

**Responsibility**

**Excellence**

**Equality**

### BE OPEN AND IMPLEMENT REGULAR TRANSPARENT COMMUNICATIONS

Communicate mutual expectations and stay apprised of developments. Make sure your staff know what is expected of them in light of any new arrangements. It is also important to maintain contact with staff in order to ensure that they are not being adversely affected by these arrangements.

### BE SYMPATHETIC AND FLEXIBLE WITH YOUR APPROACH

Staff will be experiencing their own unique set of challenges. Therefore, it is important to provide support to your staff based on these unique circumstances. It is important that staff are aware of what flexible working opportunities exist while managing expectations.

### BE PROACTIVE AND SOLUTIONS ORIENTATED

By making time to speak and listen to your staff about their circumstances issues can be addressed before they develop.

### SHOW TRUST

The level of trust you have with your staff can make or break the team; individual performance; and the developmental journey within an organisation. (Forbes.com)

### STAY INFORMED AND SIGNPOST INFORMATION

By having a sound handle on changes in PHA, Government or EA directives/guidance, you can be well placed to support employees in your school or team. Whilst some individuals may prefer the new working arrangements, others may start to feel isolated or stressed, something that could potentially impact upon their performance. If an issue such as this does start to develop, it may be that the agreement needs to be re-assessed. You should also remind your staff that they are able to access the Inspire Wellbeing 24/7 counselling service. Proactively raising awareness of this can be more effective than during a personal crisis. You can also communicate and encourage staff to take part in some of the health and wellbeing related events on offer. See EA Health Well for more information <https://ea.wellhub.info/>

## 3

## Summary of Flexible Working Provisions

What do I need to know? As a School Leader/manager you will be familiar with the wide range of flexible working provisions staff may request. Decisions should be made objectively and transparently and take account of both the needs of the school/service and individual circumstances.

### Teaching policies and procedures - Table 1.1

Section 1 Flexible Working		Overview	Hyperlink to Full Policy
Flexible Working Scheme	Teachers can make a request to vary their working patterns and weekly hours. Requests can be considered on a permanent or temporary basis (up to 3 years maximum on a temporary basis).		<a href="#">Click here</a>
Job Share Scheme	Job Sharing is a method of working where teachers share one full-time post. Job Share arrangements can be permanent or temporary (up to 2 years maximum on a temporary basis)		<a href="#">Click here</a>
Temporary Variation of Contract	To be used where a teacher is seeking a short term, temporary change in working hours, not facilitated through other schemes.		<a href="#">Click here</a>
Career Break Scheme	A period of special leave of absence without salary for a period of not less than one year and not more than five years.		<a href="#">Click here</a>
Career Break Scheme - Addendum	Addendum to the Scheme above.		<a href="#">Click here</a>
Phased Retirement	Provides a managed transition from work to retirement by enabling members to continue working in a reduced capacity.		<a href="#">Click here</a>
Section 2 Leave		Overview	Hyperlink to Full Policy
Parental Leave Scheme	This scheme applies to all teachers to provide unpaid leave from work to care for a child or to make arrangements for the child's welfare (subject to eligibility), irrespective of pay or weekly working hours.		<a href="#">Click here</a>
Shared Parental Leave Scheme	Shared Parental Leave (SPL) enables eligible teachers to choose how to share the care of their child during the first 12 months of birth or adoption.		<a href="#">Click here</a>
Section 3 Discretionary Leave		Overview	Hyperlink to Full Policy
Leave of Absence (not exceeding 3 days)	Teachers' Absences not exceeding 3 working days.		<a href="#">Click here</a>
Leave of Absence (exceeding 3 days)	Teachers' Absences exceeding 3 working days.		<a href="#">Click here</a>

*"Managers should consider Flexible Working requests fairly and without discrimination"* The Equality Commission

