

| Activity/ Situation | FULL OPENING OF SCHOOL DURING COVID-19 PANDEMIC FROM 8 th MARCH | | | |
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| Location | Thornaby Church of England Primary School | | | |
| Persons at Risk | Pupils <input checked="" type="checkbox"/> | Employees <input checked="" type="checkbox"/> | Visitors <input checked="" type="checkbox"/> | Contractors <input checked="" type="checkbox"/> |
| HAZARD(S) | <p><i>Note: this list is not exhaustive and must be adapted for your own needs</i></p> <ul style="list-style-type: none"> ✗ Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed ✗ Social Distancing Measures Not Followed During Travel to and from School ✗ Inadequate Cleaning/Sanitising ✗ Shared Resources ✗ Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors ✗ Site User Becoming Unwell ✗ Site User Developing Symptoms ✗ Inadequate Hand Washing/Personal Hygiene ✗ Inadequate Personal Protection & PPE ✗ Visitors, Contractors & Spread of Coronavirus ✗ Inadequate Ventilation ✗ Arrangements for Boarding Schools During Pandemic | | | |
| CONTROL MEASURES | ADDITIONAL INFORMATION | YES | NO | N/A |
| <p><i>Note: you must amend and adapt this generic risk assessment to suit your own needs by selecting the controls from the examples provided (adding and amending others where necessary) and then evaluate the overall risk for the activity/situation.</i></p> | | | | |
| <p>In considering all of the below risks and potential control measures, please be mindful of your duties under the Equality Act by ensuring that there is no adverse impact on any particular group of staff / pupils with protected characteristics</p> | | | | |
| <p>From 8 March, all pupils should attend school. Secondary pupils will be offered testing from 8 March</p> | | | | |
| <p>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</p> | | | | |
| Consistent groups are in place which reduces the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group | Bubbles created– mainly as classes Nursery, Reception (Class 1+2), Y1 (Class 3+4), Class 5, Class 6; Class 7, Class 8, Class 9, Class 10; Class 11, Class 12, Class 13, Class 14 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school keeps a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups | Registers kept. Clear timetables in place identifying adults and children who are in contact for 15mins or more. Some transience through year groups sharing toilets and TAs across a year group | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Distinct groups or ‘bubbles’ that do not mix are maintained which makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate and to keep that number as small as possible | Bubbles are maintained and mixing does not occur between classes in doors – some mixing of year groups outside on playgrounds | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <p>Primary schools may be able to implement groups that are the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in the group become ill with coronavirus (COVID-19).</p> | <p>Circumstances need to be assessed and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, you can look to implement year group sized 'bubbles' See above. UKS2 to maintain class bubbles for majority of time but group of children from Y5 and Y6 need to be taught separately during Literacy and Numeracy Children to be encouraged to social distance</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>In the younger years in Secondary Schools (key stage 3), schools may be able to implement groups that are the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19).</p> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>In Secondary Schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended</p> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Whatever the size of the group, they are kept apart from other groups and older children are encouraged to keep their distance within their groups</p> | <p>See point 1 and point 3 Lunchtime routines ensure non -mixing of bubbles and all tables and chairs disinfected only EY and KS1 accessing hall in separate bubbles for lunch</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Schools with the capability to do it should take steps to limit interaction, and the sharing of rooms and social spaces between groups as much as possible</p> | <p>All groups to stay in their own classrooms as much as possible; Each group allocated a toilet block; all classes use own outside door apart from Class 6 who will use KS1 main corridor and Class 8 who will use UKS2 main corridor as will Class 11. ICT suite to be timetabled with time to wipe down equipment between groups and to limit passing in corridors; as with hall and studio space. No children to be sent on messages or to walk around school; toilet use monitored by use of cone</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| It is recognised that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport | Teacher consistent for majority of time; PPA covered by different staff; TA use across year group and at UKS2 across team; Specialist teachers will deliver music and PE lessons | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Siblings may be in different groups | More effective learning to be taught with Year group and class | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teachers and other staff operate across different classes and year groups in order to facilitate the delivery of the school timetable | PPA cover, Intervention groups -visors to be worn when completing intervention groups outside normal bubble | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where staff need to move between classes and year groups, they should keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults | Advice given to staff re social distancing. Older pupils aware and constantly reminded of social distancing. Systems in place re keep left in corridors and oneway system past photocopier | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The number of interactions or changes are minimised wherever possible | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where possible adults maintain a 2 metre distance from each other, and from children | Advice given and recommendation re standing behind pupils rather than crouching besides or standing in front of pupil's tables. EY and KS1 staff advised to stand wherever possible | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adults avoid close face to face contact and limit time spent within 1 metre of anyone | Readers are heard side by side; individual instruction given in similar way. First Aid take less time than 15mins - firstaider always wears a mask. Adults advised to wear a mask or visor when greeting parents on the door or on the gate. Parents requested to wear masks on the premises. Staff have awareness of updated definitions of contacts below- direct close contacts - face to face contact with an infected individual for any length of time , within 1 metre, including being coughed on, a face to face conversation, or mask - unprotected physical contact (skin-to-skin) - proximity contacts - extended close contact (within 1 to 2 metres for | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | more than 15 minutes either as a one-off contact or added up together over one day) with an infected individual Guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person | | | |
