

## Risk Assessment

Activity/ Situation	FULL OPENING OF SCHOOL APRIL 2021				
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>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>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>	✓	<input type="checkbox"/>	<input type="checkbox"/>	
<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>	✓	<input type="checkbox"/>	<input type="checkbox"/>	

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"/>
The number of interactions or changes are minimised wherever possible		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where possible adults maintain a 2 metre distance from each other, and from children	Staff and students move around outside where possible. 2m 'exclusion zone' for the teacher marked in classrooms	✓	<input type="checkbox"/>	<input type="checkbox"/>
Adults avoid close face to face contact and limit time spent within 1 metre of anyone	<p>- <b>direct close contacts</b> - 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>- <b>proximity contacts</b> - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual</p> <p><a href="https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person">https://www.gov.uk/government/publications/guidance-for-contacts-of-people-with-possible-or-confirmed-coronavirus-covid-19-infection-who-do-not-live-with-the-person</a></p>	✓	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
Educational and care support is provided as normal to pupils who have complex needs or who need close contact care with other increased hygiene protocols in place to minimise the risk of transmission	Where this occurs, individual risk assessments will be in place	✓	<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	Our policy on supporting students with medical needs remains in place and is on our staff handbook/website	✓	<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"/>
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 keep groups apart and reduce movement around the school or building	Timetable completely re-roomed. Students and staff encouraged to move around outside wherever possible	✓	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school	Staggered start and finish times should not reduce the amount of overall teaching time Staggered starts not possible, staggered	✓	<input type="checkbox"/>	<input type="checkbox"/>

	entrances instead. Staggered exit 2 mins apart to ease congestion.			
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 appointment, which should be conducted safely)	Parents reminded not to use school car park	✓	<input type="checkbox"/>	<input type="checkbox"/>
Schools can undertake educational day visits	Any educational day visits must be conducted in line with relevant coronavirus (COVID-19) secure guidelines and regulations in place at that time. This includes system of controls, such as keeping children within their consistent groups and the COVID-secure measures in place at the destination	✓	<input type="checkbox"/>	<input type="checkbox"/>
Schools can undertake domestic residential education visits, from 17 May	Any domestic residential educational visits must be conducted in line with relevant COVID-19 guidance and regulations in place at that time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils are kept within their consistent groups (bubbles) for the purpose of the domestic residential educational visit		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given the likely gap in COVID-19 cancellation related insurance, schools considering booking a new visit are advised to ensure that any new bookings have adequate financial protection in place	You should speak to either your commercial insurance provider, the Risk Protection Arrangement (RPA) or an outdoor education adviser to assess the protection available and make sure it provides suitable protection in the event of a COVID-19 related cancellation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools do not go on any international visits this academic year up to and including 5 September 2021	The position beyond 5 September will be reviewed again in advance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School will work to resume all before and after-school educational activities and wraparound childcare for pupils		✓	<input type="checkbox"/>	<input type="checkbox"/>
Activities taking place outdoors can happen in groups of any number	This is because the transmission risk is lower outside	✓	<input type="checkbox"/>	<input type="checkbox"/>
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	✓	<input type="checkbox"/>	<input type="checkbox"/>