Section 1 Flexible Working		Overview	Applicable to	Hyperlink to Full Policy
<b>Flexi Time</b>	Allows staff to work up time during busy periods. Not more than plus or minus 14 hours can be carried over at the end of each month		EA HQ and Out Centre staff	
<b>Request to change working pattern</b>	Staff can make a request to vary their working patterns and weekly hours. Requests can be considered on a permanent or temporary basis		All non-teaching staff	<a href="#">Click here</a>
<b>Flexible Retirement</b>	Staff can make a request to flexibly retire after the age of 55 and benefit from early release of NILGOSC pension. Discretions apply and is subject to the employers consent		All non-teaching staff	<a href="#">Click here</a>
<b>Family Friendly</b>	Opportunity to apply for unpaid leave during July and August. Applications invited on an annual basis.		HQ and Out Centre staff	<a href="#">Click here</a>
<b>Career Break</b>	A maximum of 3 years are available.		All non-teaching staff	<a href="#">Click here</a>
<b>Job Share</b>	Request for job share. Typically a 50% share is applied, other patterns can be explored.		All non-teaching staff	<a href="#">Click here</a>

Section 2 Leave		Overview	Applicable to	Hyperlink to Full Policy
<b>Annual Leave</b>	Statutory Entitlement which increases incrementally by service and grade.		All non-teaching staff	<a href="#">JNC Cir No 140 Click here</a>
<b>Carry Forward Leave</b>	Carry forward of untaken annual leave up to a maximum of 7 days.		All non-teaching staff	<a href="#">JNC Cir No 20 Click here</a>
<b>Unpaid Leave</b>	Staff can request time off without pay. Line manager to authorise and advice HR accordingly as leave entitlements and gaps in pension membership may needed adjusted/ actioned.		All non-teaching staff	Informal process
<b>Carry Forward Leave following long term sick leave<sup>1</sup></b>	Entitlement to carry over annual leave to the next leave year following a period of long term sick leave or paid in lieu in cases where the employment contract ends.		All non-teaching staff	<a href="#">JNC Cir No 46 Click here</a>

Section 3 Discretionary Leave		Overview	Applicable to	Hyperlink to Full Policy
<b>Carer Leave</b>	Paid leave for emergency situations for carers from anything from a half day up to a maximum of 3 days (at the discretion of the line manager) to care for sick or elderly relatives and/or children of school age.		All non-teaching staff	Management Bulletin 19 Sept. 1996
<b>Domestic Leave</b>	Leave with or without pay (outside of annual leave entitlement), granted at the discretion of the employer, subject to the needs of the service.		All non-teaching staff	<a href="#">Click here</a>
<b>Domestic Leave Nursery/Classroom Assistants</b>	Enables discretionary time off for staff dealing short term emergency domestic difficulties		Nursery and Classroom Assistants	<a href="#">Click here</a>

**Other Flexible working related policy** - Parental Leave: maternity, paternity, adoption, ordinary parental leave and shared parental leave schemes

<sup>1</sup>As a result of the introduction of the Working Time (Coronavirus) (Amendment) Regulations (Northern Ireland) 2020 there may be **exceptional circumstances** when a member of staff (with a leave entitlement) may be able to carry over up to 4 weeks annual leave into the next 2 leave years. For more information [click here](#)

# 4

## Caring Responsibilities Considerations

The most significant challenge or difficulty faced by parents during the pandemic has been the impact on stress/emotional issues (Parenting NI).

**1 in 7**

in the workforce are likely to be carers for an older, disabled or ill person, but many will not self-identify as carers. The proportion will be much higher when adjusted to include those caring temporarily for people linked to COVID-19. Carers NI reported

**78%** of carers are now providing additional care during COVID-19.

**43 per cent**

of carers feel that colleagues and managers do not understand the impact of their caring.

**600**

people give up work every day to care, with over-45s most likely to. The peak age for caring is **52** to **69** and women are more likely to take on caring responsibilities than men.

EA has an approximate female workforce of

**83%.**



It is recognised that this is a worrying time for parents/guardians who want to make the very best choices for their children at a very unsettling and changing time.

## Legal considerations

Issues between employment and caring may be a source of concern for all employees regardless of gender, but traditionally they have and continue to affect more women than men.

The increased likelihood of female carer responsibility is highlighted by the [Equality Commission](#) as a potential cause of **indirect sex discrimination against women**. For example where a woman with caring responsibilities is unable to obtain or remain in work unless their terms of employment are modified, e.g. reduced hours or changes to start or end times or to shift patterns.