| Staff in Secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Educational and care support is provided as normal to pupils who have complex needs or who need close contact care | Staff to wear PPE if deemed necessary and care involves being in close contact for more than 15 mins | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools, local authorities, health professionals, regional schools commissioners and other services work together to ensure that children with medical conditions are fully supported, including through the use of individual healthcare plans, so that they may receive an education in line with their peers | In some cases, the pupil's medical needs will mean this is not possible, and educational support will require flexibility. Our guidance on supporting pupils at school with medical conditions remains in place | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils are seated side by side and facing forwards, rather than face to face or side on | This will occur in from Y4, not appropriate for teaching in EY or KS1 but children will be spaced as far apart as is possible | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unnecessary furniture has been moved out of classrooms to make more space | No where to store furniture but made obvious to children where they can/cannot sit | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Large gatherings such as assemblies or collective worship with more than one group do not take place | Collective Worship to be carried out in own classrooms. Virtual CW done via teams | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The timetable and selection of classroom or other learning environment has been used to keep groups apart and reduce movement around the school or building | Timetable altered – no CW, no Breakfast Club, studio use limited – groups encouraged to share classroom space rather than use another space in school for small group work | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Break times are staggered so that all pupils are not moving around the school at the same time | Playgrounds are zoned and times are staggered to minimise mixing of bubbles. KS1 yard split into two sections – Y1 classes use section each; followed by Y2; UKS2 yard split into two Y3 play on one section, Y4 on the other; followed by Y5 and | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | Y6All classes use their classroom outside door where possible | | | |
| Lunch breaks are staggered | Timetable In place; lunches eaten in classrooms except for Reception and 30 hour nursery, Y1 and Y2 who eat at separate times in the hall– timetable in place for collection of hot meals for Y3-Y6 which are eaten in the classrooms. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Numbers of staff using Staff Room are limited or the use of Staff Room is staggered to ensure that staff maintain 2 metres distance from each other | Staggered break and lunch times – two chairs turned round between every available chair for seating | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff meetings take place remotely where possible. Where this is not possible staff meetings take place in a large well ventilated room ensuring 2 metres social distancing at all times | Staff meetings held in well ventilated hall or at social distance or with option of joining virtually from classrooms– others join virtually from home | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school | Staggered start and finish times should not reduce the amount of overall teaching time Doors open from 8.30. Start time remain at 8.55am. Rec finish at 3pm but no afternoon break; KS1 at 3.10pm; LKS2 at 3.15 and UKS2 at 3.20pm. Queuing outside along fence – monitored by staff; parents only allowed access just before their child is to be dismissed to limit the number on the playground. Established one way system in place. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parents' drop-off and pick-up protocols planned to minimise adult to adult contact | Queuing outside along fence – monitored by staff; parents only allowed access just before their child is to be dismissed to limit the number on the playground. Social distancing spots by each classroom door. One way system in place. Parents asked to wear masks when entering the grounds. Only one parent per family | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| All parents/carers entering the school premises (and in other congested areas around school premises) wear a face covering in addition to social distancing | All parents are asked to wear a face covering when entering premises. This an extra safeguard to reduce the transmission of the virus. Please note that this does not apply to those who are medically exempt | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Ensure that you inform those travelling by car that they should wait in their car until the specific drop off time | No specific drop off times -naturally staggered from 8.30-8.55 and cars are parked away from the site. Pickup is staggered.This will reduce the amount of people assembling in and around the school grounds and will help with social distancing | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensure that you inform parents to maintain social distancing from others when dropping off and collecting pupils from school | Parents reminded re protocols for dropping off and collecting by staff on gates and strategic positions in playground | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parents