

Activity/ Situation	FULL OPENING OF SCHOOL DURING COVID-19 PANDEMIC FROM 8 <sup>th</sup> MARCH				
Location	Fishergate 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 <b>must</b> be adapted for your own needs</i></p> <ul style="list-style-type: none"> <li>✗ Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</li> <li>✗ Social Distancing Measures Not Followed During Travel to and from School</li> <li>✗ Inadequate Cleaning/Sanitising</li> <li>✗ Shared Resources</li> <li>✗ Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</li> <li>✗ Site User Becoming Unwell</li> <li>✗ Site User Developing Symptoms</li> <li>✗ Inadequate Hand Washing/Personal Hygiene</li> <li>✗ Inadequate Personal Protection &amp; PPE</li> <li>✗ Visitors, Contractors &amp; Spread of Coronavirus</li> <li>✗ Inadequate Ventilation</li> <li>✗ Arrangements for Boarding Schools During Pandemic</li> </ul>				
CONTROL MEASURES		ADDITIONAL INFORMATION	YES	NO	N/A
<p><i>Note: you <b>must</b> 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 <a href="#">Equality Act</a> by ensuring that there is no adverse impact on any particular group of staff / pupils with protected characteristics</p>					
<p><b>From 8 March, all pupils should attend school.</b></p>					
<p><b>Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</b></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	Details; - Each phase will be in one bubble. This will be 80 in EYU and 90 in KS1, Y3/4 and Y5/6. There will be no staff movement between bubbles.	<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	Class registers, intervention mapping and seating plans.	<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	The 3 different classes in each bubble are kept apart at all times apart from some mixed inter phase teaching. In this	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	<p>circumstance they sit apart from the other classes and the adult who is not in their class stays 2m from them if at all possible.</p> <p>Phase bubbles do not mix at all. See rotas for staggered starts etc.</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).	See above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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>All bubbles have staggered start, finish, lunch and playtimes. Each bubble uses their own entrance/exit. They will only pass each other on the playground at a distance of at least 2m. Y5/6 and where possible other KS2 children will be expected to keep their distance from adults and all children have been asked not to touch adults.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Detailed timetables have been produced and can be found on	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	the Fishergate full opening plan.			
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	Children will not be able to socially distance unless from adults in Y5/6.	<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	School has list of children who attend Funfishers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Siblings may be in different groups	Siblings are in different groups.	<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	No staff move between bubbles.	<input type="checkbox"/>	<input checked="" 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	See above	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The number of interactions or changes are minimised wherever possible	See above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where possible adults maintain a 2 metre distance from each other, and from children		<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	<p>- direct close contacts - face to face contact with an infected individual for <b>any length of time</b>, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</p> <p>- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes either as a one-off contact or added up together over one day) with an infected individual</p> <p><a href="#">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-</a></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<a href="#">coronavirus-covid-19-infection-who-do-not-live-with-the-person</a>			
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	Appropriate PPE donned where necessary and as limited face to face interaction as possible. 1:1 TAs have had separate training and risk assessments have been produced for adults who work with these pupils.	<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. <a href="#">Our guidance on supporting pupils at school with medical conditions</a> 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	Only in Key Stage 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Unnecessary furniture has been moved out of classrooms to make more space		<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	Assemblies are pre-recorded and shown in individual classrooms.	<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	The majority of learning will take place in individual classrooms. Staggered times, using a different entrance/exit for each bubble and separate toilets for each bubble keeps groups apart. The only times bubbles may cross is on the playground. See full opening plan for further details.	<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	Yes see rota in full opening plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lunch breaks are staggered	See rota in full opening plan. Each bubble also eats lunch in a different area. EYU and KS1 at different times and on different sides of the lower hall. KS2 in their individual 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	Three staff rooms have been made. EYU in the unit, KS1 in the downstairs resources room and KS2 in the staff room on a Y3/4 Y5/6 rota basis. Chairs have been moved to ensure social distancing.	<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	All meetings are via zoom – staff either at home or in their own classrooms	<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 – see rota on full opening plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents' drop-off and pick-up protocols planned to minimise adult to adult contact	<a href="#">CYPS Bulletin</a> Also shared with parents via newsletter Sept 20 and March 21	<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	Unless medically exempt all adults wear face coverings on the playground. No parents/carers enter the school premises.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure that you inform those travelling by car that they should wait in their car until the specific drop off time	This will reduce the amount of people assembling in and around the school grounds and will help with social distancing. Communicated in newsletter Sept 20 and March 21	<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	Communicated in letter Sept 20 and March 21	<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)	Communicated in letter Sept 20 and March 21	<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)	Communicated in newsletter Sept 20 and March 21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Visits must not take place at this time	No visits have been planned	<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	Funfishers will resume taking some of our children before and after school. All Fishergate after school clubs have been stopped for the rest of the academic year.	<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: • 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	Included in letter – March '21	<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	TC spoke to Funfishers 26.2.21 – KS2 are in one bubble and KS1 in another. We have a list of children who are attending and will make sure that any details of Covid-related symptoms are shared between the settings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where parents are using external childcare providers or out of school extra-curricular activities for their children, you should also: • 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.	Included in parent letter sent: 1.3.21 One parent will need to send her child to two providers as well as school. Link also	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> <li>• encourage them to check providers have put in place their own protective measures</li> <li>• send them the link to the guidance for parents and carers</li> </ul>	included in this letter.			