	separate areas as per a rota. Cleaning and disinfecting takes place between year groups.			
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"/>
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	Virtual staff meetings in place for larger faculties/SLT etc	✓	<input type="checkbox"/>	<input type="checkbox"/>
Educational visits must not take place at this time		✓	<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, toilets, light switches, bannisters etc. are cleaned more often than normal		✓	<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		✓	<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 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		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	<input checked="" 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 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	Regular hand sanitising supports safer use of shared resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils should limit the amount of equipment they bring into school each day, including essentials such as lunch boxes, hats, coats, books, stationery, bags and mobile phones (depending on school policy)		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ability to clean equipment used in the delivery of therapies, for example, physiotherapy equipment or sensory equipment has been assessed and where cleaning or disinfecting is not possible or practical, resources will be either: <ul style="list-style-type: none"> <li>restricted to one user</li> <li>left unused for a period of 48 hours (72 hours for plastics) between use by different individuals</li> </ul>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Rules on hand cleaning, cleaning of the resources and rotation apply to these resources	It is very difficult to adequately clean exercise books so the school may need to isolate the books for 48 hours before marking	<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	This is the individual's responsibility. Staff should avoid touching students' chromebooks without PPE or appropriate sanitisation	<input checked="" type="checkbox"/>	<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 required to self-isolate is minimised by ensuring they do not attend the school		✓	<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		✓	<input type="checkbox"/>	<input type="checkbox"/>
Pupils, staff and other adults must not come into the school if: <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> have been in close contact with someone who tests positive for coronavirus (COVID-19)		✓	<input type="checkbox"/>	<input type="checkbox"/>
School makes everyone onsite or visiting aware that they must immediately cease to attend and not attend for at least 10 days from the day after: <ul style="list-style-type: none"> <li>• the start of their symptoms</li> <li>• the test date if they did not have any symptoms but have had a positive LFD or PCR test (if an LFD test is taken first, and a PCR test is then taken within 2 days of the positive lateral flow test, and is negative, it overrides the LFD test and the pupil can return to school)</li> </ul>		✓	<input type="checkbox"/>	<input type="checkbox"/>
The pupil or staff member who tested positive for coronavirus (COVID-19) can return to their normal routine and stop self-isolating after they have finished their isolation period and their symptoms have gone or if they continue to have only a residual cough or anosmia	This is because a cough or anosmia can last for several weeks once the infection has gone. If they still have a high temperature after 10 days or are otherwise unwell, you should advise them to stay at home and seek medical advice.	✓	<input type="checkbox"/>	<input type="checkbox"/>
The school recognises that if they have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak and will call the dedicated advice service who will escalate the issue to your local health protection team where necessary and advise if any additional action is required	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	✓	<input type="checkbox"/>	<input type="checkbox"/>
Where a pupil routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them	While some adjustment to arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact except when required by specific public health advice	✓	<input type="checkbox"/>	<input type="checkbox"/>

to jointly deliver a broad and balanced curriculum for the pupil. Pupils should be able to continue attending both settings.				
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		✓	<input type="checkbox"/>	<input type="checkbox"/>
Where schools and colleges are carrying out their own testing regime, they make it clear to staff and pupils that a negative test result does not remove the risk of transmission	In some cases, someone who has tested negative may still have the undetected disease and be infectious. It is therefore essential that everyone continues to follow good hygiene and observe social distancing measures whether or not they have been tested	✓	<input type="checkbox"/>	<input type="checkbox"/>
All CEV pupils should attend their school unless they are one of the very small number of pupils under paediatric or other specialist care and have been advised by their GP or clinician not to attend		✓	<input type="checkbox"/>	<input type="checkbox"/>
CEV individuals are no longer advised to shield but must continue to follow the rules in place for everyone under the current national restrictions		✓	<input type="checkbox"/>	<input type="checkbox"/>
Staff with specific health conditions who fall within the CEV category and have been shielding, are advised to stay at home as much as possible. If working from home is not possible, they may be asked to return to work. Consideration should first be given to roles in school where it is possible to maintain social distancing. Returning is subject to an individual risk assessment and being able to maintain social distancing as much as possible	Individual risk assessments are needed and guidance must be sought	✓	<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"/>
CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission		✓	<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 type="checkbox"/>	<input type="checkbox"/>
Current evidence shows that a range of factors mean that some people may be at comparatively increased risk from coronavirus (COVID-19) where it is not possible to work from home, these staff can attend school as long as the <a href="#">system of controls</a>	<a href="#">information available on who is at higher risk from coronavirus</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



<p>Pregnant women are in the 'clinically vulnerable' category</p>	<p>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</p>	<p>✓</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>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</p>	<p>As pregnant women are currently advised not to be vaccinated and there continues to be moderate levels of coronavirus transmission within the community, we have decided to continue to advise those in the 3<sup>rd</sup> trimester of pregnancy to continue to remain away from workplaces</p>	<p>✓</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Pregnant workers in their 3<sup>rd</sup> trimester are now to be treated in the same way as CEV staff</p>		<p>✓</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>All employers have a duty of care to their employees, and this extends to their mental health. Make sure you have explained to all staff the measures you are putting in place. Discuss with all staff any changes in place as part of these measures. Because some staff may be particularly anxious about returning, you may need extra systems in place to support staff wellbeing</p>	<p>Read about the: <a href="#">extra mental health support for pupils and teachers</a>, <a href="#">Wellbeing for Education return programme</a></p> <p><a href="#">Education Support</a> provides a free helpline for school staff and targeted support for mental health and wellbeing</p>	<p>✓</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>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</p>	<p>To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year</p>	<p>✓</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Specialists, therapists, clinicians and other support staff for pupils with SEND provide interventions as usual and can move between settings</p>	<p>They should ensure they minimise contact and maintain as much distance as possible from other staff</p>	<p>✓</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p>Volunteers may be used to support the work of the school, as would usually be the case</p>	<p>Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible</p>	<p>✓</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
<p><b>6. Site User Becoming Unwell</b></p>				