and pupils are told their allocated drop off and collection times and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use, only one adult per family should enter school grounds to drop off or collect) | Informed by email and staff who will guide newly returning pupils and parents Only one adult per family permitted to enter premises | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| It is made clear to parents that they cannot gather at entrance gates or doors, or enter the site (unless they have a pre-arranged appointment, which should be conducted safely) | Social distance markings down the outside of the school fence and spots outside classroom doors. Information informing parents not to arrive too early before their child's allotted leaving time. Staff manning gate and queue | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Educational Visits must not take place at this time | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| From 8 March, school will work to resume all before and after-school educational activities and wraparound childcare for pupils, where this provision is necessary to support parents to work, attend education and access medical care, and is as part of pupil's wider education and training | In order to maintain bubbles clubs can not be restarted. Maintain opening doors at 8.30 and providing toast for those who have not had breakfast. Space too small to create bubbles in Breakfast club | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| You should advise parents that where they are accessing this provision for their children, that they must only be using this, where: <ul style="list-style-type: none"> the provision is being offered as part of the school's educational activities (including catch-up provision) the provision is as part of their child's efforts to obtain a regulated qualification or meet the entry requirements of an education institution the use of the provision is reasonably necessary to support them to work, seek work, undertake education or training, attend a medical appointment or address a medical need or attend a support group | No access in addition to opening at 8.30am as from Sept 2020 until guidance re maintenance of bubbles is altered – risk of transmission is too high | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School works closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day | Wide range of after school providers – not attached to school – with children from other settings – limit to what school can influence | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also: <ul style="list-style-type: none"> • advise them to limit their use of multiple out-of-school settings providers, and to only use one out-of-school setting in addition to school as far as possible. • encourage them to check providers have put in place their own protective measures • send them the link to the guidance for parents and carers | Link to Guidance provided | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If school premises are hired out for use by external wraparound childcare providers, such as after-school or holiday clubs, school have made sure these organisations have: <ul style="list-style-type: none"> • considered the relevant government guidance for their sector • put in place protective measures | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Social Distancing Measures Not Followed During Travel to and from School | | | | |
| Parents and pupils are encouraged to walk or cycle to their education setting where possible | Parents aware – reminder on newsletter. Y6 encouraged to come to school independently where possible | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schools, parents and pupils following the government guidance on how to travel safely, when planning their travel on public transport | safer travel guidance for passengers of the very few who come on public transport flexibility will be given with regards to arrival if held up due to lack of space on the bus | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Cleaning/Sanitising | | | | |
| A cleaning schedule that ensures cleaning is generally enhanced and includes more frequent cleaning of rooms / shared areas that are used by different groups is in place | Keyboards wiped between groups using in ICT suite; classroom tables, door handles and toilets cleaned at lunchtimes and bins changed | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Frequently touched surfaces, such as toys, books, desks, chairs, doors, sinks, toilets, light switches, bannisters etc. are cleaned more often than normal | See above | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use | Antibacterial wipes located by the door entry system – antibac gel applied before entry by all visitors and staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bins for tissues and other rubbish are emptied throughout the day | Emptied at lunchtimes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary | Caretaker monitors supply of paper towels and cleaning equipment – DHT and HT monitor supplies of liquid soap, antibac gel and antibac wipes | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it | Bubbles of children using the equipment. Cleaned after use of put away for 72 hours | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Outdoor playground equipment should be more frequently cleaned | Trimtrail cordoned off EY outdoor equipment cleaned regularly | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Shared Resources | | | | |
| For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared | Individual pencils – named – packet of crayons shared in group/pairs/individually in bubble | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Classroom based resources, such as books and games, can be used and shared within the bubble; these are cleaned regularly, along with all frequently touched surfaces | Equipment that needs to be shared cleaned/quarantined eg maths equipment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils should limit the amount of equipment they bring into school each day, including essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy) | Hands gelled with sanitiser applied by PSA/TA before entering school- mobile phones placed in separate bags | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment has been assessed and where cleaning or disinfecting is not possible or practical, resources will be either: • restricted to one user • left unused for a period of 48 hours (72 hours for plastics) between use by different individuals | Any equipment is disinfected or left for 72 hours if this is not possible | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources | Marking completed in school if possible, hands gelled/washed before and after touching books | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Devices/ laptops/tablets etc. that are brought from home to school and back again are cleaned at the start and end of the day | Moved to cloud storage so no need for transfer of laptops. All ipads cleaned after use as are keyboards and mice in ICT suite | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors | | | | |
| Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Anybody contacted by NHS Test and Trace or local health protection team and told to self-isolate because they have been a close contact of a positive case, has a legal obligation to do so | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils, staff and other adults must not come into the school if: <ul style="list-style-type: none"> • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School makes everyone onsite or visiting aware that they must immediately cease to attend and not attend for at least 10 days from the day after: <ul style="list-style-type: none"> • the start of their symptoms • the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school recognises that if they have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and will call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required | Contact is made with PHE in Stockton via email with every positive case and advice is taken | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings. | While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where individuals are self-isolating and are within the definition of vulnerable, school has put systems in place to keep in contact with them, offer pastoral support, and check they are able to access education support | All children/staff self isolating are contacted on a regular basis | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where schools and colleges are carrying out their own testing regime, they make it clear to staff and pupils that a negative test result does not remove the risk of transmission | In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | follow good hygiene and observe social distancing measures whether or not they have been tested | | | |
| The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally | Request made to obtain from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CEV staff are advised not to attend the workplace | Staff who are CEV will previously have received a letter from the NHS or their GP telling them this | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated | This may change as we get further data on the effects of vaccination | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Those living with someone who is CEV can still attend work where home-working is not possible and should ensure they maintain good prevention practice in the workplace and home settings | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission | Advice for those identified through a letter from the NHS or a specialist doctor as in the group deemed clinically extremely vulnerable (CEV or shielding list) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home | An Individual Risk Assessment may be needed. Advice sought on a case by case basis. Individual Risk Assessments will need to be subject to regular review | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pregnant women are in the 'clinically vulnerable' category | School must complete the New and Expectant Mothers risk assessment as well as the Covid Individual risk assessment. Both the New and Expectant Mothers and the Individual Risk Assessment must be reviewed prior to 28 weeks when risk factors increase. Individual Risk Assessments will need to be subject to regular review RCOG Q&A covid19 virus infection and pregnancy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Whilst pregnant women are at no greater risks of catching covid, there is evidence that those in later pregnancy are at greater risk of severe illness if they contract the virus and may give | As per NYCC recommendation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |





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| birth pre-term. Therefore, from now on pregnant employees in their 3 rd trimester should be directed to work from home if they are currently attending a workplace. This should happen as soon as possible, and so managers are required to send home any pregnant employees who have reached the start of their 28 th week of pregnancy | | | | |
| Pregnant workers in their 3 rd trimester are now to be treated in the same way as CEV staff | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Volunteers may be used to support the work of the school, as would usually be the case | Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible. Volunteers are limited to one bubble | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual | All specialist visitors needed by pupils are allowed access under conditions mentioned in other sections | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where it is necessary to use supply staff and peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to minimise contact and maintain as much distance as possible from other staff | Supply teachers/TAs used are minimised and consistent ones used within bubbles. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialists, therapists, clinicians, support staff for pupils with SEND, supply teachers, peripatetic teachers or other temporary staff, can move between settings | Visitors all advised to maintain distance from other staff | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Site User Becoming Unwell | | | | |
| If anyone in the school becomes unwell with a new, continuous 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 the guidance which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19) | Other members of their household (including any siblings) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If a pupil is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending | Person isolated in goldfish bowl (small meeting room) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| on the age of the Pupils and with appropriate adult supervision if required. A window should be opened for fresh air ventilation if it is safe to do so | | | | |
