

## Risk Assessment

Activity/ Situation	WIDER OPENING OF SCHOOL FROM SEPTEMBER 2020				
Location	A 'live' copy is kept for staff in the 'Full Opening' Team Drive/ Copy also available on school website under the Covid-19 tab				
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> <ol style="list-style-type: none"> <li>1. Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</li> <li>2. Social Distancing Measures Not Followed During Travel to and from School</li> <li>3. Inadequate Cleaning/Sanitising</li> <li>4. Shared Resources</li> <li>5. Staffing &amp; Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</li> <li>6. Site User Becoming Unwell</li> <li>7. Site User Developing Symptoms</li> <li>8. Inadequate Hand Washing/Personal Hygiene</li> <li>9. Inadequate Personal Protection &amp; PPE</li> <li>10. Visitors, Contractors &amp; Spread of Coronavirus</li> <li>11. Inadequate Ventilation</li> </ol>				
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><b>1. Contact Between Individuals Not Minimised and Social Distancing Measures Not Followed</b></p>					
<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</p>	<p>Y7 - MFL Y8 - art/geography Y9 - rm10 &amp; science Y10 - maths Y11 - history &amp; English VI form - VI form block/L11/12 Planned specialist timetable</p>	✓	☐	☐	
<p>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</p>	<p>This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome Timetable and class lists in SIMs. Seating plans in central drive.</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).	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'	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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).	Y7 will have 20 lessons a week, plus all tutor sessions, in the same class (this may reduce to 17 once maths set them by ability), mostly in the same classroom.  Y8 will have 17 lessons a week in the same class, mostly in the same classroom.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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	All pods in year 7-13 are the size of a year group to facilitate setting and specialist teaching. Restrictions shown in box above for Y7 and Y8.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible	Where rooms are shared for specialist teaching, a cleaning rota is in place alongside extra hand sanitising.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Buses contain mixtures of year groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
Siblings may be 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		<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	The use of face coverings in areas outside the classroom may be needed at the head teacher's discretion (see Inadequate Personal Protection section of this RA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where possible adults maintain a 2 metre distance from each other, and from children	Staff and students move around outside where possible. 2m exclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	zone' for the teacher marked in classrooms			
Adults avoid close face to face contact and limit time spent within 1 metre of anyone	<p>- <u>direct close contacts</u> - 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>- <u>proximity contacts</u> - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</p>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Within the classroom a distance between people is maintained so far as reasonably practical	<p>It is accepted that distancing may not be possible in primary schools</p> <p>Social distancing between students in classrooms also not possible, mitigated with fixed seating plans and facing forward. Visors are used in D&amp;T. Screens in IT 903.</p>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Pupils are seated side by side and facing forwards, rather than face to face or side on	Face-to-face allowed when dining as interaction time reduced.	✓	<input type="checkbox"/>	<input type="checkbox"/>
Staff will work side on to pupils as opposed to face to face whenever possible	TAs provided with visors for brief closer working	✓	<input type="checkbox"/>	<input type="checkbox"/>
Educational and care support is provided as normal to pupils who have complex needs or who need close contact care	Where this occurs, individual risk assessments will be in place	✓	<input type="checkbox"/>	<input type="checkbox"/>
Unnecessary furniture has been moved out of classrooms to make more space		✓	<input type="checkbox"/>	<input type="checkbox"/>
Large gatherings such as assemblies or collective worship with more than one group do not take place	All assemblies delivered virtually	✓	<input type="checkbox"/>	<input type="checkbox"/>
The timetable and selection of classroom or other learning environment has been used to reduce movement around the school or building	Timetable completely re-roomed.	✓	<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	<p>Staggered start and finish times should not reduce the amount of overall teaching time</p> <p>Staggered starts not possible, staggered entrances instead.</p> <p>Staggered exit 2 mins apart to ease congestion.</p>	✓	<input type="checkbox"/>	<input type="checkbox"/>
Parents' drop-off and pick-up protocols planned to minimise adult to adult contact		✓	<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)	Students and parents made aware of entrances in the guide.	✓	<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	Parents reminded not to use school car park	✓	<input type="checkbox"/>	<input type="checkbox"/>