<p>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:</p> <ul style="list-style-type: none"> <li>• considered the relevant government guidance for their sector</li> <li>• put in place protective measures</li> </ul>	All letting have been cancelled until September 21	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Social Distancing Measures Not Followed During Travel to and from School</b>				
Parents and pupils are encouraged to walk or cycle to their education setting where possible	This was communicated in a letter sent to all parents/carers 16.7.20	<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	<a href="#">Safer travel guidance for passengers</a> <a href="#">This was shared with parents via letter 16/7/20</a>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Cleaning/Sanitising</b>				
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	2 cleaners will be onsite between 10-2 to focus on key areas – especially toilets. Their timetable is based around when each bubble accesses their toilets. Further detail in opening plan.	<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	Cleaning products are in all classrooms and used by teacher/TA at frequent intervals. . Further detail in opening plan.	<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	Included in cleaning sweeps. CL to do on opening and then Allison and Aleks through the day.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bins for tissues and other rubbish are emptied throughout the day	All bins will be lined and will be emptied into a central bin liner by the class MSA after lunch.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	The central bin liner will be taken outside by Allison or Aleks. Normal recycling will not be undertaken at this time. The bins will be emptied again by the cleaners at the end of the day.			
Stocks of cleaning chemicals, liquid soap, paper towels, tissues, toilet roll, bin bags etc. regularly checked and additional supplies requested as necessary	CL and DW monitor and order. All relevant staff know how to order.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to how play equipment is used ensuring it is appropriately cleaned between groups of children using it	Play gym equipment not to be used. Each class has its own equipment which is not shared with other classes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor playground equipment should be more frequently cleaned	This would also apply to resources used inside and outside by wraparound care providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Shared Resources</b>				
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	Pens, pencils and colouring pencils have been provided for individual use in KS2. Further detail in full opening plan.	<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	Cleaned by class teacher/TA/children. Further detail in full opening plan.	<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	Will be left unused for 48/72 hours before being used by another bubble. P.E. has been rearranged to ensure no need for sharing equipment between 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)	Only Y5/6 are allowed to bring in mobile phones. This was shared with families in letter sent 16/7/20.	<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	Determine whether this equipment can withstand cleaning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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	and disinfecting between each use before it is put back into general use			
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	It is very difficult to adequately clean exercise books so the school may need to isolate the books for 48 hours before marking. All marking should be done in school so that books can stay in school. Written feedback done at this time should be as brief as possible and only done if it moves learning on. Further detail in full opening plan.	<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	Each adult is responsible for cleaning their own device using anti-bacterial wipes that will be provided in every classroom. Teacher will let Debbie know in good time when another pack is needed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</b>				
Contact with individuals who are required to self-isolate is minimised by ensuring they do not attend the school	All staff reminded of this and the points below in zoom staff meeting 2/3/21 Letter sent out to parents/carers relaying this information March '21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	See above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils, staff and other adults must not come into the school if:	See above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> <li>• they have one or more <a href="#">coronavirus (COVID-19) symptoms</a></li> <li>• a member of their household (including someone in their <a href="#">support bubble</a> or <a href="#">childcare bubble</a> if they have one) has coronavirus (COVID-19) symptoms</li> <li>• they are required to <a href="#">quarantine having recently visited countries outside the Common Travel Area</a></li> <li>• they have had a positive test</li> </ul>				
<p>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:</p> <ul style="list-style-type: none"> <li>• the start of their symptoms</li> <li>• the test date if they did not have any symptoms but have had a positive test (whether this was a <a href="#">Lateral Flow Device (LFD)</a> or <a href="#">Polymerase Chain Reaction (PCR) test</a>)</li> </ul>	See above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The school recognises that if they have two or more confirmed cases within <b>14 days</b>, 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</p>	<p>You can reach them 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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>	<p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>	See home learning policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>	<p>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 follow good hygiene and observe social distancing measures</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	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	You will be able to request 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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		<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		<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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<a href="#">RCOG Q&amp;A covid19 virus infection and pregnancy</a>			
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 birth pre-term. Therefore, from now on pregnant employees in their 3 <sup>rd</sup> 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 <sup>th</sup> week of pregnancy	As per NYCC recommendation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pregnant workers in their 3 <sup>rd</sup> 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 only supporting the children outside in forest school.	<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	Wearing PPE and following school risk assessment	<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	In house HLTAs/part time teachers will be used for any supply cover	<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	They should ensure they minimise contact and maintain as much distance as possible from other staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Site User Becoming Unwell</b>				
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 <a href="#">arrange to have a test</a> 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>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</p> <p>Office to be notified of person concerned immediately and the parent/next of kin informed without delay. Person concerned to be isolated in HT office until collected from school.</p>			
<p>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 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</p>	<p>If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people</p> <p>Person concerned to be isolated in HT office until collected from school.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>	<p>Use the disabled toilet</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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)</p>	<p>See Inadequate Personal Protection &amp; PPE section of this risk assessment</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>	<p>Shared this information with parents/carers March '21</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