Many employees may already have flexible working arrangements that continue to satisfactorily meet their caring needs when they return to work. However, for other employees, there may now be some requests for new or modified flexible working arrangements due to changes in their circumstances, as a result of the pandemic.

School Leaders/managers may from time to time need to have supportive conversations with staff who are considering their caring options.

### Other help, support & advice for carers

In more general terms carers in Northern Ireland can go online to get accurate and up-to-date online information and practical guidance about caring by [clicking here](#).



## Important Childcare information

### NI Executive Announcement 18th June 2020

The Executive announced the publication of the Childcare Recovery Plan on 18 June. The Childcare Recovery Plan aims to restore the childcare sector to pre-Covid-19 capacity levels as quickly and safely as possible. The aim of the plan is to ensure more parents can access childcare. School re-opening plans and the availability of childcare is inextricably linked and work is ongoing to build the capacity of the childcare sector as quickly as possible.

To support this, on 27 July 2020 a new [£10.5m childcare recovery support fund](#) opened for applications. Led by the Early Years Organisation (on behalf of the Department of Education) the fund is designed to facilitate the opening of as many day care providers and nurseries throughout July and August.

Staff should seek to investigate and source all childcare options available to them in order that they can attend school/their work place when it restarts. In an emergency situation staff can apply for emergency carer leave should childcare arrangements breakdown.

It is understood that there may be some staff who still find it difficult to return to their normal place of work in their usual capacity due to caring responsibilities. In such circumstances they are expected to communicate effectively and regularly with their Principal/line manager about any concerns. If a member of staff is wishing to consider flexible working and/or a corresponding reduction in hours they should make a formal request in accordance with the relevant policy as early as possible to ensure that the request can be considered in good time (see Section 3).

## Stepped approach to supporting Carers of children

### STEP 1

Staff should consider all childcare options available to them. e.g. Within the home; extended family; childcare provider/ facility; and other options supported by the latest NI Executive directives.

### STEP 2

Annual Leave or Flexi if applicable

### STEP 3

Discuss possible flexible working adjustments (see Section 3).

### STEP 4

Unpaid Leave

## Accessing Childcare

Staff who are struggling to access childcare can also avail of the following:



For more information on Childcare options see Appendix A

# 5 Support for Vulnerable Workers

## WHAT DO I NEED TO KNOW?

There are 2 categories of vulnerable staff

### 1. Clinically Vulnerable and 2. Clinically Extremely Vulnerable

**Clinically Vulnerable** includes

- Staff with specific underlying conditions
- People over the age of 70 and
- those who are pregnant

[Click here](#) for a more complete breakdown and further information.

**Clinically Extremely Vulnerable** includes those who received shielding letters from the NHS or their GP.

[Click here](#) for a complete breakdown and further information.

Shielding is a measure to protect clinically extremely vulnerable people by minimising interaction with others.

**From 01 August Shielding is now paused.**

Staff who received shielding pause letters from the NHS/GP should continue to follow Government advice and work from home when possible.

From 01 August 2020 if either category of vulnerable individual cannot work from home, they should take extra care in the work place observing social distancing, staying 2 metres away from others wherever possible<sup>2</sup>, although the individual may choose to take on a role that does not allow for this distance if they prefer to do so. If they have to spend time within 2 metres<sup>2</sup> of other people, Principals/line managers should undertake a risk assessment with the individual to assess and control measures to reduce risk. They should, if necessary, be offered the safest available onsite roles.

Based on a risk assessment, the School Leader/manager or Employing Authority reserve the right to request that clinically extremely vulnerable staff do not attend the work place. Under these circumstances the individual should face no financial detriment.

### PHA latest advice to Schools on Classroom Assistants

There is no requirement for Classroom Assistants to wear PPE even if they are less than 2 metres (supporting learning) unless they are involved in intimate care or sitting with a young person who is sitting and waiting to go home because they are symptomatic.

If a member of staff is in the vulnerable category, additional handwashing will offer the best protection. The risk assessment should include assessment for PPE if they are medically vulnerable. The evidence still suggests that children/young people have a much lower incidence of COVID-19 than the adult and do not spread it.