appointment, which should be conducted safely)				
External entrances to classrooms are used where practical	All specialist rooms outside of pods accessed externally	✓	<input type="checkbox"/>	<input type="checkbox"/>
Break times are staggered so that all pupils are not moving around the school at the same time	Break times staggered and each pod allocated separate areas	✓	<input type="checkbox"/>	<input type="checkbox"/>
Lunch breaks are staggered	Y7 lunch alone. Y8 & 10, and Y9 & 11 lunch simultaneously but in separate areas as per a rota. Cleaning and disinfecting takes place between year groups.	✓	<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	The taping off or removal of chairs may be needed to ensure staff cannot sit within 2 metres of each other. Staff must still have a break of a reasonable length during the day Staff rooms are available around school. Safe numbers of staff allowed are clearly marked on doors. Staff are asked to take responsibility for staying 2m away from others.	✓	<input type="checkbox"/>	<input type="checkbox"/>
School can resume non-overnight domestic educational visits	Domestic (UK) overnight and overseas educational visits are prohibited	✓	<input type="checkbox"/>	<input type="checkbox"/>
The school maintains a record of students travelling between the Northallerton & Stokesley campuses	Seating plans are used on all buses for track and trace purposes. Students are required to wear face coverings whilst travelling on school commissioned transport.	✓	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. 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		✓	<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> NYCC Passenger transport has responsibility for school transport. Students must wear face coverings on the bus and should try to maintain regular seating positions to assist with test and trace.	✓	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. 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	Specialist room cleaning rota in place. Additional cleaning staff hours recruited	✓	<input type="checkbox"/>	<input type="checkbox"/>
Surfaces that pupils are touching, such as toys, books, desks, chairs, doors, sinks,		✓	<input type="checkbox"/>	<input type="checkbox"/>

toilets, light switches, bannisters etc. are cleaned more often than normal				
Electronic entry systems and keypads are regularly sanitised particularly first thing in the morning and where possible after each use		✓	<input type="checkbox"/>	<input type="checkbox"/>
Bins for tissues and other rubbish are emptied throughout the day		✓	<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		✓	<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		<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 type="checkbox"/>	<input type="checkbox"/>	✓
<b>4. 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	Parents and students were made aware of the equipment list in the back to school guide and on the website. Equipment checks are regular feature of form time	✓	<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	Regular hand sanitising supports safer use of shared resources	✓	<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 type="checkbox"/>	<input type="checkbox"/>
Pupils can bring essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy) in to school		✓	<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	It is very difficult to adequately clean exercise books so the school may need to isolate the books for 48 hours before marking	✓	<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	This is the individual's responsibility. Staff should avoid touching students' chromebooks without PPE or appropriate sanitisation	✓	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Staffing &amp; Spread of Coronavirus to Staff, Pupils and Families, Visitors and Contractors</b>				
Contact with individuals who are unwell is minimised by ensuring that those who have coronavirus (COVID-19) symptoms, or who	Ensuring that pupils, staff and other adults do not come into the school if they have <a href="#">coronavirus</a>	✓	<input type="checkbox"/>	<input type="checkbox"/>

have someone in their household who does, do not attend school	<a href="#">(COVID-19) symptoms</a> , or have tested positive in the last 10 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19)			
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 must continue to work with their local health protection team who will be able to advise if additional action is required		✓	<input type="checkbox"/>	<input type="checkbox"/>
Staff who are in the clinically extremely vulnerable group and the clinically vulnerable group can work in school, taking particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing. (The only exception to this may be in some very high alert areas, where the government issue NEW notifications to shield to those most vulnerable individuals)	Adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children/adolescents An Individual Risk Assessment will be needed. Advice sought on a case by case basis. Individual Risk Assessments will need to be subject to regular review	✓	<input type="checkbox"/>	<input type="checkbox"/>
People who live with those who are clinically extremely vulnerable or clinically vulnerable can and do attend the workplace	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 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 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	To minimise the numbers of temporary staff entering the school premises, and secure	✓	<input type="checkbox"/>	<input type="checkbox"/>