| If the pupil needs to go to the toilet while waiting to be collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else | Toilet next to goldfish bowl (small meeting room) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PPE should be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained (such as for a very young pupil or a pupil with complex needs) | See Inadequate Personal Protection & PPE section of this risk assessment PPE in goldfish bowl (small meeting room) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In non-residential schools, if a pupil displays coronavirus (COVID-19) symptoms, or has a positive test, while at their school they should avoid using public transport and, wherever possible, be collected by a member of their family or household | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In exceptional circumstances, if parents or carers cannot arrange to have their child collected, if age-appropriate and safe to do so the child should walk, cycle or scoot home following a positive test result | If this is not possible, alternative arrangements may need to be organised by the school. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In an emergency, call 999 if the pupil 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 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Any member of staff who has provided close contact care to someone with symptoms, even while wearing PPE, and all other members of staff or pupils who have been in close contact with that person with symptoms, even if wearing a face covering, do not need to go home to self-isolate unless: <ul style="list-style-type: none"> the symptomatic person subsequently tests positive they develop symptoms themselves (in which case, they should arrange to have a test) they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated) they have tested positive from an LFD test as part of a community or worker programme | Staff aware of this guidance – wherever possible the TA from the class will provide this care | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | Children hand washing routines and handgel, on entry, after play, before lunch, after lunch, after play | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people | COVID-19: cleaning of non-healthcare settings guidance Antibacterial spray and | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| | wipes available in all classrooms | | | |
| Site User Developing Symptoms | | | | |
| Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to book a test if they are displaying symptoms. The main symptoms are a high temperature, a new continuous cough and/or a loss or change to your sense of smell or taste. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested if they have symptoms, including children under 5, but children aged 11 and under will need to be helped by their parents or carers if using a home testing kit | The advice service (or PHE local health protection team if escalated) will provide definitive advice on who must be sent home. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed Guidance given to staff – tests in school and third set arrived – link to booking test sent to parents | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School have received an initial supply of 10 home test kits and information about how to order to replenish this supply when they are running out | Three sets have arrived in school – approx. 20 remain | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School determines how to prioritise the distribution of their test kits in order to minimise the impact of the virus on the education of their pupils. | The test kits sent to schools are provided to be used in the exceptional circumstance that an individual becomes symptomatic and schools believe they may have barriers to accessing testing elsewhere. These kits can be given directly to staff or parents and carers collecting a child who has developed symptoms at school. In particular, these tests kits will also help ensure that symptomatic staff can also get a test and if they test negative, can return to work as soon as they no longer have symptoms of coronavirus (COVID-19). Further information is provided in our guidance Coronavirus (COVID-19): test kits for schools and FE providers . | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The asymptomatic testing programme does not replace the current testing policy for those with symptoms. Anyone with symptoms (even if they recently had a negative LFD test result), should still self-isolate immediately according to government guidelines | All staff aware of this and have signed to agree when taking test kits | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Those with symptoms are expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| <p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace</p> | <p>Parents reminded of procedures in letter and by Marvellous Me messages Track and trace code displayed in entrance. Phone details of visitors recorded</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</p> | <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms Parents reminded of procedures in letter and by Marvellous Me messages</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Parents and staff are asked to inform the school immediately of the results of a test</p> | <p>Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others Parents reminded of procedures in letter and by Marvellous Me messages</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>If someone with symptoms tests negative for coronavirus (COVID-19), then they need should stay at home until they are recovered as usual from their illness but can safely return thereafter. The only exception to return following a negative test result is where an individual is separately identified as a close contact of a confirmed case, when they will need to self-isolate for 10 days from the date of that contact</p> | <p>Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Someone who is self-isolating because they have been in close contact with someone who has tested positive for coronavirus (COVID-19) starts to feel unwell and gets a test for coronavirus themselves, and the test delivers a negative result, they must remain in isolation for the remainder of the 10-day isolation period</p> | <p>This is because they could still develop coronavirus (COVID-19) within the remaining days</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>If someone with symptoms tests positive, they should follow the ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ and must continue to self-isolate for at least 10 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 10-day period starts from the day when they first became ill. If they still have a high temperature, they should</p> | <p>Advice given to parents in newsletters and via phone call in individual circumstances</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days | | | | |