possible, be collected by a member of their family or household				
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. The local authority may be able to help source a suitable vehicle which would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms	<input 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 Office to be informed and make this call in line with the first aid policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any member of staff who has provided <b>close contact care</b> 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, <b>do not</b> need to go home to self-isolate unless: <ul style="list-style-type: none"> <li>the symptomatic person subsequently tests positive</li> <li>they develop symptoms themselves (in which case, they should arrange to have a test)</li> <li>they are requested to do so by NHS Test and Trace or the PHE advice service (or PHE local health protection team if escalated)</li> <li>they have tested positive from an LFD test as part of a community or worker programme</li> </ul>		<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	Staff reminded zoom staff meeting 2/3/21	<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	<a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Site User Developing Symptoms


<p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to <a href="#">book a test</a> 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</p>	<p>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</p> <p>Re-communicated to parents and all staff March '21</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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.</p>	<p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	guidance <a href="#">Coronavirus (COVID-19): test kits for schools and FE providers.</a>			
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	Communicated to all staff in LFT training 25/1/21	<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	As above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Reminded staff meeting/parent letter 2/3/21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and staff are asked to inform the school immediately of the results of a test	Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	This is because they could still develop coronavirus (COVID-19) within the remaining days	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>If someone with symptoms tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> 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 continue to self-isolate until their temperature returns to normal. Other members of their household should all self-isolate for the full 10 days</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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>	<p>Close contact means:</p> <ul style="list-style-type: none"> <li>- direct close contacts - face to face contact with an infected individual <b>for any length of time</b>, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)</li> <li>- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</li> <li>- travelling in a small vehicle, like a car, with an infected person</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>	<p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	based on the latest public health advice			
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	We will not be taking the temperature of pupils	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Hand Washing/Personal Hygiene</b>				
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	<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	Pupils and staff will be reminded to wash their hands before they leave their house, when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Teachers will sanitise their hands before and after touching books.	<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	Hand sanitiser is available in every classroom.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	Included in individual risk assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Updated March '21 by LS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hands are washed with liquid soap & water for a minimum of 20 seconds	Or hand sanitiser is used instead.  All teachers will go through the key facts that the children need to remember (including hand washing) on their first day back. These key facts will be	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	displayed in every classroom and frequently referred to.			
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	Hand sanitiser is in all rooms and stations are at all exit and entry points to school.	<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 <b>MUST ONLY BE USED UNDER CLOSE SUPERVISION</b> . In normal circumstances pupils should not be using alcohol based hand cleansers because of the risk of ingestion	Skin friendly 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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disposable tissues are available in each room for both staff and pupil use	Debbie, Allison and Aleks are responsible for replacing them.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bins (ideally lidded pedal bins) for tissues are available in each room	All bins are lidded and will be emptied in line with the protocol mentioned earlier in this risk assessment	<input 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 <a href="#">e-bug</a> 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"/>
<b>Inadequate Personal Protection &amp; PPE</b>				
Adults (staff and visitors) in Primary schools <b>DO</b> wear face coverings in areas outside of the classroom	All adults wear face coverings unless in their own classroom or eating/drinking in a staff room	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 <a href="#">face coverings</a>. This applies to those who:</p> <ul style="list-style-type: none"> <li>- cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability</li> <li>- speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate</li> </ul> <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 <b>These measures will be in place until Easter when it will be reviewed</b>	<b>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</b>	<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	Transparent face covering are only good enough to be worn in a teachers own classroom if they feel more comfortable wearing one.	<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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer			