*See Appendix C - Risk Assessment template.*

<sup>2</sup>Based on PHA Guidance provided on the 26 June 2020

The Stormont Executive has agreed to reduce social distancing in Northern Ireland from 2m (6ft) to 1m with restrictions on the 29 June 2020. The Stormont Executive agreed that people should keep two metres distance where possible, but from 29 June 2020 can come within no less than one metre where appropriate mitigations can be made.

**NI Executive Announcement 18th June 20**  
With effect from 01 August 2020 “Shielding” has been paused, subject to the rate of community transmission continuing to be low. This category of staff should follow the latest PHA guidance and precaution, taking particular care when out of the home and strictly maintaining social distancing. Ongoing advice will be provided by PHA. For the latest advice on supporting staff who are **Clinically Extremely Vulnerable** please see <https://www.nidirect.gov.uk/articles/coronavirus-covid-19-pausing-shielding-extremely-vulnerable-people>

## Steps to support your vulnerable staff

### STEP 1

**Follow PHA/ NI Executive guidance**

### STEP 2

**Speak to staff about their concerns and undertake Risk Assessments**

- In most cases the Risk Assessment and subsequent control measures can sufficiently reduce the risk and the staff member should return to work.
- If unable to ensure adequate mitigations Principals/line managers may wish to consider the options below.

### STEP 3

**If applicable discuss flexible working adjustments or offer the safest available onsite role.**

### STEP 4

**If applicable consider Annual Leave, Flexi Leave and Unpaid**

### STEP 5

**Contact Human Resources if you have exhausted these options**  
(see HR contact List – Appendix B)



## 6 Support for Staff with Disabilities

**A person has a disability for the purposes of Disability Discrimination Act 1995 if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. The Act imposes a duty on employers to make reasonable adjustments for disabled people to help them to remove barriers in gaining and remaining in employment.**

It is recognised that returning to the work place will create many challenges for employees and employers alike, albeit in different ways and to different degrees for some people compared to others. These concerns raise particular challenges in the case of employees who have a disability.

The Disability Discrimination Act (DDA), covers a very wide range of people and is not confined to those who come within the Government's COVID-19 list of clinically extremely vulnerable people. Many people with a disability may have impairments that are not on the list, but their health is still particularly vulnerable. The reasonable adjustment duty applies to all employees or job seekers who are disabled, regardless of whether they are on the Government's list or not.

School Leaders/managers should ensure they make reasonable adjustments, as they are obliged to do, in addition to what they will have done

to protect the health and safety of all of their employees. Where suitable health and safety risk assessments have been conducted and adequate precautions taken, all that some employees may need is reassurance that their health will be safe at work.

If a disabled employee previously had tailored adjustments at work, these might still adequately meet their particular needs when they return to work. However, it is important that schools are not complacent and are prepared to do more, where reasonable, recognising that individual needs change and may have changed during the pandemic. When considering reasonable adjustments Disability Employment Support advice is available from the Employing Authority (028 90 564360 or [equality.unit@eani.org.uk](mailto:equality.unit@eani.org.uk)).

### **Be aware of communication barriers**

Whilst it is right to encourage online discussions, some staff may find this very challenging due to a disability and maybe even impossible. If this is not possible alternatives should be explored. Also due to current situation, perhaps reasonable adjustments have not been able to be put in place or homeworking may have been difficult due to a disability resulting in high levels of anxiety. It is important that line managers recognise this and reassure employees with disabilities at this time.

### **What kind of adjustments might you consider to protect the health of a disabled employee who you might expect to return to work?**

This list not exhaustive and includes:

- ◆ changing the place of work (e.g. allowing working from home, or moving the employee to a safer (or, to the safest) part of the usual work place)
- ◆ making adjustments to premises (e.g. installing suitable protective screens around the disabled employee's workstation)
- ◆ allocating some of the employee's duties to another person
- ◆ altering the hours of work (e.g. changing start or end times to make travelling to work safer)
- ◆ acquiring or modifying equipment (e.g. providing suitable personal protective equipment, perhaps of a kind that is different to that which is provided to others)
- ◆ providing supervision or other support (e.g. providing mental wellbeing support services that an employee may avail of)
- ◆ potential adjustments can be combined, and may need to be, if a reasonable solution is to be found. For example, allowing an employee to work from home may also require the provision of suitable IT equipment or software.