| Schools send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 10 days since they were last in close contact with that person when they were infectious | <p>Close contact means:</p> <ul style="list-style-type: none"> - direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) - proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual - travelling in a small vehicle, like a car, with an infected person | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School must take swift action when they become aware that someone who has attended has tested positive for coronavirus and must contact the dedicated advice service introduced by Public Health England (PHE) and delivered by the NHS Business Services Authority | This can be reached by calling the DfE Helpline on 0800 046 8687 and selecting option 1 for advice on the action to take in response to a positive case. Schools will be put through to a team of advisers who will inform them of what action is needed based on the latest public health advice | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public Health England has good evidence that routinely taking the temperature of pupils by the school is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) so this does not take place | Temperatures taken when children feel unwell | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Hand Washing/Personal Hygiene | | | | |
| Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating | Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils Notices on doors re handgel for visitors | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration given to how often pupils and staff will need to wash their hands and incorporated time for this is in timetables or lesson plans | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands and this has been considered | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Help given to pupils with complex needs to clean their hands properly | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Risk assessments for pupils with complex needs that may struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant, have been updated in order to support these pupils and the staff working with them | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hands are washed with liquid soap & water for a minimum of 20 seconds | Routine in place in each classroom | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school has considered whether they have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly | multiple bottles of handgel safely stored across school. Staff use mixture of handwashing and gel | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alcohol based hand cleansers/gels can only be used if soap and water are not available, but is not a substitute for hand washing. Such gels MUST ONLY BE USED UNDER CLOSE SUPERVISION. In normal circumstances pupils should not be using alcohol based hand cleansers because of the risk of ingestion | Gel used under close supervision – visitors advised that it must be dry before entering Skin friendly skin cleaning wipes can be used as an alternative | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School has embedded hand washing routines into school culture, supported by behaviour expectations to help ensure younger pupils and those with complex needs understand the need to follow them | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The 'catch it, bin it, kill it' approach is very important and is promoted | <p>CATCH IT  Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</p> <p>BIN IT  Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</p> <p>KILL IT  Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</p> <p></p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disposable tissues are available in each room for both staff and pupil use | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bins (ideally lidded pedal bins) for tissues are available in each room | Lidded bins | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School has embedded the 'catch it, bin it, kill it' approach to ensure younger pupils and those with complex needs get this right, and that all pupils understand that this is now part of how the school operates | The e-bug website contains free resources for schools, including materials to encourage good hand and respiratory hygiene | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Personal Protection & PPE | | | | |
| Adults (staff and visitors) in Primary schools DO wear face coverings in areas outside of the classroom | Clear visors and medical grade masks have been provided for all staff and can be used at the staff's discretion when speaking to parents at collection | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |


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| | and drop off. Staff on the gate have been advised to wear a visor/mask if they are in close conversation with parents. Staff taking intervention groups across bubbles wear a visor/mask | | | |