arrangements for managing and minimising risk, including taking particular care to minimise contact and maintain as much distance as possible from other staff	best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year			
Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual		✓	<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	✓	<input type="checkbox"/>	<input type="checkbox"/>
Access to PPE should be available where there is contact with diagnosed or suspected person with covid-19	See Inadequate Personal Protection & PPE section of this risk assessment	✓	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. 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 for 14 days from when the symptomatic person first had symptoms	<a href="#">stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection</a> If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms	✓	<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 on the age of the Pupils and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation.	If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people <b>Cadet Hut entrance to be used or outside the front of school as appropriate. Cleaners must be informed if the Cadet Hut is used for cleaning purposes</b>	✓	<input type="checkbox"/>	<input type="checkbox"/>
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	<b>Separate toilet available in the Cadet Hut</b>	✓	<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	✓	<input type="checkbox"/>	<input 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"/>	✓

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 type="checkbox"/>	<input type="checkbox"/>
Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace.		✓	<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		✓	<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"/>
<b>7. Site User Developing Symptoms</b>				
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. 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, including children under 5, but children aged 11 and under will need to be helped by their parents/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	✓	<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		✓	<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 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 <b>Staff and students names may be shared internally and confidentially to assist with tracing contacts</b>	✓	<input type="checkbox"/>	<input type="checkbox"/>

<p>If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating</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>	<p>✓</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<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 14-day isolation period</p>	<p>This is because they could still develop coronavirus (COVID-19) within the remaining days</p>	<p>✓</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>If someone 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 keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days</p>		<p>✓</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<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 14 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>- <u>direct close contacts</u> - 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>- <u>proximity contacts</u> - 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>	<p>✓</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<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 based on the latest public health advice</p>	<p>✓</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

Public Health England is clear 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		✓	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. 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 Student/Staff guidance is displayed around school and by every sanitiser	✓	<input type="checkbox"/>	<input type="checkbox"/>
Hands are washed with liquid soap & water for a minimum of 20 seconds		✓	<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	Hand sanitisers are installed in over 30 areas across the site. This includes entrances/exits to pod areas; specialist teaching rooms; dining areas. Teachers have sanitiser on every teaching desk	✓	<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.	Skin friendly skin cleaning wipes can be used as an alternative Non-alcohol sanitiser used for students that offers long protection and is kinder on hands/low-risk <a href="https://no-germs.com/uk/product/no-germs-instant-hand-sanitiser-5-liter/">https://no-germs.com/uk/product/no-germs-instant-hand-sanitiser-5-liter/</a>	✓	<input type="checkbox"/>	<input type="checkbox"/>
The 'catch it, bin it, kill it' approach is very important and is promoted		✓	<input type="checkbox"/>	<input type="checkbox"/>
Disposable tissues are available in each room for both staff and pupil use		✓	<input type="checkbox"/>	<input type="checkbox"/>
Bins (ideally lidded pedal bins) for tissues are available in each room		✓	<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 type="checkbox"/>	<input type="checkbox"/>
<b>9. Inadequate Personal Protection &amp; PPE</b>				
Face coverings are currently not in use by pupils in Primary schools as the risks are considered to be lower as pupils and staff are	From 5/11/20, staff and students wear face coverings in communal	✓	<input type="checkbox"/>	<input type="checkbox"/>

mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education	areas where social distancing is not possible. This means corridors in between lessons, anywhere inside the building and dining areas when not eating			
In schools that are in areas on the 'Covid-19 watch list', adults (staff and visitors) in primary schools and in secondary schools DO wear face coverings in areas outside of the classroom	<a href="https://www.gov.uk/government/publications/national-covid-19-surveillance-reports">https://www.gov.uk/government/publications/national-covid-19-surveillance-reports</a>	✓	<input type="checkbox"/>	<input type="checkbox"/>
In the event of new local restrictions being imposed, schools will ensure they communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances	Some individuals are exempt from wearing <a href="#">face coverings</a> . This applies to those who:  - 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  The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.	✓	<input type="checkbox"/>	<input type="checkbox"/>
In Primary schools where social distancing is not possible such as indoor areas outside of classrooms, between members of staff or visitors (for example, in staffrooms) staff may wear face coverings (e.g. visors) at the discretion of the Head Teacher		✓	<input type="checkbox"/>	<input type="checkbox"/>
In Secondary schools, that is year 7 and above, where social distancing is difficult to maintain (e.g. communal areas, corridors, staircases etc.), then face coverings may be worn by adults and pupils to address the risks at the discretion of the head teacher	<a href="https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education">https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education</a> Face coverings worn in communal areas	✓	<input type="checkbox"/>	<input type="checkbox"/>
It is not necessary to wear face coverings in the classroom, where protective measures already mean the risks are lower, and where they can inhibit learning	Face coverings can be worn in the classroom by students if they choose to do so	✓	<input type="checkbox"/>	<input type="checkbox"/>
In such circumstances as face coverings are allowed to be worn in school they must be worn correctly	Video watched by all students and posters up around site	✓	<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	As above	✓	<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	Parents and students informed of the need for storage bag	✓	<input type="checkbox"/>	<input type="checkbox"/>