Clearly, the opportunity to work from home may be the safest and most desired option, but will not be a feasible solution in all cases.

## 7

## Support for Minority Ethnic Communities (with underlying conditions)

There is some emerging evidence which suggests that COVID-19 may disproportionately impact some groups, notably Black, Asian and Minority Ethnic communities (BAME) with underlying conditions. Reasons include that some BAME communities are more susceptible to certain health conditions such as diabetes and obesity, compounded by socio-economic factors and poverty, as well as many working in frontline jobs. School Leaders/managers should follow PHA guidance to ensure that practical support and advice is given to these staff, particularly where they are anxious about protecting themselves and their families. All Black, Asian and Minority Ethnic staff with underlying health conditions and disabilities, who are over 70 or who are pregnant should be individually risk assessed and appropriate reasonable work place adjustments should be made following risk assessment.

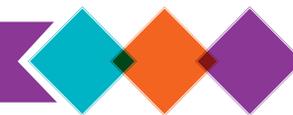
*See Appendix C - Risk Assessment template.*



# 8

## Additional Support

INTERNAL	EXTERNAL
Your Manager/Board of Governors /Employing Authority	Your General Practitioner
Your Colleagues	Inspire Workplaces Services <a href="https://www.inspirewellbeing.org/our-services/professional-services/inspire-workplaces">https://www.inspirewellbeing.org/our-services/professional-services/inspire-workplaces</a> Tel: 0808 800 0002 (24/7)
Human Resources and Legal Services (see Appendix B)	Independent Occupational Health To discuss a referral speak to Human Resources (People Services) Tel: 028 9041 8006
Mental Health First Aiders See <a href="#">EA Health Well</a> for more information	Public Health Agency <a href="https://www.publichealth.hscni.net/">https://www.publichealth.hscni.net/</a>
Health and Wellbeing Champions <a href="https://healthwell.eani.org.uk/community">https://healthwell.eani.org.uk/community</a>	Addiction NI <a href="https://addictionni.com/">https://addictionni.com/</a>
EA Health Well <a href="https://healthwell.eani.org.uk/">https://healthwell.eani.org.uk/</a>	Parenting NI <a href="https://www.parentingni.org/">https://www.parentingni.org/</a>
ICT – helpdesk <a href="http://ea-servicedesk.esani.net/">http://ea-servicedesk.esani.net/</a>	Employers for Disability N.I. <a href="http://efdni.org/">http://efdni.org/</a>
EA website <a href="https://www.eani.org.uk/ea-staff-hub">https://www.eani.org.uk/ea-staff-hub</a>	Family Support N.I <a href="https://www.familysupportni.gov.uk/Support/91/provision-of-childcare-during-the-covid19-pandemic">https://www.familysupportni.gov.uk/Support/91/provision-of-childcare-during-the-covid19-pandemic</a>



### Registered Childminders

A list of available childminders can be found on the Family Support NI website:

<http://www.familysupportni.gov.uk>

Through the site, parents will be able to search for available childminders in your area.

### Daycare Settings

A number of daycare settings are continuing to provide childcare services across Northern Ireland. For safety reasons, daycare settings will not be able to offer the number of places they normally do. Also, it is likely that there will be fewer daycare settings open over the pandemic period.

This is intended to enable them to stay open or, for those that have already closed, to reopen. Please consult the Family Support NI website site for the most up-to-date information.

### Informal Childcare arrangements

At present ongoing relaxation of restrictions on how many people are permitted to meet indoors will enable improved access childcare support from another family member (or a friend). For more information or to view the Department of Education's frequently asked questions (FAQs) on Childcare recovery plans click [here](#).