<p>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</p> <ul style="list-style-type: none"> <li>• be sent them home to begin isolation - the isolation period includes the day the symptoms started and the next 10 full days</li> <li>• be advised to follow the <a href="#">guidance for households with possible or confirmed coronavirus (COVID-19) infection - GOV.UK (www.gov.uk)</a></li> <li>• be advised to <a href="#">arrange to have a test</a> as soon as possible to see if they have COVID-19</li> </ul>	<p>Other members of their household (including any siblings) should self-isolate. Their isolation period includes the day symptoms started for the first person in their household, or the day their test was taken if they did not have symptoms, whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test), and the next 10 full days. If a member of the household starts to display symptoms while self-isolating they will need to restart the 10 day isolation period and book a test</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<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. Ideally, a window should be opened for ventilation.</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  <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></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><b>Separate toilet available in the Cadet Hut</b></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>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</p>	<p><a href="#">guidance on isolation for residential educational settings.</a></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 possible, be collected by a member of their family or household</p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>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</p>	<p>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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	would provide appropriate protection for the driver, who must be made aware that the individual has tested positive or is displaying symptoms			
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 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 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"/>
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		✓	<input type="checkbox"/>	<input type="checkbox"/>
It remains essential that anyone who gets a positive result from an LFD test self-isolates immediately, as must other members of their		✓	<input type="checkbox"/>	<input type="checkbox"/>

household, while they get a confirmatory PCR test				
Whilst awaiting the confirmatory PCR result, pupils, students and staff and close contacts should continue to self-isolate		✓	<input type="checkbox"/>	<input type="checkbox"/>
Those with symptoms are expected to order a test online or visit a test site to take a lab-based polymerase chain reaction (PCR) test to check if they have the virus		✓	<input 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"/>
If a member of the household starts to display symptoms while self-isolating they will need to restart the 10-day isolation period and book a test.		✓	<input type="checkbox"/>	<input type="checkbox"/>
If anyone tests positive whilst not experiencing symptoms, but develops symptoms during the isolation period, they must restart the 10-day isolation period from the day they developed symptoms.		✓	<input type="checkbox"/>	<input type="checkbox"/>
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	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 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 14-day isolation period	This is because they could still develop coronavirus (COVID-19) within the remaining days	✓	<input type="checkbox"/>	<input type="checkbox"/>
If someone tests positive, they should follow the <a href="#">‘stay at home: guidance for households</a>		✓	<input type="checkbox"/>	<input type="checkbox"/>

<p><a href="#">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>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 can be anyone who:</p> <ul style="list-style-type: none"> <li>lives in the same household as someone with Coronavirus (COVID-19) symptoms or who has tested positive for coronavirus (COVID-19)</li> <li>has had any of the following types of contact with someone who has tested positive for coronavirus (COVID-19) with either a PCR test or LFD test (if a confirmatory PCR test is negative, provided it was taken within two days of the positive LFD, it overrides the lateral flow test and close contacts can stop self isolating):</li> <li>face-to-face contact including being coughed on or having a face-to-face conversation within 1 metre</li> <li>been within 1 metre for 1 minute or longer without face-to-face contact</li> <li>been within 2 metres of someone for more than 15 minutes (either as a one-off contact or added up together over 1 day)</li> <li>travelled in the same vehicle or a plane</li> </ul>	✓	<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 based on the latest public health advice</p>	✓	<input type="checkbox"/>	<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</p>		✓	<input type="checkbox"/>	<input type="checkbox"/>