| Children in Primary schools do not need to wear a face covering | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In Secondary schools face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained | <p>Some individuals are exempt from wearing face coverings. This applies to those who:</p> <ul style="list-style-type: none"> - cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability - speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| In Secondary schools face coverings should be worn in classrooms or during activities where social distancing cannot be maintained These measures will be in place until Easter when it will be reviewed | This does not apply in situations where wearing a face covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Transparent face coverings can also be worn, but only to assist communication with someone who relies on lip reading, clear sound or facial expression to communicate | All staff provided with a clear visor for use for short periods | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Face visors or shields are not routinely worn as an alternative to face coverings | Visors may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Face coverings do not need to be worn by pupils when outdoors on the premises | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face coverings in schools or in public places | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils are instructed to: • not touch the front of their face covering | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| during use or when removing it <ul style="list-style-type: none"> dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin) place reusable face coverings in a plastic bag they can take home with them wash their hands again before heading to their classroom | | | | |
| Clear instructions are provided to staff and pupils on how to put on, remove, store and dispose of face coverings, to avoid inadvertently increasing the risks of transmission | Documentation is displayed | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use | Documentation is displayed | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully | Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School has a process for when face coverings are worn within the school and how they should be removed | Protocol/guidance given to all staff and displayed for visitors | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adjustments to be made for pupils with SEND who may be distressed if required to remove a face covering against their wishes | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| PPE will need to be worn by a member of staff if a pupil becomes unwell with symptoms of coronavirus while in their setting and needs direct personal care until they can return home. A face mask should be worn by the supervising adult if a distance of 2 metres cannot be maintained. If contact with the pupil is necessary, then gloves, an apron and a face mask should be worn by the supervising adult. If there is a risk of splashing to the eyes, for example from coughing, spitting, or vomiting, then eye protection should also be worn | safe working in education, childcare and children's social care | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| PPE for coronavirus (COVID-19) is required when performing aerosol generating procedures (AGPs) | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, is worn | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Visitors, Contractors & Spread of Coronavirus | | | | |

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| All visitors and contractors must make pre-arranged appointments or they will not be allowed on site | All contractors rejected without appointment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| School ensures site guidance on physical distancing and hygiene is explained to visitors and contractors on or before arrival | Notices displayed and admin advise | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Where visits can happen outside of school hours, they are arranged as such | Contractors before 8.30 or after 3.20 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contractors to attend by agreement only after school have satisfied themselves that it is necessary for the visit to take place at that time and that all required controls are in place to allow the work to continue safely | Discussions with key contractors about the school's control measures and ways of working | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Contractors to provide updated risk assessment prior to visit which includes their own controls round infection spread prevention | Times of visits may need to be adapted to take in to account the ability to maintain appropriate social distancing measures and availability of resources to effectively clean following the visits – contractor form completed | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| As normal, school engages with their local immunisation providers to provide immunisation programmes on site, ensuring these are delivered in keeping with the school's control measures | Flu vaccinations given in November. These programmes are essential for children's health and wellbeing | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A record is kept of all visitors with sufficient detail to support rapid contact tracing if required by NHS Test and Trace. | Signing in book. Telephone numbers also recorded for track and trace. QR code also registered to school and on display in entrance | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Inadequate Ventilation | | | | |
| Occupied spaces must always be well ventilated and a comfortable teaching environment maintained | This can be achieved by a variety of measures including: mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ventilate spaces with outdoor air | Natural ventilation – if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Where possible, occupied room windows should be open | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Switch air handling units with recirculation to 100% outdoor air where this is not possible, systems are operated as normal | Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice . | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and assist with creating a throughput of air | Classroom doors propped open. Those in corridors if propped open must be for very limited time eg children carrying lunch trays | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| In cold weather where the school heating system is activated, windows are open to provide trickle ventilation rather than being fully open | natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration given to opening high level windows in preference to low level to reduce draughts | Classrooms with high level windows – these are opened in preference | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consideration given to only opening every other window instead of all windows when the heating is activated | As above | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The school offers flexibility to allow additional, suitable indoor clothing | Classroom temperature maintained at appropriate temperature | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Furniture rearranged where possible to avoid direct drafts | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| When heating is activated and windows are on trickle vent, consideration is given to employing desk fans to move any stagnant pockets of air | Desk fans are pointed away from people and pointed at walls etc. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If school needs to use additional heaters they only use sealed, oil filled electric heaters | Electric fan heaters used sparingly due to increased fire and electrical risk | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Arrangements for Boarding Schools During Pandemic | | | | |