### COVID-19 Advice to Childcare providers

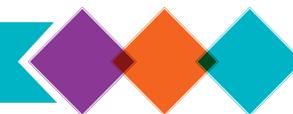
Childcare providers have been given advice relating to infection control. They have also been advised to regularly check the Family Support NI website for the most up-to-date information in relation to COVID-19. Childcare providers must know what to do if children become sick in their care including how to protect other children from COVID-19 illness. Childcare providers will have procedures to help prevent the spread of COVID-19 and parents should work with providers to implement these.

Staff with children who are in the very high risk group of severe illness from COVID-19 should follow relevant PHA guidance on shielding. Click [here](#) for more information.

Parents of children with underlying health conditions which put them at increased or very high risk of severe illness from COVID-19, can attend a childcare setting if, following an individual risk assessment, it is considered to be in their best interests to do so. Parents must seek advice from the child's GP and, in complex cases, a consultant medical opinion may also be required. Click [here](#) for more information.

**It is vitally important that the childcare provider as well as the School Leader/manager is informed if the parents, their child or any other family member has tested positive for COVID-19.**

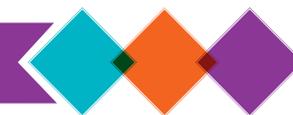
## APPENDIX B Human Resources and Legal Services - Related key contacts



See HR Online Staff Hub for an overview of all the HRLS teams and services available.

<https://www.eani.org.uk/ea-staff-hub/hr-online>

Team	Relevant Services provided	Link to service	Telephone number
<b>People Services</b>	<ul style="list-style-type: none"> <li>• Non-teaching pay queries</li> <li>• Occupational Health referrals and general advice</li> <li>• Attendance Management advice and guidance</li> <li>• Guidance on flexible working</li> </ul>	<a href="#">People Services link</a>	028 9041 8006
<b>Teachers Pay and Conditions</b>	<ul style="list-style-type: none"> <li>• Leadership Pay Progression and Salary Policy Guidance</li> <li>• Teachers' Pay, Threshold and UPS Progression</li> </ul>	<a href="https://www.eani.org.uk/ea-staff-hub/hr-online/pay-conditions">https://www.eani.org.uk/ea-staff-hub/hr-online/pay-conditions</a>	028 9056 6219 028 9056 6271
<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>• Supporting School Leaders/managers to develop staff health and wellbeing actions, initiatives or deliver relevant training</li> </ul>	<a href="https://www.eani.org.uk/ea-staff-hub/hr-online/health-wellbeing">https://www.eani.org.uk/ea-staff-hub/hr-online/health-wellbeing</a>	028 9041 8023
<b>Resourcing</b>	<ul style="list-style-type: none"> <li>• Hiring managers recruitment information</li> </ul>	<a href="https://www.eani.org.uk/ea-staff-hub/hr-online/hiring-managers-recruitment-information">https://www.eani.org.uk/ea-staff-hub/hr-online/hiring-managers-recruitment-information</a>	028 9056 4301 1. Headquarters/Corporate Recruitment 2. South West School Recruitment 3. North School Recruitment 4. East School Recruitment 5. Pre-employment Checks/Access NI
<b>Employee Relations</b>	<ul style="list-style-type: none"> <li>• Supporting effective performance in schools/Corporate</li> <li>• Mediation</li> <li>• Grievance procedures</li> <li>• Dignity at work procedures</li> <li>• Disciplinary procedures</li> </ul>	<a href="https://www.eani.org.uk/ea-staff-hub/hr-online/workplace-conduct-behaviour">https://www.eani.org.uk/ea-staff-hub/hr-online/workplace-conduct-behaviour</a>	028 9041 8012 or Email: <a href="mailto:ER-Casework@eani.org.uk">ER-Casework@eani.org.uk</a>
<b>School Business Partnering</b>	<p>Providing strategic HR support to school leaders/BOGs in terms of whole school issues:</p> <ul style="list-style-type: none"> <li>• Effective leadership and governance in schools</li> <li>• Redundancies and redeployment</li> <li>• School closures/amalgamations/ reorganisations</li> <li>• School restructuring and transformation</li> </ul>	<a href="https://www.eani.org.uk/publications/school-business-partner-teams-february-2020">https://www.eani.org.uk/publications/school-business-partner-teams-february-2020</a>	028 9056 6278 - Locality East 028 3751 2298 - Locality South West 028 8241 1317 - Locality North
<b>Equality, Diversity &amp; Inclusion</b>	<ul style="list-style-type: none"> <li>• Information on equality, diversity and Inclusion</li> <li>• Advice on supporting Reasonable Adjustments</li> </ul>	<a href="https://www.eani.org.uk/about-us/equality">https://www.eani.org.uk/about-us/equality</a>	028 9056 4360 or Email: <a href="mailto:equality.unit@eani.org.uk">equality.unit@eani.org.uk</a>