Where a face covering becomes damp, it should not be worn and the face covering should be replaced		✓	<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	Disposable face coverings available at reception for students travelling on the bus Face coverings available with Heads of Year where students do not have one first thing	✓	<input type="checkbox"/>	<input type="checkbox"/>
School has a procedure for removing face coverings when those who use them arrive at school, and when to wear face coverings at school in certain circumstances	This procedure should be communicated clearly to pupils and staff Communicated via assembly, briefing, email	✓	<input type="checkbox"/>	<input 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>	✓	<input type="checkbox"/>	<input type="checkbox"/>
<b>10. Visitors, Contractors &amp; Spread of Coronavirus</b>				
All visitors and contractors must make pre-arranged appointments or they will not be allowed on site		✓	<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	Sign/checklist on display in reception which must be used by all staff	✓	<input type="checkbox"/>	<input type="checkbox"/>
Where visits can happen outside of school hours, they are arranged as such		✓	<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		✓	<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	✓	<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 type="checkbox"/>	<input type="checkbox"/>
Where schools are satisfied that it would be safe to do so, they may choose to open up or hire out their premises for use by external bodies or organisations, such as external coaches or after-school or holiday clubs or activities	In doing so, schools should ensure they are considering carefully how such arrangements can operate within their wider protective measures and should also have regard	✓	<input type="checkbox"/>	<input type="checkbox"/>

	to any other relevant government guidance			
A record is kept of all visitors	Inventry system records all visitors and details	✓	<input type="checkbox"/>	<input type="checkbox"/>
<b>11. Inadequate Ventilation</b>				
Ventilate spaces with outdoor air		✓	<input type="checkbox"/>	<input type="checkbox"/>
Where possible, occupied room windows should be open		✓	<input type="checkbox"/>	<input type="checkbox"/>
Keep toilet ventilation in operation as much as possible while building is occupied		✓	<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		<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 aid ventilation	Fire doors must not be propped open unless they have a self-closing hold open device fitted	✓	<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		✓	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to only opening every other window instead of all windows when the heating is activated		✓	<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. Availability of desk fans is limited in school	✓	<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"/>
Have you consulted with the people/representatives undertaking the activity as part of the preparation of this risk assessment	Yes ✓		No <input type="checkbox"/>	
What is the level of risk for this activity/situation with existing control measures	High ✓	Med <input type="checkbox"/>	Low <input type="checkbox"/>	
Is the risk adequately controlled with existing control measures	Yes ✓		No <input type="checkbox"/>	
Have you identified any further control measures needed to control the risk and recorded them in the action plan	Yes ✓		No <input type="checkbox"/>	
<b>ACTION PLAN</b> (insert additional rows if required)	<b>To be actioned by</b>			
Further control measures to reduce risks <i>so far as is reasonably practicable</i>	<b>Name</b>		<b>Date</b>	
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	High <input type="checkbox"/>	Med ✓	Low <input type="checkbox"/>	
Is such a risk level deemed to be as low as reasonably practical?	Yes ✓		No <input type="checkbox"/>	
Is activity still acceptable with this level of risk?	Yes ✓		No <input type="checkbox"/>	
If no, has this been escalated to senior leadership team?	Yes <input type="checkbox"/>		No <input type="checkbox"/>	

Assessor(s):	Hannah Millett	Signature(s):	
Position(s):	Headteacher		
Date:	19th October 20209	Review Date:	Ongoing
Distribution: Staff, Trust, Local Governing Body, website for all parents and stakeholders.			