| Where pupils travel from abroad to attend boarding schools, the school needs to plan for their collection and transfer from their point of arrival | Schools need to have plans in place for the collection and transfer of these pupils to school, which need to be explained to pupils and their parents before they travel. Advice to help schools, pupils and parents is provided in residential settings with international students guidance and in how to | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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| | self-isolate when traveling to the UK guidance | | | |
| Where they have travelled from, or have stopped at, a country or territory that is not on the travel corridors list , pupils will be required to self-isolate for 10 days from the day they leave a non-exempt country or territory to travel to the UK | Where suitable, pupils can self-isolate at their boarding school | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Boarding pupils can be in one group residentially and another during the school day | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| It is accepted that boarding pupils will mix during sociable time | | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| If a child in a boarding school shows symptoms, they should initially self-isolate in their residential setting household. Most children will benefit from self-isolating in their boarding house so that their usual support can continue. Others will benefit more from self-isolating in their family home | Guidance on isolation for residential educational settings. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Boarding pupils should not use public transport if they are symptomatic | If arranging their return to their family home to isolate, schools should follow advice on transport arrangements in the safe working in education childcare and childrens social care settings guidance | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| In the case of any localised outbreaks, we expect them to keep the residential provision open if at all possible | Decisions will be made on a case-by-case basis. They will need to remain open to those who: -have particular needs that cannot be accommodated safely at home -do not have suitable alternative accommodation | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| School maintain safe staff ratios, particularly for those pupils or students whose needs mean that they are safer remaining in the setting than returning home | Settings should prioritise staffing towards the most vulnerable pupils and students | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment | | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |
| What is the level of risk for this activity/situation with existing control measures | | High <input checked="" type="checkbox"/> | Med <input type="checkbox"/> | Low <input type="checkbox"/> |
| Is the risk adequately controlled with existing control measures | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| Have you identified any further control measures needed to control the risk and recorded them in the action plan | | Yes <input type="checkbox"/> | | No <input checked="" type="checkbox"/> |
| ACTION PLAN (insert additional rows if required) | To be actioned by | | | |
| Further control measures to reduce risks <i>so far as is reasonably practicable</i> | Name | Date | | |
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| State overall risk level assigned to the task AFTER implementation of control and action plan measures taken as a result of this risk assessment | | High <input type="checkbox"/> | Med <input checked="" type="checkbox"/> | Low <input type="checkbox"/> |
| Is such a risk level deemed to be as low as reasonably practical? | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| Is activity still acceptable with this level of risk? | | Yes <input checked="" type="checkbox"/> | | No <input type="checkbox"/> |
| If no, has this been escalated to senior leadership team? | | Yes <input type="checkbox"/> | | No <input type="checkbox"/> |
| Assessor(s): | E Hughes-Narborough | Signature(s): |  | |
| Position(s): | Head teacher | Review Date: | Following new guidance | |
| Date: | 25.2.21 | | | |
| Distribution: | | | | |

| Risk rating | Action |
|---------------|--|
| HIGH | Urgently review/add controls & monitor, notify H&S Team (if Likely or Highly Likely – stop work, seek competent advice) |
| MEDIUM | Review/add controls (as far as reasonably practicable) & monitor |
| LOW | Monitor control measures |

| POTENTIAL OUTCOME | | LIKELIHOOD | | POTENTIAL OUTCOME | | | | | | | | | |
|-------------------|---|---------------|----------------------|----------------------|---------------|---------------|---------------|---------------|----------|---------------|---------------|---------------|---------------|
| Catastrophic | Fatal injury/permanent disability | Highly likely | More likely to occur | Catastrophic | Major | Moderate | Minor | Insignificant | Remote | Unlikely | Possible | Likely | Highly Likely |
| Major | RIDDOR reportable Specified Injury/Disease/Dangerous Occurrence | Likely | ↓ | Major | Moderate | Minor | Insignificant | Remote | Unlikely | Possible | Likely | Highly Likely | |
| Moderate | RIDDOR reportable over 7 day injury | Possible | | Moderate | Minor | Insignificant | Remote | Unlikely | Possible | Likely | Highly Likely | | |
| Minor | Minor injury (requiring first aid) | Unlikely | | Minor | Insignificant | Remote | Unlikely | Possible | Likely | Highly Likely | | | |
| Insignificant | Minor injury | Remote | | Less likely to occur | Insignificant | Remote | Unlikely | Possible | Likely | Highly Likely | | | |
| | | | | LIKELIHOOD | | | | | | | | | |