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: <ul style="list-style-type: none"> <li>• not touch the front of their face covering during use or when removing it</li> <li>• dispose of temporary face coverings in a 'black bag' waste bin (not recycling bin)</li> <li>• place reusable face coverings in a plastic bag they can take home with them</li> <li>• wash their hands again before heading to their classroom</li> </ul>	Teachers to remind children on full return 8/3/21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Shared with all staff training day 7/9/20 and teachers shared with children 8/9/20. Reminders in the zoom 2/3/21 and when all children return 8/3/21	<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	See above	<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	<p>Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day</p> <p>Shared with all staff training day 7/9/20 and teachers shared with children 8/9/20. Reminders in the zoom 2/3/21 and when all children return 8/3/21</p>	<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	Available from the main office	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

has taken steps to have a small contingency supply available to meet such needs				
School has a process for when face coverings are worn within the school and how they should be removed	This procedure should be communicated clearly to pupils and staff	<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	<a href="#">safe working in education, childcare and children's social care</a>  All staff received refresher training on how to correctly don and doff PPE on training day 7/9/20 and posters are in all classrooms	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PPE for coronavirus (COVID-19) is required when performing <a href="#">aerosol generating procedures (AGPs)</a>		<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"/>
<b>Visitors, Contractors &amp; Spread of Coronavirus</b>				
All visitors and contractors must make pre-arranged appointments or they will not be allowed on site	Contractors will be asked to attend the site when the children are not in. As far as possible all meetings will happen online or by telephone. If visits do occur contact information will be gathered for track and trace processes. This will be kept in the 'Visitor Book'.	<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	A box added to the signing in sheet indicates their willingness to comply with local arrangements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where visits can happen outside of school hours, they are arranged as such	See above	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contractors to attend by agreement only after school have satisfied themselves that it is	Contractors must contact Debbie or	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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	Charlie to arrange visits and this information is displayed at all site entrances.			
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	<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	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.	All visitors must sign in and out leaving their full name, company name, person/area visiting, contact email address for the purposes of track and trace. School implemented measures and practices will be communicated to all visitors on arrival and their willingness to comply to local arrangements noted as part of the signing in process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Inadequate Ventilation</b>				
Occupied spaces must always be well ventilated and a comfortable teaching environment maintained	<p>This can be achieved by a variety of measures including:</p> <p><b>mechanical ventilation systems</b> – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	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)			
Ventilate spaces with outdoor air	<p><b>Natural ventilation</b> – if necessary external opening doors may also be used provided this doesn't compromise safeguarding measures</p> <p>Windows and internal doors should be left open as far as possible. The adult teaching in that classroom is responsible for opening and closing them at the beginning of each day.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where possible, occupied room windows should be open	See above.	<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 <a href="#">air conditioning and ventilation during the coronavirus outbreak</a> and <a href="#">CIBSE coronavirus (COVID-19) advice</a> .	<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	Fire doors must not be propped open unless they have a self-closing hold open device fitted	<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	<p><b>natural ventilation</b> – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	opened more fully during breaks to purge the air in the space)			
Consideration given to opening high level windows in preference to low level to reduce draughts	Windows do not allow for this	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Consideration given to only opening every other window instead of all windows when the heating is activated	Windows are strategically opened particularly in colder weather	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school offers flexibility to allow additional, suitable indoor clothing	For more information see <a href="#">School uniform</a> Letter sent to parents Nov 20 asking them to ensure that children wear layers which do not have to be school uniform in the colder weather	<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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Arrangements for Boarding Schools During Pandemic</b>				
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 <a href="#">residential settings with international students guidance</a> and in <a href="#">how to self-isolate when traveling to the UK</a> guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Where they have travelled from, or have stopped at, a country or territory that is not on	Where suitable, pupils can self-	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