## 8. Inadequate Hand Washing/Personal Hygiene


Staff/pupils/cleaners/contractors etc. will be reminded to clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating	Ensure that staff have sufficient time to wash their hands regularly, as frequently as pupils Student/Staff guidance is displayed around school and by every sanitiser	✓	<input type="checkbox"/>	<input type="checkbox"/>
Consideration given to how often pupils and staff will need to wash their hands and incorporated time for this is in timetables or lesson plans		✓	<input type="checkbox"/>	<input type="checkbox"/>
Staff working with pupils who spit uncontrollably may want more opportunities to wash their hands than other staff		<input type="checkbox"/>	<input type="checkbox"/>	✓
Pupils who use saliva as a sensory stimulant or who struggle with 'catch it, bin it, kill it' may also need more opportunities to wash their hands and this has been considered		✓	<input 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"/>
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 type="checkbox"/>	<input type="checkbox"/>
The 'catch it, bin it, kill it' approach is very important and is promoted	<p><b>CATCH IT</b>  Germs spread easily. Always carry tissues and use them to catch your cough or sneeze.</p> <p><b>BIN IT</b>  Germs can live for several hours on tissues. Dispose of your tissue as soon as possible.</p> <p><b>KILL IT</b>  Hands can transfer germs to every surface you touch. Clean your hands as soon as you can.</p> <p></p>	✓	<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		✓	<input type="checkbox"/>	<input type="checkbox"/>

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				
<b>9. Inadequate Personal Protection &amp; PPE</b>				
<p>In Secondary schools face coverings should be worn by adults when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.</p> <p>Students do not need to wear a face covering in classrooms or in communal areas</p>	<p>Some individuals are exempt from wearing <a href="#">face coverings</a>. This applies to those who:</p> <p>people who cannot put on, wear or remove a face covering because of a physical or mental illness or impairment, or disability  where putting on, wearing or removing a face covering will cause you severe distress  if you are speaking to or providing assistance to someone who relies on lip reading, clear sound or facial expressions to communicate  to avoid harm or injury, or the risk of harm or injury, to yourself or others – including if it would negatively impact on your ability to exercise or participate in a strenuous activity</p> <p>The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs, noting that some people are less able to wear face coverings and that the reasons for this may not be visible to others.</p>	✓	<input type="checkbox"/>	<input 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		✓	<input type="checkbox"/>	<input type="checkbox"/>
Face visors or shields can be worn by those exempt from wearing a face covering but they are not an equivalent alternative in terms of source control of virus transmission	Visors may protect against droplet spread in specific circumstances but are unlikely to be effective in preventing aerosol transmission, and therefore in a school environment are unlikely to offer appropriate protection to the wearer. Visors should only be used by those exempt from wearing a face covering after carrying out a risk assessment for the specific situation and should always be cleaned appropriately	✓	<input type="checkbox"/>	<input type="checkbox"/>

Face coverings do not need to be worn by pupils when outdoors on the premises		✓	<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 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>		✓	<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		✓	<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		✓	<input type="checkbox"/>	<input type="checkbox"/>
Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully	Staff and pupils may consider bringing a spare face covering to wear if their face covering becomes damp during the day	✓	<input type="checkbox"/>	<input type="checkbox"/>
Where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, the school has taken steps to have a small contingency supply available to meet such needs		✓	<input type="checkbox"/>	<input type="checkbox"/>
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 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"/>
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"/>
PPE for coronavirus (COVID-19) is required when performing <a href="#">aerosol generating procedures (AGPs)</a>		✓	<input type="checkbox"/>	<input type="checkbox"/>
When working with children and young people who cough, spit or vomit but do not have		✓	<input type="checkbox"/>	<input type="checkbox"/>



coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, is worn				
<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 to any other relevant government guidance	✓	<input type="checkbox"/>	<input type="checkbox"/>
A record is kept of all visitors	Inventory 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 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. <i>Availability of desk fans is limited in school</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If school needs to use additional heaters they only use sealed, oil filled electric heaters	Electric fan heaters used sparingly due to increased fire and electrical risk	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 checked="" type="checkbox"/>		<b>No</b> <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	<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>Hannah Millett</b>	<b>Signature(s):</b>		
<b>Position(s):</b>	<b>Headteacher</b>			
<b>Date:</b>	<b>22nd May 2021</b>	<b>Review Date:</b>	<b>Ongoing</b>	
<b>Distribution: Staff, Trust, Local Governing Body, website for all parents and stakeholders.</b>				