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## Generic individual risk assessments guidance relating to Covid-19

The information on an individual risk assessment should be regarded as highly confidential and appropriate security/safeguards should be in place to ensure confidentiality.

The generic individual risk assessments to which this guidance refers have been developed using the formulas below. It is unlikely that generic assessments will be totally appropriate for each individual employee, there may be different circumstances pertinent to each case. They should therefore be modified for each individual by applying the criteria below to the generic assessment, making that assessment specific to their medical vulnerability and specific area of work.

For example:

The risk rating in the generic assessments is calculated using the formula:

Likelihood X Severity

*e.g. something 'unlikely' to occur in your opinion (2) multiplied by severity rating of 'significant' (2) would result in a risk rating of 4 which is 'Tolerable' and only requires the control measures to be monitored and reviewed.*

This calculation must be made with your existing precautions (control measures) in place. If you do have all, or more, of the existing precautions in the generic assessment operating then the risk factor may be lower.

If however, you have identified a particular hazard covered by a generic risk assessment and you do not have all, or any, of the existing precautions listed in place, then your risk factor may be higher and will require further action on your behalf to reduce the risk. This may involve adopting some, or all, of the 'existing precautions' listed and listing them as 'additional precautions' which are in effect further measures you need to implement to control the risk. You may also have other control measures in mind that are not listed and which are equally valid in controlling the risk. It is important that a person (or organisation e.g. EA) is identified as the person (body) responsible for the remedial measures. A feasible date for implementation should also be recorded and no action by this date should prompt a reminder to the responsible person (body).

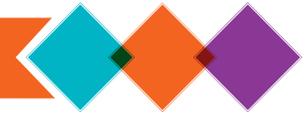
When the 'additional precautions' are implemented and the risk assessment is reviewed then the 'additional precautions' become 'existing precautions' and the risk factor is recalculated, ideally reducing it further.

### Probability Rating - Likelihood

Very likely	<i>Likely to occur immediately or in the short term</i>	4
Likely	<i>Could occur in time, or if repeated enough</i>	3
Unlikely	<i>Though unlikely, may occur over time</i>	2
Very unlikely	<i>Unlikely to occur</i>	1

### Severity Rating

Very serious	<i>Single or multiple fatalities, widespread illness, large scale property/equipment damage</i>	4
Serious	<i>Serious injury or illness, serious property/equipment damage</i>	3
Significant	<i>Significant injury or illness, significant property/equipment damage</i>	2
Minor	<i>Minor injuries and/or illness, minor property/equipment damage</i>	1



X	1	2	3	4
1	1 Insignificant/ Trivial	2 Low/ Trivial	3 Tolerable	4 Tolerable
2	2 Low/ Tolerable	4 Low/ Tolerable	6 Medium/ Substantial	8 Medium/ Substantial
3	3 Low/ Tolerable	6 Medium/ Substantial	9 Medium/ Substantial	12 High/ Intolerable
4	4 Low/ Tolerable	8 Medium/ Substantial	12 High/ Intolerable	16 High/ Intolerable

Risk Level Description	Numerical Value
High – Intolerable. Immediate action required. Activity should be stopped until control measures can be implemented to reduce risk	12 - 16
Medium – Substantial. Activity can proceed, but with caution, ensuring control measures are maintained. Efforts should be made to control/reduce the risk.	6 - 9
Low – Tolerable. Activity can proceed. Control measures must be monitored and reviewed as required to ensure they remain suitable and sufficient.	2 - 4
Insignificant – Trivial. Monitor activity/task for future changes that would increase the risk	1