the <a href="#">travel corridors list</a> , 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	isolate at their boarding school			
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	<a href="#">Guidance on isolation for residential educational settings.</a>	<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 <a href="#">safe working in education childcare and childrens social care settings guidance</a>	<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	<b>Yes</b> <input checked="" type="checkbox"/>		<b>No</b> <input type="checkbox"/>	
What is the level of risk for this activity/situation with existing control measures	<b>High</b> <input checked="" type="checkbox"/>	<b>Med</b> <input type="checkbox"/>	<b>Low</b> <input type="checkbox"/>	
Is the risk adequately controlled with existing control measures	<b>Yes</b> <input checked="" type="checkbox"/>		<b>No</b> <input type="checkbox"/>	
Have you identified any further control measures needed to control the risk and recorded them in the action plan	<b>Yes</b> <input type="checkbox"/>		<b>No</b> <input checked="" type="checkbox"/>	
<b>ACTION PLAN</b> (insert additional rows if required)		<b>To be actioned by</b>		

Further control measures to reduce risks so far as is reasonably practicable	Name	Date	
State overall risk level assigned to the task <b>AFTER</b> implementation of control and action plan measures taken as a result of this risk assessment	<b>High</b> <input type="checkbox"/>	<b>Med</b> <input checked="" type="checkbox"/>	<b>Low</b> <input type="checkbox"/>
Is such a risk level deemed to be as low as reasonably practical?	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	
Is activity still acceptable with this level of risk?	<b>Yes</b> <input checked="" type="checkbox"/>	<b>No</b> <input type="checkbox"/>	
If no, has this been escalated to senior leadership team?	<b>Yes</b> <input type="checkbox"/>	<b>No</b> <input type="checkbox"/>	
<b>Assessor(s):</b>		<b>Signature(s):</b>	
<b>Position(s):</b>			
<b>Date:</b>		<b>Review Date:</b>	
<b>Distribution:</b>			

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

#### POTENTIAL OUTCOME

Catastrophic	Fatal injury/permanent disability
Major	RIDDOR reportable Specified Injury/Disease/Dangerous Occurrence
Moderate	RIDDOR reportable over 7 day injury
Minor	Minor injury (requiring first aid)
Insignificant	Minor injury

#### LIKELIHOOD

Highly likely	More likely to occur
Likely	↓
Possible	↓
Unlikely	↓
Remote	Less likely to occur

#### POTENTIAL OUTCOME

Catastrophic					
Major					
Moderate					
Minor					
Insignificant					
	Remote	Unlikely	Possible	Likely	Highly Likely

#### LIKELIHOOD